**Wheatland MS**  
CSI School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| Wheatland Middle School | | 113364002 |
| **Address 1** | | |
| 919 Hamilton Park Drive | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Lancaster | PA | 17603 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr. Keith Miles | | keithmiles@sdlancaster.org |
| **Principal Name** | | |
| Don Trost | | |
| **Principal Email** | | |
| dltrost@sdlancaster.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 717-291-6285 | | 28510 |
| **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 |
| Don Trost | Principal | Wheatland Middle School | dltrost@lancaster.k12.pa.us |
| Luis Diaz | Assistant Principal | Wheatland Middle School | lmdiaz@sdlancaster.org |
| Elizabeth Brickner | Instructional Coach | Wheatland Middle School | eabrickner@sdlancaster.org |
| Dr. Camille Hopkins | District Level Leaders | School District of Lancaster | cahopkins@sdlancaster.org |
| Lois Strause | Community Member | Former School Board member | lois.strause@gmail.com |
| Zachary Hale | Teacher | Wheatland Middle School | zhhale@sdlancaster.org |
| Kari Hermeling | Teacher | Wheatland Middle School | kdhermeling @sdlancaster.org |
| Tania Turner | Teacher | Wheatland Middle School | taniaturner@sdlancaster.org |
| Dr. Keith Miles | Chief School Administrator | School District of Lancaster | keithmiles@sdlancaster.org |
| Gregory M. McGough, Ed.D., CSIS | Other | Lancaster-Lebanon Intermediate Unit 13 | gregory\_mcgough@iu13.org |
| Dr. Karen Hess | Other | Wheatland Middle School | klhess@sdlancaster.org |
| Marileissi Rodriguez | Parent | Community Member | marileissi2925@gmail.com |
| Matt Mandell | District Level Leaders | School District of Lancaster | mhmandell@sdlancaster.org |
| Micah Francis | Teacher | Wheatland Middle School | mhrfrancis@sdlancaster.org |
| Emilianna London | Student | Wheatland Middle School |  |
| Brooke Day | Teacher | Wheatland Middle School | baday@sdlancaster.org |
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|  |  |  |  |

# Vision for Learning

**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.

# 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 |
| 78.0 met the Interim Goal Improvement Target | English Language Arts-All Student Group Meets the Standard Demonstrating Growth |
| 82.8 met the Interim Goal Improvement Target | Mathematics/ Algebra-All Student Group Meets the Standard Demonstrating Growth |
| 93.0 met the interim Goal Improvement Target | Science/ Biology-All Student Group Meets the Standard Demonstrating Growth |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| 22.1% of our students met the Interim Goal / Improvement Target- All Student Group | English Language Arts/Literature-All Student Group Did Not Meet Interim Goal/Improvement Target |
| 9.7% of our Students met the Interim Goal/ Improvement Target | Mathematics/Algebra-All Student Group Did Not Meet Interim Goal/Improvement Target |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  85 (Growth Score) of Black Students met the standard of demonstrating growth in English Language Arts  **ESSA Student Subgroups**  African-American/Black | **Comments/Notable Observations**  English Language Arts/Literature-Black Student Sub-Group Meets or Exceeds the Standard Demonstrating Growth |
| **Indicator**  88 (Growth Score) of English Learners met the standard of demonstrating growth in English Language Arts  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations**  English Language Arts/Literature-English Learners Group Meets the Standard Demonstrating Growth |
| **Indicator**  77 (Growth Score) of Students with Disabilities met the Standard of Demonstrating Growth in English Language Arts  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  English Language Arts/Literature-Students with Disabilities Group Meets the Standard Demonstrating Growth |
| **Indicator**  81 (growth Score) of Economically Disadvantaged Students met or exceeded the standard for growth in English Language Arts  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  English Language Arts/ Literature- Economically Disadvantaged Students met or exceeded the Standard for Demonstrating Growth (Surpassed the All Student Group 78 (Growth Score) |
| **Indicator**  26.8% Students of our White Sub-Group Met the Interim Goal/ Improvement Target  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  Mathematics/Algebra- White Sub-Group Did Meet Interim Goal/Improvement Target - Almost triple our All Student Group |
| **Indicator**  23.3% Students of our Asian Sub-Group were proficient / advanced in Mathematics/ Algebra  **ESSA Student Subgroups**  Asian (not Hispanic) | **Comments/Notable Observations**  Students from the Asian Sub-Group outperformed our All Student Group in Mathematics/ Algebra (9.7%) |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  17% of our Hispanic Students Sub-Group did not meet the Interim Goal/ Improvement Target English Language Arts/ Literature  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  English Language Arts/ Literature- Hispanic Student Group Did Not Meet Interim Goal/Improvement Target |
| **Indicator**  0.0% of our Students Multi-Racial (non Hispanic) -Two or More Races Sub-Group met the Interim Goal / Improvement Target- Mathematics/ Algebra  **ESSA Student Subgroups**  Multi-Racial (not Hispanic) | **Comments/Notable Observations**  Mathematics/ Algebra- Multi-Racial (non-Hispanic)-Two or More Races Sub-Group Did Not Meet Interim Goal/Improvement Target |

## 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.

|  |
| --- |
| 85 (Growth Score) of Black Students met the standard of demonstrating growth in English Language Arts |
| 26.8 % Students of our White Sub-Group Met the Interim Goal/ Improvement Target |

### 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.

|  |
| --- |
| 22.1% of our students met the Interim Goal / Improvement Target- All Student Group-ELA |
| 9.7% of our Students met the Interim Goal/ Improvement Target- All Student group-Math |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| (Q3)STAR Reading: 6th grade (32%) met the benchmark goal 36% | Strength that our 6th grade students met the ELA goal |
| (Q3)STAR Reading : 7th grade (30%) met the benchmark goal 36% | Strength that our 7th grade students met the ELA goal |
| (Q3)STAR Reading : 8th grade (24%) met the benchmark goal 34% | Strength that our 8th grade students met the ELA goal |

## English Language Arts Summary

### Strengths

|  |
| --- |
| (Q3)STAR Reading: 6th grade (32%) met the benchmark goal 36% |
| (Q3)STAR Reading : 8th grade (24%) met the benchmark goal 34% |

### Challenges

|  |
| --- |
| Even though Q3 Star goals were met with ELA, we are not satisfied with the percentage of student near proficiency |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| (Q3)STAR Math: 6th grade (21%) did not meet the benchmark goal 20% | The challenge is to insure that 6th graders improve in Math |
| (Q3)STAR Math: 7th grade (15%) did not meet the benchmark goal 13% | The challenge is to insure that 7th graders improve in Math |
| (Q3)STAR Math: 8th grade (18%) did not meet the benchmark goal 14% | The challenge is to insure that 8th graders improve in Math |

## Mathematics Summary

### Strengths

|  |
| --- |
| Although STAR Math Goals were not met or exceeded, there is a positive proficiency trend in two of the three grade levels |

### Challenges

|  |
| --- |
| (Q3)STAR Math: 6th grade (21%) did not meet the benchmark goal 20% |
| (Q3)STAR Math: 7th grade (15%) did not meet the benchmark goal 13% |
| (Q3)STAR Math: 8th grade (18%) did not meet the benchmark goal 14% |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| No Data Sets available | N/A |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| No Data Sets available |

### Challenges

|  |
| --- |
| No Data Sets available |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| XELLO (Local digital data repository) | 89.2% of 8th grade students completed required XELLO lessons and CEW 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.

|  |
| --- |
| 89.2% of 8th grade students completed required XELLO lessons and CEW Artifacts |

### 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.

|  |
| --- |
| No Challenges in Related Academics |

# 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 |
|  |
|  |
|  |
|  |

### 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 |
|  |
|  |
|  |
|  |

# 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 | Emerging |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Operational |
| Identify and address individual student learning needs | Emerging |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Operational |

## 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 | Operational |
| 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 | Emerging |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Emerging |
| Implement a multi-tiered system of supports for academics and behavior | Emerging |
| 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 | Emerging |

## 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 | Emerging |
| 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?

|  |
| --- |
| Provide frequent, timely, and systematic feedback and support on instructional practices |

### 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 |

# 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 |
| 85 (Growth Score) of Black Students met the standard of demonstrating growth in English Language Arts | True |
| 26.8 % Students of our White Sub-Group Met the Interim Goal/ Improvement Target | False |
| (Q3)STAR Reading: 6th grade (32%) met the benchmark goal 36% | False |
| N/A | False |
| No Data Sets available | False |
| 89.2% of 8th grade students completed required XELLO lessons and CEW Artifacts | False |
| Provide frequent, timely, and systematic feedback and support on instructional practices | False |
| (Q3)STAR Reading : 8th grade (24%) met the benchmark goal 34% | False |
| Although STAR Math Goals were not met or exceeded, there is a positive proficiency trend in two of the three grade levels | 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 |
| 9.7% of our Students met the Interim Goal/ Improvement Target- All Student group-Math | True |
| 22.1% of our students met the Interim Goal / Improvement Target- All Student Group-ELA | True |
| Even though Q3 Star goals were met with ELA, we are not satisfied with the percentage of student near proficiency | False |
| No Challenges in Related Academics | False |
| N/A | False |
| No Data Sets available | False |
| Align curricular materials and lesson plans to the PA Standards | True |
| (Q3)STAR Math: 6th grade (21%) did not meet the benchmark goal 20% | False |
| (Q3)STAR Math: 7th grade (15%) did not meet the benchmark goal 13% | False |
| (Q3)STAR Math: 8th grade (18%) did not meet the benchmark goal 14% | 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.

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)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| 9.7% of our Students met the Interim Goal/ Improvement Target- All Student group-Math | Student achievement in mathematics has been a priority in the District's Theory of Action (ToA). | True |
| Align curricular materials and lesson plans to the PA Standards |  | False |
| 22.1% of our students met the Interim Goal / Improvement Target- All Student Group-ELA | Student achievement in English Language Arts (ELA) was a focus in the previous CSI plan and continues to be an area of need. | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| 85 (Growth Score) of Black Students met the standard of demonstrating growth in English Language Arts | We are looking to build on this strength. |

## 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 grade level proficiency in Math. |
|  | 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** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 30, 2025, 21% of sixth grade students will be proficient on the Star Math Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Mathematics- Grade 6 | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 16% of sixth graders will score Proficient on STAR Math. | By December 30, 2024, 18% of sixth graders will score Proficient on STAR Math. | By March 31, 2025, 20% of sixth graders will score Proficient on STAR Math. | By June 30, 2025, 21% 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 30, 2025, 32% of seventh grade students will be proficient on the Star Math Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Mathematics- Grade 7 | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 27% of seventh graders will score Proficient on STAR Math. | By December 30, 2024, 28% of seventh graders will score Proficient on STAR Math. | By March 31, 2025, 30% of seventh graders will score Proficient on STAR Math. | By June 30, 2025, 32% 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 30, 2025, 20% of eighth grade students will be proficient on the Star Math Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Mathematics- Grade 8 | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 15% of eighth graders will score Proficient on STAR Math. | By December 30, 2024, 17% of eighth graders will score Proficient on STAR Math. | By March 31, 2025, 18% of eighth graders will score Proficient on STAR Math. | By June 30, 2025, 20% 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** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 30, 2025, 33% of sixth grade students will be proficient on the Star Reading Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| English Language Arts- Grade 6 | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 28% of sixth graders will score Proficient on STAR Reading. | By December 30, 2024, 30% of sixth graders will score Proficient on STAR Reading. | By March 31, 2025, 32% of sixth graders will score Proficient on STAR Reading. | By June 30, 2025, 33% 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 30, 2025, 32% of seventh grade students will be proficient on the Star Reading Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| English Language Arts- Grade 7 | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 27% of seventh graders will score Proficient on STAR Reading. | By December 30, 2024, 29% of seventh graders will score Proficient on STAR Reading. | By March 31, 2025, 30% of seventh graders will score Proficient on STAR Reading. | By June 30, 2025, 32% of seventh grade students will score proficient on STAR Reading. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 30, 2025, 26% of eighth grade students will be proficient on the Star Reading Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| English Language Arts - Grade 8 | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 21% of eighth graders will score Proficient on STAR Reading. | By December 30, 2024, 22% of eighth graders will score Proficient on STAR Reading. | By March 31, 2025, 24% of eighth graders will score Proficient on STAR Reading. | By June 30, 2025, 26% of eighth grade students will score proficient on STAR Reading. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Mathematics- Grade 6 | Mathematics- Grade 7 |
| Mathematics- Grade 8 | English Language Arts- Grade 6 |
| English Language Arts- Grade 7 | English Language Arts - Grade 8 |

## Action Plan For: Problem Solving

|  |
| --- |
| **Measurable Goals:** |
| * By June 30, 2025, 21% of sixth grade students will be proficient on the Star Math Assessment based on the unified scale score. * By June 30, 2025, 32% of seventh grade students will be proficient on the Star Math Assessment based on the unified scale score. * By June 30, 2025, 20% of eighth grade students will be proficient on the Star Math Assessment based on the unified scale score. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| The SDoL Office Curriculum, Instruction and Assessment will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS). | | 2024-08-19 | 2024-08-26 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Curriculum, Instruction and Assessment | WWC Practice Guide, CIA Power Point | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide ongoing professional development and support for interventionists and educators. | | 2024-09-02 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/ IU13 Team | WWC Practice Guide | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process. | | 2024-09-16 | 2024-11-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/ IU13 Team | WWC Practice Guide | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide PD on how to model how to monitor and reflect on the problem-solving process. | | 2024-11-04 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/ IU13 Team | WWC Practice Guide | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide PD on how to use student thinking about a problem to develop students’ ability to monitor and reflect. | | 2025-02-03 | 2025-03-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/ IU13 Team | WWC Practice Guide | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Conduct evidence-based strategy (EBS) walkthroughs to provide specific feedback to teachers in a timely manner. | | 2024-09-02 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Admin Team | PA ETEP, SDoL EBS Walkthrough Tool | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide 1:1 support for \*NEW\* teachers as part of ongoing induction programming. | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/ IU13 Team/ CIA | Tier One Classroom Routines | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monitor IXL Data Monthly | | 2024-09-02 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Admin Team/ Instructional Coach | IXL Mastery Reports | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| 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 | People: WMS Administrative Team Frequency: Monthly and Quarterly monitoring using the Bi-Weekly Implementation Spreadsheet with CSI Implementation Team Method: Bi-Weekly Tracking Form and walkthrough data |

## Action Plan For: Reading Comprehension

|  |
| --- |
| **Measurable Goals:** |
| * By June 30, 2025, 26% of eighth grade students will be proficient on the Star Reading Assessment based on the unified scale score. * By June 30, 2025, 32% of seventh grade students will be proficient on the Star Reading Assessment based on the unified scale score. * By June 30, 2025, 33% of sixth grade students will be proficient on the Star Reading Assessment based on the unified scale score. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| The SDoL Office of Curriculum, Instruction and Assessment will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS). | | 2024-08-19 | 2024-08-26 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Curriculum, Instruction and Assessment | WWC Practice Guide, CIA Power Point | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide PD on how to “Build students’ world and word knowledge” through: Vocabulary instruction Connections to students' prior knowledge and experiences | | 2024-09-16 | 2024-11-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/ IU13 Team | WWC Practice Guide | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| 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 | | 2024-11-04 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/ IU13 Team | WWC Practice Guide | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| 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) | | 2025-02-03 | 2025-03-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/ IU13 Team | WWC Practice Guide | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| 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) | | 2025-03-31 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/ IU13 Team | WWC Practice Guide | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Design a walkthrough calendar and conduct evidence-based strategy (EBS) walkthroughs to provide specific feedback to teachers in a timely manner. | | 2024-09-02 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Admin Team | PA ETEP, SDoL EBS Walkthrough Tool | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide ongoing professional development and support for interventionists and educators. | | 2024-09-02 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/CIA/ IU 13 Team | Tier One Classroom Routines (PBIS), WWC Practice Guide | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide 1:1 support for \*NEW\* teachers as part of ongoing induction programming. | | 2024-09-02 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/ IU 13 Team | WWC Practice Guide | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| 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. | People: WMS Administrative Team Frequency: Monthly and Quarterly monitoring using the Bi-Weekly Implementation Spreadsheet with CSI Implementation Team Method: Bi-Weekly Tracking Form and walkthrough data |

# Expenditure Tables

## School Improvement Set Aside Grant

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expenditure Description** | **Action Plan(s)** | **eGgrant Budget Category (Set Aside grant)** | **ESSA Tier** | **Amount** |
| Tiered Support Team Lead Wheatland Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Problem Solving * Reading Comprehension | Salary | 1 | 85000 |
| Tiered Support Team Lead Wheatland Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Problem Solving * Reading Comprehension | Benefits | 1 | 35000 |
| IXL Wheatland Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Problem Solving * Reading Comprehension | Supplies & Property | 1 | 25000 |
| STAR Wheatland Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Problem Solving * Reading Comprehension | Supplies & Property | 1 | 25000 |
| Supplies, PBIS Application, Resources for teachers and students to track data and set and monitor student goals. Wheatland Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Problem Solving * Reading Comprehension | Supplies & Property | 1 | 40403 |
| Professional Development-Problem Solving, Reading Comprehension and Tier 1 classroom support Wheatland Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Problem Solving * Reading Comprehension | Services | 1 | 29000 |
| **Total Expenditures** | | | | 239403 |

## Schoolwide Title 1 Funding Allocation

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

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * Problem Solving * Reading Comprehension | Instructional Coach Salary | 90000 |
| Instruction | * Problem Solving * Reading Comprehension | Instructional Coach Benefits | 54000 |
|  |  |  |  |
|  |  |  |  |
| Total Expenditures | | | | 144000 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Problem Solving | The SDoL Office Curriculum, Instruction and Assessment will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS). |
| Problem Solving | Provide ongoing professional development and support for interventionists and educators. |
| Problem Solving | Provide PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process. |
| Problem Solving | Provide PD on how to model how to monitor and reflect on the problem-solving process. |
| Problem Solving | Provide PD on how to use student thinking about a problem to develop students’ ability to monitor and reflect. |
| Problem Solving | Provide 1:1 support for \*NEW\* teachers as part of ongoing induction programming. |
| Reading Comprehension | The SDoL Office of Curriculum, Instruction and Assessment will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS). |
| Reading Comprehension | Provide PD on how to “Build students’ world and word knowledge” through: Vocabulary instruction Connections to students' prior knowledge and experiences |
| Reading Comprehension | 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 |
| Reading Comprehension | 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) |
| Reading Comprehension | 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) |
| Reading Comprehension | Provide ongoing professional development and support for interventionists and educators. |
| Reading Comprehension | Provide 1:1 support for \*NEW\* teachers as part of ongoing induction programming. |

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

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * The SDoL Office Curriculum, Instruction and Assessment will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS). | | |
| **Audience** | | |
| Classroom Teachers | | |
| **Topics to be Included** | | |
| 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. | | |
| **Evidence of Learning** | | |
| 75% of classrooms are implementing the evidence based strategies in ELA and Math classrooms as evidence by monthly walkthrough data. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| OTL, Instructional Coach and Admin Team | 2024-08-19 | 2024-09-27 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

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

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Provide PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process. | | |
| **Audience** | | |
| Classroom teachers | | |
| **Topics to be Included** | | |
| Vocabulary instruction Connections to students' prior knowledge and experiences | | |
| **Evidence of Learning** | | |
| 75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Instructional Coach, OTL and Admin Team | 2024-08-19 | 2024-10-25 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## 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** | | |
| * 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 | | |
| **Audience** | | |
| Classroom Teachers | | |
| **Topics to be Included** | | |
| How to “Build students’ world and word knowledge” through: Vocabulary instruction Connections to students' prior knowledge and experiences | | |
| **Evidence of Learning** | | |
| 75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Instructional Coach, OTL and Admin Team | 2024-11-04 | 2025-01-10 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## 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** | | |
| * 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) | | |
| **Audience** | | |
| Classroom Teachers | | |
| **Topics to be Included** | | |
| 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) | | |
| **Evidence of Learning** | | |
| 75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Instructional Coach, OTL and Admin Team | 2025-01-13 | 2025-03-14 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## 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** | | |
| * 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) | | |
| **Audience** | | |
| Classroom Teachers | | |
| **Topics to be Included** | | |
| How to “Teach students to monitor their comprehension as they read” through: Metacognitive strategies (e.g., self-questioning, self-monitoring, and self-correcting) | | |
| **Evidence of Learning** | | |
| 75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Instructional Coach, OTL and Admin Team | 2025-03-17 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## 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** | | |
| * Provide PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process. | | |
| **Audience** | | |
| Classroom Teachers | | |
| **Topics to be Included** | | |
| How to provide students with a list of prompts to help them monitor and reflect during the problem-solving process. | | |
| **Evidence of Learning** | | |
| 75% of classrooms are implementing the evidence based strategies in Math classrooms as evidenced in walkthroughs and lesson plan review | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Instructional Coach, OTL and Admin Team | 2024-08-19 | 2024-10-25 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

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

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Provide PD on how to model how to monitor and reflect on the problem-solving process. | | |
| **Audience** | | |
| Classroom Teachers | | |
| **Topics to be Included** | | |
| How to model how to monitor and reflect on the problem-solving process. | | |
| **Evidence of Learning** | | |
| 75% of classrooms are implementing the evidence based strategies in Math classrooms as evidenced in walkthroughs and lesson plan review | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Instructional Coach, OTL and Admin Team | 2024-10-28 | 2025-01-10 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

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

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Provide PD on how to use student thinking about a problem to develop students’ ability to monitor and reflect. | | |
| **Audience** | | |
| Classroom | | |
| **Topics to be Included** | | |
| How to use student thinking about a problem to develop students’ ability to monitor and reflect. | | |
| **Evidence of Learning** | | |
| 75% of classrooms are implementing the evidence based strategies in Math classrooms as evidenced in walkthroughs and lesson plan review | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Instructional Coach, OTL and Admin Team | 2025-01-13 | 2025-03-14 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * Board Affirmation Statement.pdf |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Dr Keith Miles | 2024-08-20 |
| **Building Principal Signature** | **Date** |
| Don Trost | 2024-08-14 |
| **School Improvement Facilitator Signature** | **Date** |
| Gregory M. McGough, Ed.D., CSIS | 2024-08-14 |