**Reynolds MS**  
Schoolwide Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| Reynolds Middle School | | 113364002 |
| **Address 1** | | |
| 605 West Walnut Strett | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Lancaster | PA | 17603 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr. Keith Miles | | keithmiles@sdlancaster.org |
| **Principal Name** | | |
| Aaron Swinton | | |
| **Principal Email** | | |
| adswinton@lancaster.k12.pa.us | | |
| **Principal Phone Number** | | **Principal Extension** |
| 717-291-6257 | |  |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Gregory M. McGough, Ed.D., CSIS | | gregory\_mcgough@iu13.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Aaron Swinton | Principal | Reynolds Middle School | adswinton@sdlancaster.org |
| Wendy Moncak | Instructional Coach | Reynolds Middle School | wemoncak@sdlancaster.org |
| Jose Iguina | Principal | Reynolds Middle School | joseiguina@sdlancaster.org |
| Jackie Churchill | Principal | Reynolds Middle School | jmchurchill@sdlancaster.org |
| Gregory M. McGough, Ed.D., CSIS | Education Specialist | IU13 | gregory\_mcgough@iu13.org |
| Nathaniel Andes | Teacher | English Teacher - Reynolds Middle School | nrandes@sdlancaster.org |
| Dr. Keith Miles | Chief School Administrator | SDOL | keithmiles@sdlancaster.org |
| Abby Blake | Teacher | English Teacher - Reynolds Middle School | alblake@sdlancaster.org |
| Lakeesha Bair-Myers | Other | School Social Worker - Reynolds Middle School | info@themixlancaster.org |
| Lauren Engle | Parent | Parent - Reynolds Middle School | lengle1@comcast.net |
| Christine Frey | Teacher | English Teacher - Reynolds Middle School | cefrey@sdlancaster.org |
| Shannon Mazzante | Community Member | Lancaster City Police Officer | mazzants@lancasterpolice.com |
| Jackie Martin | Other | School Counselor - Reynolds Middle School | jsmartin@sdlancaster.org |
| Katherine Cruz Rodriguez | Teacher | ELD Teacher - Reynolds Middle School | kmcruzrodriguez@sdlancaster.org |
| Dr. Josh Keene | District Level Leaders | SDOL | jjkeene@sdlancaster.org |
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# Vision for Learning

**Vision for Learning**

A diverse, welcoming, and engaging learning environment dedicated to every student's academic, social, emotional growth and development of future ready skills that will provide students and their families with a respectful, inclusive, student-led learning environment that develops the college, career and community-ready skills needed to actively participate in our local and global community.

# Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **False** K | **False** 1 | **False** 2 | **False** 3 | **False** 4 | **False** 5 | **True** 6 |
| **True** 7 | **True** 8 | **False** 9 | **False** 10 | **False** 11 | **False** 12 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| For the 22-23 school year we exceeded the statewide average growth score. We scored 100: English Language Arts/Literature All Student Groups Exceeded the Standard Demonstrating Growth (PVAAS) | We are growing the students according to PVAAS scores, but we are still not seeing the achievement expectations. |
| For the 22-23 school year we exceeded the statewide average growth score. We scored an 87.8: Mathematics/Algebra All Student Groups Exceeded the Standard Demonstrating Growth (PVAAS) | We are growing the students according to PVAAS scores, but we are still not seeing the achievement expectations. |
| 92.9% of students met our Career Standards Benchmark. | We are above the state average of 89.6%. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| 22-23 school year 40.3% of students were proficient or advanced in English Language Arts/Literature | We are growing students, but are still not seeing the increased achievement scores. |
| 22-23 school year 18.1% of students were proficient or advanced in Mathematics/Algebra. | We are growing students, but are still not seeing the increased achievement scores. |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|  |  |
| --- | --- |
| **Indicator**  The subgroup 2 or more races meets or exceeds the statewide interim target for ELA (PSSA). (42.9% proficient and advanced)  **ESSA Student Subgroups**  Multi-Racial (not Hispanic) | **Comments/Notable Observations**  We met or exceeded our interim target. |
| **Indicator**  The subgroup of white students meets or exceeds the statewide interim target in ELA (PSSA). (77.6% proficient and advanced)  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  We met or exceeded our interim target. |
| **Indicator**  The subgroup 2 or more races meets or exceeds the statewide interim target for Math (PSSA). (32.1% proficient or advanced)  **ESSA Student Subgroups**  Multi-Racial (not Hispanic) | **Comments/Notable Observations**  We met or exceeded our interim target. |
| **Indicator**  **ESSA Student Subgroups**  White | **Comments/Notable Observations** |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  The following subgroup (Economically Disadvantaged) are not meeting statewide goals/interim targets in ELA (PSSA). (37.3% proficient and advanced)  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  We will continue to monitor our data sets to ensure equitable implementation of the plan. |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  The following subgroup (English Learners) are not meeting statewide goals/interim targets in ELA (PSSA). (8.5% proficient/advanced)  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations**  We will continue to monitor our data sets to ensure equitable implementation of the plan. |
| **Indicator**  The following subgroup (students with disabilities) are not meeting statewide goals/interim targets in ELA (PSSA). (9.2% proficient and advanced)  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  We will continue to monitor our data sets to ensure equitable implementation of the plan. |
| **Indicator**  The following subgroup (Combined Ethnicity) are not meeting statewide goals/interim targets in ELA (PSSA). (31.5% proficient and advanced)  **ESSA Student Subgroups**  Multi-Racial (not Hispanic) | **Comments/Notable Observations**  We will continue to monitor our data sets to ensure equitable implementation of the plan. |
| **Indicator**  The following subgroup (Combined Ethnicity) are not meeting statewide goals/interim targets in Math (PSSA). (13% proficient and advanced)  **ESSA Student Subgroups**  Asian (not Hispanic) | **Comments/Notable Observations**  We will continue to monitor our data sets to ensure equitable implementation of the plan. |
| **Indicator**  The following subgroup (Economically Disadvantaged) are not meeting statewide goals/interim targets in Math (PSSA). (15.6% proficient and advanced)  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  We will continue to monitor our data sets to ensure equitable implementation of the plan. |
| **Indicator**  The following subgroup (African American/Black) are not meeting statewide goals/interim targets in ELA (PSSA). (21.8% proficient and advanced)  **ESSA Student Subgroups**  African-American/Black | **Comments/Notable Observations**  We will continue to monitor our data sets to ensure equitable implementation of the plan. |
| **Indicator**  The following subgroup (African American/Black) are not meeting statewide goals/interim targets in Math (PSSA). (3.6% proficient and advanced).  **ESSA Student Subgroups**  African-American/Black | **Comments/Notable Observations**  We will continue to monitor our data sets to ensure equitable implementation of the plan. |
| **Indicator**  The following subgroup (English Learners) are not meeting statewide goals/interim targets in Math (PSSA). (4.7% proficient and advanced)  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations**  We will continue to monitor our data sets to ensure equitable implementation of the plan. |
| **Indicator**  The following subgroup (Hispanic) are not meeting statewide goals/interim targets in Math (PSSA). (12.9% proficient and advanced).  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  We will continue to monitor our data sets to ensure equitable implementation of the plan. |
| **Indicator**  The following subgroup (Hispanic) are not meeting statewide goals/interim targets in ELA (PSSA). (32.2% proficient and advanced)  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  We will continue to monitor our data sets to ensure equitable implementation of the plan. |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| For the 22-23 school year we exceeded the statewide average growth score. We scored 100: English Language Arts/Literature. All Student Groups Exceeded the Standard Demonstrating Growth (PVAAS) |
| For the 22-23 school year we exceeded the statewide average growth score. We scored an 87.8: Mathematics/Algebra. All Student Groups Exceeded the Standard Demonstrating Growth (PVAAS) |

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|  |
| --- |
| 22-23 school year 40.3% of students were proficient or advanced in English Language Arts/Literature, which is not meeting our achievement expectations. |
| 22-23 school year 18.1% of students were proficient or advanced in Mathematics/Algebra. which is not meeting our achievement expectations. |
| The following subgroup is not meeting statewide goals/interim targets in ELA or Math. (Subgroup: English Learners) |
| We are below the statewide average in both ELA (40.3%) and Math (18.1%) for the 22-23 school year. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| 6th Grade: ELA Quarter 4 Star Data: 41% proficient/advanced | We are monitoring student growth through the Star Assessment. Staffing consistency resulted in higher growth. Strong routines and expectations with a staff that is well versed in the ARC reading program. |
| We are 8.5% proficient/advanced on the PSSA assessment for our EL subgroup in ELA. | The school needs to continue to focus on providing EL students with high-quality instruction and intervention. |
| 8th Grade: ELA Quarter 4 Star Data: 23% proficient/advanced | We are monitoring student growth through the Star Assessment. |
| 7th Grade: ELA Quarter 4 Star Data: 37% proficient/advanced | 7th grade changed the model of intervention to co-teach/small group, which resulted in higher gains. We are monitoring student growth through the Star Assessment. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| 7th and 8th grade saw growth in the ELA star assessments, but we still did not achieve expected outcomes. We will continue to strengthen our growth as we work toward higher student achievement scores. |
| 6th grade ELA saw an increase of 10% from quarter 1 to quarter 4 with the STAR assessment, which met the goal of 39% for quarter 4 of our CSI plan. Their highest growth was seen in quarter 3 with 45% proficient/advanced. |

### Challenges

|  |
| --- |
| The Star assessment is a new diagnostic tool that our district is still learning. Some correlation work will still need to be done regarding Star results and PSSA scores. |
| 7th and 8th grade ELA Star scores are below expected achievement benchmarks. |
| Staffing changes required the retraining of many of the data and assessment elements for the building. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| 8th Grade: Math Quarter 4 Star Data: 21% proficient/advanced | We saw an increase from quarter 1 to quarter 4 of 8%. |
| 7th Grade: Math Quarter 4 Star Data: 14% proficient/advanced | 7th Grade met their quarter 3 goal for math with 20% proficient/advanced. |
| 6th Grade: Math Quarter 4 Star Data: 27% proficient/advanced | We saw an increase from quarter 1 to quarter 4 of 4%. |

## Mathematics Summary

### Strengths

|  |
| --- |
| 6th saw 4% growth in the Math star assessments, but we still did not achieve expected outcomes. We will continue to strengthen our growth as we work toward higher student achievement scores. |

### Challenges

|  |
| --- |
| The Star assessment is a new diagnostic tool that our district is still learning. Some correlation work will still need to be done regarding Star results and PSSA scores. |
| 6th grade 27% proficient/advanced, 7th grade 14% proficient/advanced, and 8th grade 21% proficient/advanced. We still are not meeting STAR growth expectations. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| No Data Sets Available | No Data Sets Available |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| No data sets available |

### Challenges

|  |
| --- |
| No data sets available |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Career Standards Benchmark All Student Group Meet Performance Standards in the 22-23 school year (92.9%). In addition the school exceeded the statewide average of 89.6%. | We are exceeding the statewide average for career standards. |
| 95% of 8th grade by May 2024 students completed their Xello career lessons with artifacts per our or local collection tool. | We utilize Xello as our local collection tool for career artifacts. |

## Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| Career Standards Benchmark: All Student Group Meets Performance Standard in the 22-23 school year |
| 100% of the Black subgroup met or exceeded the statewide goal/interim targets for career standards. |

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| Students with disabilities are not meeting the statewide goal/interim target for career standards. |
| The English learner subgroup is not meeting the statewide goal/interim target for career standards. |

# Equity Considerations

## English Learners

**True** This student group is not a focus in this plan.

## Students with Disabilities

**True** This student group is not a focus in this plan.

## Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

## Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| N/A |
| N/A |
|  |
|  |
|  |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| N/A |
| N/A |
|  |
|  |
|  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Emerging |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Operational |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Emerging |
| Identify and address individual student learning needs | Operational |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Emerging |

## Empower Leadership

|  |  |
| --- | --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Emerging |
| Collectively shape the vision for continuous improvement of teaching and learning | Emerging |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Operational |

## Provide Student-Centered Support Systems

|  |  |
| --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Operational |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| Implement evidence-based strategies to engage families to support learning | Emerging |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Operational |

## Foster Quality Professional Learning

|  |  |
| --- | --- |
| Identify professional learning needs through analysis of a variety of data | Operational |
| Use multiple professional learning designs to support the learning needs of staff | Operational |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Operational |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

|  |
| --- |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| Identify and address individual student learning needs |
| Continuously monitor implementation of the school improvement plan and adjust as needed |
| Implement a multi-tiered system of supports for academics and behavior |
| Identify professional learning needs through analysis of a variety of data |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

|  |
| --- |
| Align curricular materials and lesson plans to the PA Standards |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |
| Collectively shape the vision for continuous improvement of teaching and learning |
| Provide frequent, timely, and systematic feedback and support on instructional practices |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| For the 22-23 school year we exceeded the statewide average growth score. We scored 100: English Language Arts/Literature. All Student Groups Exceeded the Standard Demonstrating Growth (PVAAS) | True |
| For the 22-23 school year we exceeded the statewide average growth score. We scored an 87.8: Mathematics/Algebra. All Student Groups Exceeded the Standard Demonstrating Growth (PVAAS) | True |
| 7th and 8th grade saw growth in the ELA star assessments, but we still did not achieve expected outcomes. We will continue to strengthen our growth as we work toward higher student achievement scores. | False |
| 6th grade ELA saw an increase of 10% from quarter 1 to quarter 4 with the STAR assessment, which met the goal of 39% for quarter 4 of our CSI plan. Their highest growth was seen in quarter 3 with 45% proficient/advanced. | False |
| N/A | True |
| N/A | True |
| No data sets available | False |
| Career Standards Benchmark: All Student Group Meets Performance Standard in the 22-23 school year | True |
| 6th saw 4% growth in the Math star assessments, but we still did not achieve expected outcomes. We will continue to strengthen our growth as we work toward higher student achievement scores. | False |
| 100% of the Black subgroup met or exceeded the statewide goal/interim targets for career standards. | True |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | False |
| Identify and address individual student learning needs | False |
| Continuously monitor implementation of the school improvement plan and adjust as needed | False |
| Implement a multi-tiered system of supports for academics and behavior | False |
| Identify professional learning needs through analysis of a variety of data | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| 22-23 school year 18.1% of students were proficient or advanced in Mathematics/Algebra. which is not meeting our achievement expectations. | True |
| The following subgroup is not meeting statewide goals/interim targets in ELA or Math. (Subgroup: English Learners) | True |
| 22-23 school year 40.3% of students were proficient or advanced in English Language Arts/Literature, which is not meeting our achievement expectations. | True |
| We are below the statewide average in both ELA (40.3%) and Math (18.1%) for the 22-23 school year. | False |
| The Star assessment is a new diagnostic tool that our district is still learning. Some correlation work will still need to be done regarding Star results and PSSA scores. | False |
| 6th grade 27% proficient/advanced, 7th grade 14% proficient/advanced, and 8th grade 21% proficient/advanced. We still are not meeting STAR growth expectations. | True |
| Students with disabilities are not meeting the statewide goal/interim target for career standards. | False |
| Staffing changes required the retraining of many of the data and assessment elements for the building. | False |
| No data sets available | False |
| The Star assessment is a new diagnostic tool that our district is still learning. Some correlation work will still need to be done regarding Star results and PSSA scores. | False |
| N/A | True |
| 7th and 8th grade ELA Star scores are below expected achievement benchmarks. | True |
| N/A | True |
| Align curricular materials and lesson plans to the PA Standards | False |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | False |
| Collectively shape the vision for continuous improvement of teaching and learning | False |
| Provide frequent, timely, and systematic feedback and support on instructional practices | False |
| The English learner subgroup is not meeting the statewide goal/interim target for career standards. | False |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

As our team conducted the needs assessment for our school improvement plan, several important observations and comments emerged, highlighting key challenges that require consideration in our comprehensive plan. One notable observation was the significant achievement gap between different student groups, particularly in mathematics and reading proficiency. This finding emphasizes the need for targeted interventions and resources to support struggling students and ensure equitable academic opportunities for all. By addressing these challenges, we aim to foster academic growth and equity in our school community.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| 22-23 school year 18.1% of students were proficient or advanced in Mathematics/Algebra. which is not meeting our achievement expectations. | Inadequate Instructional Strategies: One potential root cause could be the utilization of ineffective instructional strategies in Mathematics/Algebra classrooms. It is essential to assess whether teachers are employing pedagogical approaches that engage students, promote critical thinking, and provide sufficient practice opportunities. Insufficient differentiation of instruction to meet diverse learning needs may also be a contributing factor. Inadequate Curriculum Alignment and Resources: Another potential factor is a misalignment between the curriculum and the desired proficiency expectations. It is crucial to evaluate whether the curriculum adequately addresses the required mathematical concepts and skills. Additionally, the availability and accessibility of appropriate instructional resources, such as textbooks, technology tools, manipulatives, and supplementary materials, should be assessed to determine if they meet the needs of both teachers and students. Insufficient Student Support and Engagement: Low student proficiency may also be a result of insufficient support and engagement strategies. Students who struggle with Mathematics/Algebra may not receive targeted interventions, individualized support, or opportunities for additional practice. Inadequate integration of real-life applications, hands-on activities, and collaborative learning experiences could also lead to disengagement and reduced motivation to excel in these subjects. | True |
| The following subgroup is not meeting statewide goals/interim targets in ELA or Math. (Subgroup: English Learners) |  | False |
| 22-23 school year 40.3% of students were proficient or advanced in English Language Arts/Literature, which is not meeting our achievement expectations. | Inadequate Reading Instruction: One potential root cause could be inadequate reading instruction practices. It is crucial to assess whether teachers are employing effective strategies to develop students' reading comprehension skills, vocabulary, and fluency. Insufficient emphasis on critical thinking, textual analysis, and interpretation may hinder students' ability to comprehend complex literary texts. Limited Writing Instruction and Feedback: The proficiency gap may be attributed to limited emphasis on writing instruction and feedback. Writing skills are essential for effective communication and critical thinking. It is important to evaluate whether students are receiving sufficient instruction in various writing genres, grammar, and revision techniques. Lack of timely feedback on writing assignments and opportunities for revision may inhibit students' growth in this area. Inadequate Language Development: Another potential factor is the inadequate development of language skills, including grammar, syntax, and vocabulary. Insufficient focus on language development within the curriculum may hinder students' ability to express themselves effectively, understand complex texts, and comprehend nuanced literary analysis. | True |
| 6th grade 27% proficient/advanced, 7th grade 14% proficient/advanced, and 8th grade 21% proficient/advanced. We still are not meeting STAR growth expectations. |  | False |
| 7th and 8th grade ELA Star scores are below expected achievement benchmarks. |  | False |
| N/A |  | False |
| N/A |  | False |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| N/A | Continuing to support the career standards will help show students the real world connections to their learning. |
| N/A | We need to continue to strengthen our supports for our EL students, review data and intervene where necessary. |
| For the 22-23 school year we exceeded the statewide average growth score. We scored 100: English Language Arts/Literature. All Student Groups Exceeded the Standard Demonstrating Growth (PVAAS) | Sharing the data with staff/students/families and student conferences around successes could help as we work toward higher achievement levels. |
| For the 22-23 school year we exceeded the statewide average growth score. We scored an 87.8: Mathematics/Algebra. All Student Groups Exceeded the Standard Demonstrating Growth (PVAAS) | Sharing the data with staff/students/families and student conferences around successes could help as we work toward higher achievement levels. |
| Career Standards Benchmark: All Student Group Meets Performance Standard in the 22-23 school year | Continuing to support the career standards will help show students the real world connections to their learning. |
| 100% of the Black subgroup met or exceeded the statewide goal/interim targets for career standards. | Continuing to support the career standards will help show students the real world connections to their learning. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | IF we provide an aligned curriculum and assessment system, implemented with one or more evidence-based instructional strategies, THEN learners will meet 6th grade-8th grade level proficiency in Mathematics/Algebra. Our Evidence Based Strategy (EBS): Rec. 2. Assist students in monitoring and reflecting on the problem-solving process. |
|  | IF we provide an aligned curriculum and assessment system, implemented with one or more evidence-based instructional strategies, THEN learners will meet 6th grade- 8th grade level proficiency in ELA. Our Evidence Based Strategy (EBS): 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. |

# 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 6th grade-8th grade level proficiency in Mathematics/Algebra. Our Evidence Based Strategy (EBS): Rec. 2. Assist students in monitoring and reflecting on the problem-solving process.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 26% of sixth grade students will be proficient on the Star Math Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| 6th Grade Math | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 21% of sixth graders will score Proficient on STAR Math. | By December 6, 2024, 23% of sixth graders will score Proficient on STAR Math. | By March 31, 2025, 25% of sixth graders will score Proficient on STAR Math. | By June 30, 2025, 26% of sixth grade students will score proficient on STAR Math. |

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| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 28% of seventh grade students will be proficient on the Star Math Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| 7th Grade Math | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 23% of seventh graders will score Proficient on Star Math | By December 6, 2024, 25% of seventh graders will score Proficient on STAR Math. | By March 31, 2025, 27% of seventh graders will score Proficient on STAR Math | By June 30, 2025, 28% of seventh grade students will score proficient on STAR Math. |

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| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 30% of eighth grade students will be proficient on the Star Math Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| 8th Grade Math | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 25% of graders eighth will score Proficient on STAR Math. | By December 6, 2024, 27% of eighth graders will score Proficient on STAR Math. | By March 31, 2025, 29% of eighth graders will score Proficient on STAR Math. | By June 30, 2025, 30% 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 6th grade- 8th grade level proficiency in ELA. Our Evidence Based Strategy (EBS): 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.

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| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 39% of sixth grade students will be proficient on the Star Reading Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| 6th Grade ELA | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 34% of sixth graders will score Proficient on STAR Reading. | By December 6, 2024, 36% of sixth graders will score Proficient on STAR Reading. | By March 31, 2025, 38% of sixth graders will score Proficient on STAR Reading. | By June 30, 2025, 39% of sixth grade students will score proficient on STAR Reading. |

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| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 39% of seventh grade students will be proficient on the Star Reading Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| 7th Grade ELA | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 34% of seventh graders will score Proficient on STAR Reading. | By December 3, 2024, 36% of seventh graders will score Proficient on STAR Reading. | By March 31, 2025, 38% of seventh graders will score Proficient on STAR Reading. | By June 30, 2025, 39% of seventh grade students will score proficient on STAR Reading. |

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| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 40% of eighth grade students will be proficient on the Star Reading Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| 8th Grade ELA | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 35% of eighth graders will score Proficient on STAR Reading. | By December 3, 2024, 37% of eighth graders will score Proficient on STAR Reading. | By March 31, 2025, 39% of eighth graders will score Proficient on STAR Reading. | By June 30, 2025, 40% of eighth grade students will score proficient on STAR Reading. |

# Action Plan

## Measurable Goals

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| 6th Grade ELA | 6th Grade Math |
| 7th Grade Math | 8th Grade Math |
| 7th Grade ELA | 8th Grade ELA |

## Action Plan For: 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.

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| **Measurable Goals:** |
| * By June 2025, 39% of sixth grade students will be proficient on the Star Reading Assessment based on the unified scale score. * By June 2025, 40% of eighth grade students will be proficient on the Star Reading Assessment based on the unified scale score. * By June 2025, 39% of seventh grade students will be proficient on the Star Reading Assessment based on the unified scale score. |

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| **Action Step** | | **Anticipated Start/Completion Date** | |
| The SDoL Office of Curriculum, Instruction & Assessment will conduct professional development on the evidence-based strategy (EBS). | | 2024-08-19 | 2024-10-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Brian McDonald (Coordinator of Secondary English Language Arts, Social Studies, and Advanced Programs). | Professional development plan and presentation. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement the evidence-based reading comprehension intervention program in classrooms. | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers, Brian McDonald (Coordinator of Secondary English Language Arts, Social Studies, and Advanced Programs). Wendy Moncak (Instructional Coach). | Training on EBS strategy Classroom walkthrough tool | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide small group instruction to target specific student needs and provide individualized support. | | 2024-08-26 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Professional development, Star, IXL, ARC, Instructional Coach. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monitor student progress through ongoing assessments and data collection. | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Aaron Swinton (Principal) and Jacqueline Churchill & Jose Iguina (Asst. Principals), and Wendy Moncak (Instructional Coach) | STAR assessment tool | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Adjust intervention plan and program as needed based on student progress. | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers, Aaron Swinton (Principal) and Jacqueline Churchill & Jose Iguina (Asst. Principals), Brian McDonald (Coordinator of Secondary English Language Arts, Social Studies, and Advanced Programs)., and Wendy Moncak (Instructional Coach) | MTSS research based interventions MTSS meeting for data review process. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Administer the Star assessment 4 times per year. | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Wendy Moncak (Instructional Coach), grade-level teachers. | Star assessment tool. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Complete ELA classroom visits with a focus on the evidence based strategy. (Monthly). | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Aaron Swinton (Principal) and Jacqueline Churchill & Jose Iguina (Asst. Principals), Brian McDonald (Coordinator of Secondary English Language Arts, Social Studies, and Advanced Programs), and Wendy Moncak (Instructional Coach) | Classroom visit tool | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Quarterly review of formative assessment/classroom artifacts showing evidence of the EBS through the Data review process. | | 2024-09-30 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Aaron Swinton (Principal) and Jacqueline Churchill & Jose Iguina (Asst. Principals), and Wendy Moncak (Instructional Coach) | Data Review tool | No |  |

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| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| [August 30] Assessment calendar containing the Renaissance STAR testing administered one (1) time per quarter. [Monthly] Evidence-based strategy (EBS) classroom visits happen on a monthly basis. [Quarterly] Administer the STAR assessment each quarter. Review the outcomes through our data review process during our data meetings. {Monthly} Review of lesson plans through the Danielson clinical observation cycle. | People: Reynolds CSI Implementation Team will monitor the plan through the bi-weekly action plan working document. Frequency: The plan and its implementation shall be regularly monitored as required under ESSA. Method: We will monitor our plan through the monthly and quarterly data review team meetings. (Principal, Asst Principals, Instructional Coach, ELA & Math Interventionist) |

## Action Plan For: Rec. 2. Assist students in monitoring and reflecting on the problem-solving process.

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| **Measurable Goals:** |
| * By June 2025, 26% of sixth grade students will be proficient on the Star Math Assessment based on the unified scale score. * By June 2025, 28% of seventh grade students will be proficient on the Star Math Assessment based on the unified scale score. * By June 2025, 30% of eighth grade students will be proficient on the Star Math Assessment based on the unified scale score. |

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| **Action Step** | | **Anticipated Start/Completion Date** | |
| The SDoL Office of Curriculum, Instruction & Assessment will conduct professional development on the evidence-based strategy (EBS). | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Matt Mandell (Instructional Program Manager Secondary STEM) | Professional development resources. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement the evidence-based math problem solving intervention program in classrooms. | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers, Matt Mandell (Instructional Program Manager Secondary STEM), Wendy Moncak (Instructional Coach). | Professional development and curriculum-aligned resources. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Administer the Star assessment 4 times per year. | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Wendy Moncak (Instructional Coach), grade-level teachers. | Star assessment tool and training. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Complete Math classroom visits with a focus on the evidence-based strategy. (Monthly). | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Aaron Swinton (Principal) and Jacqueline Churchill & Jose Iguina (Asst. Principals), Wendy Moncak (Instructional Coach), and Matt Mandell (Instructional Program Manager Secondary STEM) | Classroom visit tool | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Quarterly review of formative assessment/classroom artifacts showing evidence of the EBS through the Data review process. | | 2024-09-30 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Aaron Swinton (Principal) and Jacqueline Churchill & Jose Iguina (Asst. Principals), and Wendy Moncak (Instructional Coach) | Data review tool | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Onboarding of Math Interventionist to support with implementation of the math EBS. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Aaron Swinton (Principal) and Jacqueline Churchill & Jose Iguina (Asst. Principals), and Wendy Moncak (Instructional Coach), and Matt Mandell (Instructional Program Manager Secondary STEM). | PD, Mentoring, MTSS process training, and review of EBS practices. | No |  |

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| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| [August 30] Assessment calendar containing the Renaissance STAR testing administered one (1) time per quarter. [Monthly] Evidence-based strategy (EBS) classroom visits happen on a monthly basis. [Quarterly] Administer the STAR assessment each quarter. Review the outcomes through our data review process during our data meetings. {Monthly} Review of lesson plans through the Danielson clinical observation cycle. | People: Reynolds CSI Implementation Team will monitor the plan through the bi-weekly action plan working document. Frequency: The plan and its implementation shall be regularly monitored as required under ESSA. Method: We will monitor our plan through the monthly and quarterly data review team meetings. (Principal, Asst Principals, Instructional Coach, Math Interventionist) |

# Expenditure Tables

## School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

## Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

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| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * 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. * Rec. 2. Assist students in monitoring and reflecting on the problem-solving process. | Title 1 funding to be allocated for instruction. | 52373 |
| Other Expenditures | * 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. * Rec. 2. Assist students in monitoring and reflecting on the problem-solving process. | Title 1: Family Engagement. | 3254 |
| Instruction | * 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. * Rec. 2. Assist students in monitoring and reflecting on the problem-solving process. | Instructional Coach | 121885 |
|  |  |  |  |
| Total Expenditures | | | | 177512 |

# Professional Development

## Professional Development Action Steps

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| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| 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. | The SDoL Office of Curriculum, Instruction & Assessment will conduct professional development on the evidence-based strategy (EBS). |
| 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. | Implement the evidence-based reading comprehension intervention program in classrooms. |
| 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. | Provide small group instruction to target specific student needs and provide individualized support. |
| 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. | Monitor student progress through ongoing assessments and data collection. |
| 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. | Adjust intervention plan and program as needed based on student progress. |
| 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. | Administer the Star assessment 4 times per year. |
| Rec. 2. Assist students in monitoring and reflecting on the problem-solving process. | The SDoL Office of Curriculum, Instruction & Assessment will conduct professional development on the evidence-based strategy (EBS). |
| Rec. 2. Assist students in monitoring and reflecting on the problem-solving process. | Implement the evidence-based math problem solving intervention program in classrooms. |
| Rec. 2. Assist students in monitoring and reflecting on the problem-solving process. | Administer the Star assessment 4 times per year. |

## Small Group Instruction

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| --- | --- | --- |
| **Action Step** | | |
| * Provide small group instruction to target specific student needs and provide individualized support. | | |
| **Audience** | | |
| Teachers | | |
| **Topics to be Included** | | |
| Small group rotation and 1 to 1 conferencing within the classroom. | | |
| **Evidence of Learning** | | |
| Teachers effectively implement in the classroom. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Instructional Coach, District Coaches | 2024-08-19 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Weekly building level PLCs and monthly district PLCs. Weekly building-level professional development. |
| **Observation and Practice Framework Met in this Plan** | |
| * 2b: Establishing a Culture for Learning | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Evidence Based Strategies (ELA & Math)

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| --- | --- | --- |
| **Action Step** | | |
| * The SDoL Office of Curriculum, Instruction & Assessment will conduct professional development on the evidence-based strategy (EBS). * The SDoL Office of Curriculum, Instruction & Assessment will conduct professional development on the evidence-based strategy (EBS). * Implement the evidence-based math problem solving intervention program in classrooms. * Implement the evidence-based reading comprehension intervention program in classrooms. | | |
| **Audience** | | |
| Teachers | | |
| **Topics to be Included** | | |
| ELA: . 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. Math: Assist students in monitoring and reflecting on the problem-solving process. | | |
| **Evidence of Learning** | | |
| Teachers effectively implement in the classroom. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| CIA Coordinators, Aaron Swinton/Principal, Wendy Moncak/Instructional Coach. | 2024-08-19 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 3b: Using Questioning and Discussion Techniques * 1a: Demonstrating Knowledge of Content and Pedagogy | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Star Renaissance Assessment Tool

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| --- | --- | --- |
| **Action Step** | | |
| * Administer the Star assessment 4 times per year. * Administer the Star assessment 4 times per year. | | |
| **Audience** | | |
| Teachers | | |
| **Topics to be Included** | | |
| Star assessment training, star reporting features, and data analysis. | | |
| **Evidence of Learning** | | |
| Use of data in the classroom, star implementation, data-informed instruction, classroom visits. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Jen Warren/Coordinator for Assessment & Accountability Aaron Swinton/Principal Wendy Moncak/Instructional Coach | 2024-08-19 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Quarterly |
| **Observation and Practice Framework Met in this Plan** | |
| * 3d: Using Assessment in Instruction * 3a: Communicating with Students * 1c: Setting Instructional Outcomes * 4e: Growing and Developing Professionally | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

# Approvals & Signatures

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| **Uploaded Files** |
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|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
| Aaron Swinton | 2024-11-15 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |