

WHEATLAND MS

919 Hamilton Park Dr

CSI School Plan | 2023 - 2024

## Steering Committee

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## Vision for Learning

Our school community engages caring and knowledgeable students and inspires diverse learners to reflect on their learning to achieve their highest potential, while leaving the world a better place for future generations.

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
No Data Sets available	No
94.4% of our students met the Target for Career Readiness	No
Provide frequent, timely, and systematic feedback and support on instructional practices	No
73 (Growth Score) of Black Students met the standard of demonstrating growth in English Language Arts	Yes
17.4% Students of our Asian Sub-Group Met the Interim Goal/ Improvement Target	Yes
Q4 Reading STAR Data reflects 8th grad Students-31% tested proficient- Goal was 29%	No
Q4 Math STAR Data reflects 6th grade Students- 26% of students tested proficient- 15% was the Goal	No
N/A	No

### Challenges

Challenge	Consideration In Plan
Only 2.5% of Hispanic Students met the Interim Goal/Improvement Target in Mathematics/ Algebra	Yes
1.2% of English Learners met the Interim Goal/Improvement Target in Mathematics/ Algebra	Yes
Only 15.3% of English Learners met the Interim Goal/Improvement in English Language Arts/Literature	No
Only 3.3% of Students with Disabilities met the Interim Goal/Improvement in English Language Arts/Literature	Yes
No Challenges in Related Academics	No
Align curricular materials and lesson plans to the PA Standards	No
N/A	No

No Data Sets available	No
Q4 Reading STAR Data reflects 6th grade Students-29% tested proficient- Goal was 36%	No
Q4 Math STAR Data reflects 7th grade Students-14% of students tested proficient - 14% was the goal	No

### Most Notable Observations/Patterns

It will be an important challenge to increase the ELA and Math achievement of English Learners as their scores remain low. It is equally important to improve the All Student Group Achievement scores for Math PSSA. When reviewing the data it is evident we must strengthen core instruction and tiered support. It will be important to create Tiered Support for students that are early identified to be potential chronically truant students.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
73 (Growth Score) of Black Students met the standard of demonstrating growth in English Language Arts	We are looking to build on this strength.
17.4% Students of our Asian Sub-Group Met the Interim Goal/ Improvement Target	We are looking to build on this strength.

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Only 2.5% of Hispanic Students met the Interim Goal/Improvement Target in Mathematics/ Algebra	Lack of Academic Literacy for our Hispanic population in Math classes continues to be a barrier.	No	
1.2% of English Learners met the Interim Goal/Improvement Target in Mathematics/ Algebra	Lack of Academic Literacy for our Hispanic population in Math classes continues to be a barrier.	Yes	IF we provide an aligned curriculum and assessment system implemented with one or more evidence based instructional strategies, THEN learners will meet grade level proficiency in Math.
Only 3.3% of Students with Disabilities met the Interim Goal/Improvement in English Language Arts/Literature	Our Special Education Department will require professional development in teaching mathematics. (productive struggle)	Yes	IF we provide an aligned curriculum and assessment system implemented with one or more evidence based instructional strategies, THEN learners will meet grade level proficiency in English Language Arts.

## Goal Setting

**Priority:** IF we provide an aligned curriculum and assessment system implemented with one or more evidence based instructional strategies, THEN learners will meet grade level proficiency in Math.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 15% of sixth grade students will score proficient on STAR Math.	Mathematics-Grade 6	By September 30, 2023, 7.5% of sixth graders will score Proficient on STAR Math.	By December 3, 2023, 10% of sixth graders will score Proficient on STAR Math.	By March 31, 2024, 12.5% of sixth graders will score Proficient on STAR Math.	By June 30, 2024, 15% of sixth grade students will score proficient on STAR Math.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 15% of seventh grade students will score proficient on STAR Math.	Mathematics-Grade 7	By September 30, 2023, 7.5% of seventh graders will score Proficient on STAR Math.	By December 3, 2023, 10% of seventh graders will score Proficient on STAR Math.	By March 31, 2024, 12.5% of seventh graders will score Proficient on STAR Math.	By June 30, 2024, 15% of seventh grade students will score proficient on STAR Math.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 13% of eighth grade students will score proficient on STAR Math.	Mathematics-Grade 8	By September 30, 2023, 5.5% of eighth graders will score Proficient on STAR Math.	By December 3, 2023, 8% of eighth graders will score Proficient on STAR Math.	By March 31, 2024, 10.5% of eighth graders will score Proficient on STAR Math.	By June 30, 2024, 13% of eighth grade students will score proficient on STAR Math.

**Priority:** IF we provide an aligned curriculum and assessment system implemented with one or more evidence based instructional strategies, THEN learners will meet grade level proficiency in English Language Arts.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 36% of sixth grade students will score proficient on STAR Reading.	English Language Arts- Grade 6	By September 30, 2023, 28.5% of sixth graders will score Proficient on STAR Reading.	By December 3, 2023, 31% of sixth graders will score Proficient on STAR Reading.	By March 31, 2024, 33.5% of sixth graders will score Proficient on STAR Reading.	By June 30, 2024, 36% of sixth grade students will score proficient on STAR Reading.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 31% of seventh grade students will score proficient on STAR Reading.	English Language Arts- Grade 7	By September 30, 2023, 23.5% of seventh graders will score Proficient on STAR Reading.	By December 3, 2023, 26% of seventh graders will score Proficient on STAR Reading.	By March 31, 2024, 28.5% of seventh graders will score Proficient on STAR Reading.	By June 30, 2024, 31% of seventh grade students will score proficient on STAR Reading.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 29% of eighth grade students will score proficient on STAR Reading.	English Language Arts - Grade 8	By September 30, 2023, 21.5% of eighth graders will score Proficient on STAR Reading.	By December 3, 2023, 24% of eighth graders will score Proficient on STAR Reading.	By March 31, 2024, 26.5% of eighth graders will score Proficient on STAR Reading.	By June 30, 2024, 29% of eighth grade students will score proficient on STAR Reading.



## Action Plan

### Action Plan for: Problem Solving

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Mathematics- Grade 6</li> <li>Mathematics- Grade 7</li> <li>Mathematics- Grade 8</li> </ul>		1. Assessment calendar containing the Renaissance STAR testing administered one (1) month prior to Quarterly Routines and math/OECR 2. Evidence-based strategy (EBS) walkthroughs happen on a monthly basis and account for differentiation and include differentiation using the small group instruction model. 3. Monthly monitoring using the Bi-Weekly Implementation Spreadsheet 4. Administer the STAR assessment for Quarter 1 thru 4 review 5. Increased achievement as measured on the Renaissance STAR assessment system and captured in the SIP Achievement Goals. 6. 75% of classrooms are implementing the evidence based strategy in Math Classrooms. 7. Teachers will conduct student data review, conferencing and goal setting immediately following each administration of STAR. 8. Students will complete a STAR Assessment, Goal Setting document to monitor and reflect on their academic progress,		We will be monitoring outputs at Monthly Routines and Quarterly Meetings with our implementation team.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Data Collection using the Diagnostic Survey Tool	08/22/2023	09/29/2023	Instructional Coach	Diagnostic Survey	No
Data analysis of Diagnostic Survey	08/22/2023	09/29/2023	Leadership Team	Survey Results	No
The Sol Office of Teaching and Learning will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS).	08/21/2023	08/31/2023	Office of Teaching and Learning	WWC Practice Guide, OTL Power Point	Yes
Provide ongoing professional development and support for interventionists and educators.	08/21/2023	05/31/2024	OTL and IU 13 Team	WWC Practice Guide	Yes
Provide PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process.	09/04/2023	10/27/2023	Instructional Coach	WWC Practice Guide	Yes
Provide PD on how to model	11/01/2023	12/29/2023	Instructional Coach	WWC Practice Guide	Yes

how to monitor and reflect on the problem-solving process.					
Provide PD on how to use student thinking about a problem to develop students' ability to monitor and reflect.	01/01/2024	03/29/2024	Instructional Coach	WWC Practice Guide	Yes
Conduct evidence-based strategy (EBS) walkthroughs to provide specific feedback to teachers in a timely manner.	09/04/2023	05/31/2024	Admin Team	PA ETEP	No
Provide 1:1 support for *NEW* teachers as part of ongoing induction programming.	08/21/2023	05/31/2024	IU 13 Team and OTL	Tier One Classroom Routines	
Monitor IXL Math Data monthly	09/29/2023	05/31/2024	Instructional Coach, Teachers	IXL Mastery Reports	No

## Action Plan for: Reading Comprehension

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>English Language Arts- Grade 6</li> <li>English Language Arts- Grade 7</li> <li>English Language Arts - Grade 8</li> </ul>		1. Assessment calendar containing the Renaissance STAR testing administered one (1) month prior to Quarterly Routines, and ELA/TDA. 2. Evidence-based strategy (EBS) walkthroughs happen on a monthly basis and account for differentiation and include differentiation using the small group instruction model. 3. Administer the STAR assessment for Quarter 1 thru 4 review 4. 75% of classrooms are implementing the evidence based strategy in ELA classrooms. 5. Increased achievement as measured on the Renaissance STAR assessment system and captured in the SIP Achievement Goals. 6. Students that are early Identified as potentially chronically truant will have Tier 2 Support Plans.		Monthly monitoring using the Bi-Weekly Implementation Spreadsheet with CSI Implementation Team	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
The SDOL Office of Teaching and Learning will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS).	08/21/2023	09/01/2023	Office of Teaching and Learning	WWC Practice Guide, Power Point	Yes
Provide PD on how to “Build students’ world and word knowledge” through: Vocabulary instruction Connections to students' prior knowledge and experiences	08/21/2023	10/27/2023	Instructional Coach, OTL	WWC Practice Guide	Yes
Provide PD on how to “Consistently provide students with opportunities to ask and answer questions to better understand the text they read” through: Questioning techniques (e.g., generating questions, answering questions, clarifying questions) Collaborative discussions	11/01/2023	01/31/2024	Instructional Coach/ OTL	WWC Practice Guide	Yes
Provide PD on how to “Teach students a routine for determining the ‘gist’ of a short section of text” through: Summarizing strategies (e.g., identifying main ideas, supporting details, and themes)	02/01/2024	04/30/2024	Instructional Coach/ OTL	WWC Practice Guide	Yes
Provide PD on how to “Teach students to monitor their comprehension as they read” through: Metacognitive strategies (e.g., self-	05/01/2024	05/31/2024	Instructional Coach/ OTL	WWC Practice Guide	Yes

questioning, self-monitoring, and self-correcting)					
Design a walkthrough calendar and conduct evidence-based strategy (EBS) walkthroughs to provide specific feedback to teachers in a timely manner.	08/21/2023	05/31/2024	Admin Team	Calendar and EBS walkthrough tool	No
Provide ongoing professional development and support for interventionists and educators.	08/21/2023	05/31/2024	Instructional Coach/OTL/ IU 13 Team	Tier One Classroom Routines, WWC Practice Guide	Yes
Provide 1:1 support for *NEW* teachers as part of ongoing induction programming.			Instructional Coach/ IU 13 Team	Tier One Classroom Routines, WWC Practice Guide	Yes
A school-based team tracks the chronically absent students and makes contacts home to parents/caregivers.	08/21/2023	05/31/2024	MTSS Team, Counselors and SFRS	Attendance Reports, Tier 2 Plans	No

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Problem Solving	<ul style="list-style-type: none"> <li>• The SDoL Office of Teaching and Learning will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS).</li> <li>• Provide ongoing professional development and support for interventionists and educators.</li> <li>• Provide PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process.</li> <li>• Provide PD on how to model how to monitor and reflect on the problem-solving process.</li> <li>• Provide PD on how to use student thinking about a problem to develop students' ability to monitor and reflect.</li> </ul>
Reading Comprehension	<ul style="list-style-type: none"> <li>• The SDoL Office of Teaching and Learning will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS).</li> <li>• Provide PD on how to "Build students' world and word knowledge" through: Vocabulary instruction Connections to students' prior knowledge and experiences</li> <li>• Provide PD on how to "Consistently provide students with opportunities to ask and answer questions to better understand the text they read" through: Questioning techniques (e.g., generating questions, answering questions, clarifying questions) Collaborative discussions</li> <li>• Provide PD on how to "Teach students a routine for determining the 'gist' of a short section of text" through: Summarizing strategies (e.g., identifying main ideas, supporting details, and themes)</li> <li>• Provide PD on how to "Teach students to monitor their comprehension as they read" through: Metacognitive strategies (e.g., self-questioning, self-monitoring, and self-correcting)</li> <li>• Provide ongoing professional development and support for interventionists and educators.</li> <li>• Provide 1:1 support for *NEW* teachers as part of ongoing induction programming.</li> </ul>

## Professional Development Activities

Evidence Based Strategy-beginning of year (BoY) professional development on the evidence-based strategy (EBS).

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>The SDoL Office of Teaching and Learning will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS).</li> </ul>	Classroom Teachers	1. WWC Practice Guide: [Core] Rec 3. Routinely use a set of comprehension-building practices to help students make sense of the text. Part A: Build students' world and word knowledge so they can make sense of the text. Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read. Part C: Teach students a routine for determining the gist of a short section of text. Part D: Teach students to monitor their comprehension as they read. 2. WWC Practice Guide: [Core] Rec. 2. Assist students in monitoring and reflecting on the problem-solving process.	75% of classrooms are implementing the evidence based strategies in ELA and Math classrooms as evidence by monthly walkthrough data.	OTL, Instructional Coach and Admin Team	08/21/2023	10/31/2023
<b>Learning Formats</b>						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly					

ELA Evidence Based Strategy-Vocabulary instruction Connections to students' prior knowledge and experiences

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide PD on how to “Build students’ world and word knowledge” through: Vocabulary instruction Connections to students' prior knowledge and experiences</li> </ul>	Classroom teachers	Vocabulary instruction Connections to students' prior knowledge and experiences	75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review	Instructional Coach, OTL and Admin Team	08/21/2023	10/31/2023
<b>Learning Formats</b>						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly					

ELA Evidence Based Strategy- How to “Consistently provide students with opportunities to ask and answer questions to better understand the text they read” through: Questioning techniques (e.g., generating questions, answering questions, clarifying questions) Collaborative discussions

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide PD on how to “Build students’ world and word knowledge” through: Vocabulary instruction Connections to students' prior knowledge and experiences</li> </ul>	Classroom Teachers	How to “Build students’ world and word knowledge” through: Vocabulary instruction Connections to students' prior knowledge and experiences	75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review	Instructional Coach, OTL and Admin Team	11/01/2023	01/31/2024
<b>Learning Formats</b>						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly					



ELA Evidence Based Strategy- How to “Teach students a routine for determining the ‘gist’ of a short section of text” through: Summarizing strategies (e.g., identifying main ideas, supporting details, and themes)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide PD on how to “Teach students a routine for determining the ‘gist’ of a short section of text” through: Summarizing strategies (e.g., identifying main ideas, supporting details, and themes)</li> </ul>	Classroom Teachers	How to “Teach students a routine for determining the ‘gist’ of a short section of text” through: Summarizing strategies (e.g., identifying main ideas, supporting details, and themes)	75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review	Instructional Coach, OTL and Admin Team	01/31/2024	03/29/2024
<b>Learning Formats</b>						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly					

ELA Evidence Based Strategy-Provide PD on how to “Teach students to monitor their comprehension as they read” through: Metacognitive strategies (e.g., self-questioning, self-monitoring, and self-correcting)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide PD on how to “Teach students to monitor their comprehension as they read” through: Metacognitive strategies (e.g., self-questioning, self-monitoring, and self-correcting)</li> </ul>	Classroom Teachers	How to “Teach students to monitor their comprehension as they read” through: Metacognitive strategies (e.g., self-questioning, self-monitoring, and self-correcting)	75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review	Instructional Coach, OTL and Admin Team	03/29/2024	05/31/2024
<b>Learning Formats</b>						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly					

Math Evidence Based Strategy-Deliver PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process.</li> </ul>	Classroom Teachers	How to provide students with a list of prompts to help them monitor and reflect during the problem-solving process.	75% of classrooms are implementing the evidence based strategies in Math classrooms as evidenced in walkthroughs and lesson plan review	Instructional Coach, OTL and Admin Team	08/21/2023	10/31/2023
<b>Learning Formats</b>						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly					

Math Evidence Based Strategy- How to model how to monitor and reflect on the problem-solving process.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide PD on how to model how to monitor and reflect on the problem-solving process.</li> </ul>	Classroom Teachers	How to model how to monitor and reflect on the problem-solving process.	75% of classrooms are implementing the evidence based strategies in Math classrooms as evidenced in walkthroughs and lesson plan review	Instructional Coach, OTL and Admin Team	11/01/2023	01/31/2024
<b>Learning Formats</b>						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly					

Math Evidence Based Strategy-How to use student thinking about a problem to develop students' ability to monitor and reflect.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide PD on how to use student thinking about a problem to develop students' ability to monitor and reflect.</li> </ul>	Classroom Teachers	How to use student thinking about a problem to develop students' ability to monitor and reflect.	75% of classrooms are implementing the evidence based strategies in Math classrooms as evidenced in walkthroughs and lesson plan review	Instructional Coach, OTL and Admin Team	01/31/2024	05/31/2024
<b>Learning Formats</b>						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly					