# **School Improvement Plan – Guidelines and Process**

# **School Level Narrative**

## ***School Building Information***

Local Education Agency (LEA) Name

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| City of Allentown School District |

School Building Name

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| Francis D. Raub Middle School |

4-Digit School Building Code

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| 2792 |

School Street Address

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| 102 S. St. Cloud St., Allentown, PA 18104 |

## ***School Improvement Committee***

Committee Members and Positions in School/Community:

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| Name | Position/Role | Building/Group/Organization |
| Susan Elliott | Principal | Francis D. Raub Middle School |
| Melissa Petronio | Assistant Principal | Francis D. Raub Middle School |
| Stephanie Deemer | Supervisor of Instruction | Francis D. Raub Middle School |
| Amy Belloff | Teacher | Francis D. Raub Middle School |
| Jason Moorehead | Teacher | Francis D. Raub Middle School |
| Jennifer Maxell | Teacher | Francis D. Raub Middle School |
| Nicole Beltran | Teacher | Francis D. Raub Middle School |
| Michael Sacco | Teacher | Francis D. Raub Middle School |
| Jerrick Volkert | Teacher | Francis D. Raub Middle School |
| Courtney Warren | Teacher | Francis D. Raub Middle School |
| Jaclyn Hudak | Community Shool Coordinator | St. Luke's University Health Network |
| Lauri Hammond | School Counselor | Francis D. Raub Middle School |
| Olivia Strawn | Network Director of School and Neighborhood Based Initiatives | St. Luke's University Health Network |
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| Maria Tomlinson | Community Partner & Parent | Center for Humanistic Change |
| Jill Smith | Parent |  |
| Sandy Orlin | Parent |  |
| Maria Surita | Family Engagement Specialist | Francis D. Raub Middle School |
| Kelli Tremba | Staff Development Coordinator | Carbon-Lehigh Intermediate Unit #21 |
| Dr. Kimberly Mackey | Executive Director of Secondary Education | Allentown School District |
| Melissa Smith | Director of Grants | Allentown School District |
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Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

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| The School Improvement Committee is comprised of our Instructional Leadership Team members, representatives from St. Luke’s University Health Network (our community partner), community agency representatives, administrators, teachers, school support staff and parents. |

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

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| The committee met under the facilitation of Kelli Tremba, our Carbon-Lehigh Intermediate Unit team member. Team members identified strengths and priorities using data from student surveys, teacher surveys, standardized test scores, attendance reports, discipline referrals, PVAAS growth measures, STAR benchmark data and needs assessments. A root cause analysis was completed with the committee members to establish the two priorities identified in this plan. Measurable goals and action plan steps were identified using research-based strategies. Team members will meet monthly to continue the implementation plan throughout the 2019-2020 school year, as well as monitor the completion of action steps |

## ***School Level Vision for Learning***

Long-term Vision and the Measures of Success

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| **Long-Term Vision for Students**  *What will students know and be able to demonstrate upon leaving the school?* | **Measures of Success**  *How will you know you are on track to achieving your vision or students?* |
| At Raub Middle School, we serve a diverse community by providing PA Standards-aligned educational and social/emotional learning opportunities designed to challenge students to strive for personal excellence and respectful, responsible citizenship. | Raub sudents will be 81.1% proficient or advance on the ELA PSSA Assessment by 2030  Raub sudents will be 71.8% proficient or advance on the Math PSSA Assessment by 2030  Raub students will be 83% proficient or advance on the Science PSSA Assessment by 2030 |
|  | Chronic absenteeism (as defined by 18 days absent over a 180-day school year) will decrease by 75% |
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# **School Level Needs Assessment**

1. ***Identified School Community Needs:***

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

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| The committee met under the facilitation of Kelli Tremba, our Carbon-Lehigh Intermediate Unit team member. Team members identified strengths and priorities using data from student surveys, teacher surveys, parent surveys, standardized test scores, attendance reports, discipline referrals, PVAAS growth measures, STAR benchmark data and needs assessments. A root cause analysis was completed with the committee members, using the ESSA Essential Practices to establish the two priorities identified in this plan. |

1. ***Based on your data analysis, what are your data-supported strengths?***

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| **Strengths** | **Supporting Evidence from Needs Assessment** |
| Raub builds leadership capacity and empowers staff in the development and successful implementation of initiatives that better serve students, staff and the school. | During the 2018-2019 school year, Raub school leaders, community members, parents and students participated in the Continuous School Improvement Plan process, even though it was not yet a requirement. During four (4) scheduled meetings, totaling over 20 hours, this team collectively shaped the vision for continuous improvement of teaching and learning.  All Raub stakeholders are invited to take part in shared decision-making and problem-solving through a variety of channels. Teachers and support staff participate on a minimum of one (1) committee each year (i.e. PBIS, Safety, Parent & Family Engagement, Wellness, Instructional Leadership Team, etc.) Team and content-specific meetings are facilitated by team leaders and agendas are driven by student, staff and school needs. Teachers participate in learning walks to help with the successful implementation of best practices that meet the needs of all students. |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school. | Raub Middle School is a community school in partnership with St. Luke's University Health Network and the United Way of the Greater Lehigh Valley. We currently have approximately 50 community partners that are actively engaged in providing services for our students throughout the calendar year. Our partners provide such services as medical, dental, and vision services, behavioral and mental health services, after school programming, during school programming, mentoring, tutoring, donation of time and resources for various projects, events and activities. Our partners conduct parent and student workshops, including Cooking Matters, Strengthening Families, Financial Literacy, etc. Our community partners also support our students' basic needs through our food pantry, clothing closet (both uniform and non-uniform) winter clothing needs, hygiene products and school supplies. Raub Community Partnership meetings are held quarterly to discuss current student needs and efficacy of existing programs, through the use of focus groups (academic, behavior and attendance). |
| Implement evidence based strategies to engage families to support learning. | Raub Middle School utilizes Class Dojo, social media (Twitter, Facebook and Instagram), School Messenger, phone calls, emails, written correspondence and special invitations to communicate effectively with families. Our Family Engagement Specialist, who is bilingual, regularly communicates with families regarding any questions or concerns about our school community, including monthly PTO meetings, monthly BRAVE Reward Breakfasts for Student of the Month and Most Improved Student. The Family Engagement Specialist also recruits parent volunteers for school events, including the PA State Parent Engagement Conference, Multicultural Night, Math & Literacy Family Fun Night and Teacher Appreciation Luncheon. The Supervisor of Instruction attends PTO meetings each year to inform parents about state standardized testing.  Raub Middle School is a community school in partnership with St. Luke's University Health Network and the United Way of the Greater Lehigh Valley. We currently have approximately 50 community partners that are actively engaged in providing services for our students and our school. Our partners provide such services as medical, dental, and vision services, behavioral and mental health services, after school programming, during school programming, mentoring, tutoring, donation of time and resources for various projects, events and activities. Our partners conduct parent and student workshops, including Cooking Matters, Strengthening Families, Financial Literacy, etc. Our community partners also support our students' basic needs through our food pantry, clothing closet (both uniform and non-uniform) winter clothing needs, hygiene products and school supplies. |
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1. ***Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.***

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| **Challenges** | **Supporting Evidence from Needs Assessment** | **Priority for Planning** | **Primary Root Cause** |
| Consistency in identifying and supporting individual student needs. | Curriculum documents; Subgroups, EL, and IEP PSSA proficiency data; SAP (Student Assistance Program) referrals and outcomes, Data analysis completed by teachers via Data Protocol on a quarterly basis | No | District provided pacing guides were not aligned to PA Core Standards |
| Consistency in promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school; emotionally, intellectually and physically. | School discipline data; Educator and student focus groups; Educator, parent and student surveys; Safety Committee agendas and meeting minutes. Survey results indicated that over 50% of teacher respondents indicated that half of the faculty or less takes responsibility for improving the school. In addition, 65% of teacher respondents indicated that half of the faculty or less feel responsible when a student fails. Throughout the 2018-2019 school year, Raub documented 1103 Level 2 infractions and 1537 Level 3 infractions. | Yes | Training staff to sustain a positive environment consistently has not been given precedence when planning professional development. |
| Align curriculum instruction and assessments to the PA Standards | Curriculum documents; Whole school, EL, and IEP PSSA proficiency data; Educator focus groups; Educator surveys; Classroom observations | Yes | Lack of high-quality professional development to align standards and assessment and the understanding of what sound instruction looks like. |
| Implement a multi-tiered system of supports for academics and behavior | School discipline data; Educator and student focus groups; Educator, parent and student surveys; SAP referrals and outcomes; Behavioral and mental health services referrals and outcomes; Individualized behavior plans; Whole school, EL, and IEP PSSA proficiency data; PVAAS growth data; PVAAS Projected Proficiency Report; Professional development provided on Pre-referral intervention strategies | No | Professional development has not been provided consistently with respect to lesson planning and differentiation |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Educator surveys; Observations and walkthrough data; Whole school, EL and IEP PSSA proficiency data; PVAAS growth data; PVAAS Projected Proficiency Report | No | Consistent monitoring has not been a priority |

## ***Established Priorities and Aligned Outcome Categories***

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

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| **Priority Statements** | **Rationale** | **Outcome Category** |
| Align curriculum, instruction and assessments to the PA Standards | If professional development related to alignment of curriculum, instruction and the PA standards is delivered and the staff implements these strategies with fidelity in the classroom then students will demonstrate academic growth. | Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction |
| Consistency in promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school; emotionally, intellectually and physically. | If staff training that addresses positive interactions with students and peers is provided and the staff commits to and implements the strategies with fidelity, then all members will contribute to academic success while  feeling welcomed, supported and safe. | Essential Practices Condition 3 - Provide Student-Centered Support Systems |
|  |  | Choose an item. |

## **Measurable Goal Statements**

## **Measurable Goals:** Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

## **Priority Statement #1: \_\_\_****Align curriculum, instruction and assessments to the PA Standards\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Quarterly**  **Benchmark #1** | **Quarterly**  **Benchmark #2** | **Quarterly Benchmark #3** |
| JUNE, 2020  By the end of 2020, 100% of teacher lesson plans will reflect grade level, PA Core Standards and English Language Development Standards (ELD) and include multiple differentiated strategies for personalized instruction. | SEPTEMBER, 2019  50% of teacher lesson plans will reflect grade level, PA Core Standards and English Language Development Standards (ELD) and include one differentiated strategy for personalized instruction. | DECEMBER, 2019  70% of teacher lesson plans will reflect grade level, PA Core Standards and English Language Development Standards (ELD) and include two differentiated strategies for personalized instruction. | MARCH, 2020  90% of teacher lesson plans will reflect grade level, PA Core Standards and English Language Development Standards (ELD) and include at least three differentiated strategies for personalized instruction. |
| By the end of the 2020 school year, 100% of students will meet or exceed the standards for PA Academic Growth (green); with a targeted annual overall proficiency increase of 4.4% in ELA, 4.7% in Math, 4.7% in English Language Proficiency, 1.8% in Attendance, 1.3% in Career Standards Benchmark.  By the end of the 2020 school year, Raub Middle School will meet or exceed targeted proficiency levels, as indicated in School-Specific Exit Critera (ELA 31.1%, Math 14.8%, ELP 22.8%, Attendance 74.3%, Career Standards 84.1%) | By the end of September, 2019, 90% of students will establish a baseline score.  Baseline data: ELA 26.7%, Math 10.1%, ELP 18.1%, Attendance 72.5%, Career Standards 82.8% | By the end of December, 2019, 50% of students will demonstrate academic growth by achieving 35 SGP growth on ELA and Math STAR Assessments.  By the end of December, 2019, STAR projected PSSA proficiency levels will meet ELA 28.17%, Math 11.67%; ELP levels will meet 19.67% proficiency; Attendance measures will meet 73.1%. 100% of enrolled 8th grade students will have 2 artifacts for Career Standards Portfolio | By the end of March, 2020, 75% of students will demonstrate academic growth by achieving 35 SGP growth on ELA and Math STAR Assessments.  By the end of March, 2020, STAR projected PSSA proficiency levels will meet ELA 29.63%, Math 13.24%; ELP levels will meet 21.24% proficiency; Attendance measures will meet 73.7%. 100% of enrolled 8th grade students will have 4 artifacts for Career Standards Portfolio |

## **Priority Statement #2: \_****Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Quarterly**  **Benchmark #1** | **Quarterly**  **Benchmark #2** | **Quarterly Benchmark #3** |
| By the end of 2020, 100% of teachers will have received professional development that reflects positive school climate (team-building, culturally responsive teaching, restorative practices, establishing norms, professional responsibilities) and will implement strategies into classroom instruction. | 50% of teachers will demonstrate implementation of one strategy for interactions with peers/students. | 70% of teachers will demonstrate implementation of two strategies for interactions with peers/students. | 90% of teachers will demonstrate implementation of at least three strategies of interactions with peers/students. |
| By the end of 2020, there will be a 25% decrease in Level 2 & 3 infractions (compared to 2019 school year). | 10% decrease in Level 2 & 3 infractions (compared to September, 2018) | 15% decrease in Level 2 & 3 infractions (compared to December, 2018). | 20% decrease in Level 2 & 3 infractions (compared to March, 2019). |

## **Priority Statement #3: \_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Quarterly**  **Benchmark #1** | **Quarterly**  **Benchmark #2** | **Quarterly Benchmark #3** |
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1. **Action Plans**

## ***Evidence-Based Strategies***

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

## **Priority Statement #1: \_\_****Align curriculum, instruction and assessments to the PA Standards.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Evidence-Based Strategy** |
| By the end of 2020, 100% of teacher lesson plans will reflect grade level, PA Core Standards and English Language Development Standards (ELD) and include multiple differentiated strategies for personalized instruction. | Source: EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings: Core Function: Classroom Instruction, deliver sound instruction in a variety of modes. In order to meet individualized student needs, promote autonomy and support independent reading, classroom libraries will be needed in all ELA classrooms on a variety of Lexile levels and with varying text complexity ratings. This will positively impact student achievement in the ELA classroom.  SUB-AREA: PREPARATION  (strong)  Source: EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings: Core Function: Curriculum, Assessment and Instructional Planning  Effective Practice: Assess student learning frequently (Strong)  Source: KU Center for Research on Learning: Adolescent Literacy in the Content Areas  Source: National Comprehensive Center for Teacher Quality: Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well  Source: The Aspen Institute Program on Education: Coaching: A Strategy For Developing Instructional Capacity  Implementation of evidence-based professional development which is: content-focused; incorporates active learning utilizing adult learning theory; supports collaboration, typically in job-embedded contexts; uses models and modeling of effective practice; provides coaching and expert support; offers opportunities for feedback and reflection, and is of sustained duration (ESSA TIER 3).  Implement Targeted Professional Learning: An evidence-based practice that focuses on improving teaching practices in a particular content area and/or particular grade level in order to support student learning. Targeted professional learning should be expliocitly aligned to student learning goals, student achievement and school improvement. (ESSA TIER 2) |
| By the end of the 2020 school year, 100% of students will meet or exceed the standards for PA Academic Growth (green); with a targeted annual overall proficiency increase of 4.4% in ELA, 4.7% in Math, 4.7% in English Language Proficiency, 1.8% in Attendance, 1.3% in Career Standards Benchmark. | ACADEMIC GOALS:  From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings:  Core Function: Classroom Instruction, deliver sound instruction in a variety of modes  SUB-AREA: Teacher-directed instruction/whole-class or small group/interacting with student  (strong)  Source: The Duke Endowment: Assessing Evidence-Based After-school Programs  ATTENDANCE:  From www.evidenceforpa.org/strategies/1 is a systematic approach to identifying students at risk of not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at-risk students back on track for on-time graduation. (American Institutes for Research) ESSA Tier I  CAREER READINESS:  From www.evidenceforpa.org/strategies/169 A curriculum plan can increase college readiness by providing practical information about the college-going experience. One studied approach is to deliver the instruction as part of a mandatory health class. All students may benefit from this instruction as the skills and knowledge associated with college readiness can be used in the workplace, the armed forces, and other destinations after high school (Conley & French, 2013; Oh et. al., 2013; Contreras, 2011). ESSA Tier 4 |

## **Priority Statement #2: \_\_****Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Evidence-Based Strategy** |
| By the end of 2020, 100% of teachers will have received professional development that reflects positive school climate (team-building, culturally responsive teaching, restorative practices, establishing norms, professional responsibilities). | 1. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings:  (strong)  Provide instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others and responsibility.  2. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings: Core Function: School Leadership and Decision-Making Effective Practice: Align classroom observations with expectations from professional development and the Danielson Framework.  3. From Pennsylvania Resource Center (Tier 1): School-Wide Positive Behavioral Interventions and Supports (PBIS) |
| By the end of 2020, there will be a 25% decrease in Level 2 & 3 infractions (compared to 2019 school year). | 1. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings:  (strong)  Provide instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others and responsibility.  2. From Pennsylvania Resource Center (Tier 1): School-Wide Positive Behavioral Interventions and Supports (PBIS)  3. From Learning from "Turnaround" Middle Schools: Strategies for Success - The literature suggests the importance of the non-academic environment and general school climate for contributing to turnaround success. (Tier 4) |

## **Priority Statement #3: \_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Evidence-Based Strategy** |
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## ***Action Plan Steps***

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

* Action Steps – List what is to be accomplished in each step.
* Material/Resources/Supports Needed
* Person/Position Responsible
* Implementation Timeline
* Anticipated Outputs – what do we want to accomplish within each Action Step?
* Monitoring/Evaluation Plan
* If a professional development action step or component of this goal, complete Professional Development Plan information template.

**Expenditures:**

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

**Professional Learning Opportunities:**

The following information is to be completed for professional development components for each of the Priority Goals**:**

* Goal Statement – General Description of Presentation
* Audience,
* Topics to be Included
* Evidence of Learning
* Anticipated Timeframe
* Lead Person/Position

**School Level Action Plans**

## **Priority #1 – Measurable Goal #1: \_****Align curriculum, instruction and assessments to the PA Standards\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| STEP 1: Create checklist for PA Standards alignment by content and grade level to ensure that teachers include grade level, PA Core Standards in all lesson plans | Computers  Time  Raub staff  www.pdesas.org | Supervisor of Instruction | July, 2019 |
| STEP 2: Develop checklist of parameters required of all lesson plans to assist teachers with the planning of effective instruction and use of best practices  STEP 3:Create a checklist for quarterly classroom visits to monitor standards-based lesson plans  STEP 4: Research evidence-based best practices for academic interventions for addressing LS/EL/AS/ES populations in all content areas | Time  Computers  Raub staff  Curriculum  PA Core Standards  Teacher handbook  Computer  Spreadsheet  Computers  Funds for academic intervention team  Academic intervention team | Administrative Team  Administrative Team  Academic Intervention Team  Administrative Team | July, 2019  July, 2019  August, 2019 |
| STEP 5: Establishment of Lead Academic Teacher roles by core subject and Lead Technology Teacher role to provide ongoing support of curricular alignment to PA Core Standards  STEP 6: Professional development and implementation of differentiation strategies and best practices for all students and student subgroups. All teachers will use appropriate technological tools to enhance and differentiate instruction for all students.  \*These professional development sessions would be conducted at least once per quarter during ACT 80 in-service days. | Interview team  Approval of hiring from Central Administration  Stipends  Roles & responsibilities document  Computers  Time to research differentiation strategies and best practices  Time to develop training  Resources for work (paper, books about differentiation strategies)  Time/money for teachers to prepare presentations  Materials to support the professional development sessions  Lead Academic Teachers  Teacher resource center to include shared, standards-based lesson planning resources, resources on differentiation strategies, current reference books related to best practices, etc. | Administrative Team  Administrative Team  Lead Academic Teachers | September, 2019  September, 2019  December, 2019  March, 2020  June, 2020 |
| STEP 7: Customize and implement lesson plan requirements to include differentiation, EL strategies and provisions for students with IEPs  STEP 8: Quarterly classroom visits from administrative team to monitor standards-based lesson plans  STEP 9: Implementation of an evidence-based benchmark to determine English Language Proficiency levels to monitor progress of language acquisition (growth measure). Students will be provided with additional supports if they are not showing adequate growth. | Documentation of expectations/responsibilities regarding lesson plans in the faculty handbook  PA Core Standards Checklist by grade level and content  Professional development opportunity to discuss expectations/responsibilities (faculty meeting)  Checklist  WIDA Model Licenses  Computers  Professional development | Administrative Team  Lead Academic Teachers  Administrative Team    Administrative Team  Central Administrative Team | September, 2019  December, 2019  March, 2020  June, 2020  September, 2019  December, 2019  March, 2020  June, 2020  October, 2019 |
| STEP 10: Reflection piece on differentiation strategy  STEP 11: All teachers use appropriate technological tools to enchance instruction (laptops, educational software: each laptop will enaable an additional 270 mintes of personalized learning per day within ELA, Math, Science, and ELL classrooms). All teachers use online, hybrid or blended learning as part of a larger pedagogical process that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available in online instruction.  STEP 12: Research and purchase educational software to support diagnostic assessments linked to student skills and personalized/individualized instruction embedded within ELA, Math, Science, and ELL classrooms. Software is designed to meet the needs of ESSA Tiers 1, 2, or 3. | Google doc  Checklist for monitoring teacher completion  Computers  Computer carts  Funds for software  Lead Technology Teacher  Lead Academic Teacher  Administrative Team  Time for research  Software information/demonstrations | Administrative Team  Teachers  Administrative Team  Lead Academic Teachers  Technology Teacher  Lead Academic Teachers  Lead Technology Teacher  Administrative Team  Core Team | October, 2019  October, 2019  November, 2019 - June, 2020 |
| **Anticipated Outputs:** | | | |
| Checklist of aligned PA Standards for each grade level and content area  Lesson plan templates  Professional development on differentiation strategies  Reflective practices for the intent of modifying instruction to meet students' needs  Ongoing, embedded coaching and collaboration inside and outside of the classroom.  Data for measuring English Language Proficiency throughout the school year. | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **- All teachers will monitor/update dates of standards taught on the standards checklist on a weekly basis during content meeting. Administrative team (Principal, two Assistant Principals and Supervisor of Instruction) will attend one content meeting per month to ensure adherence to the standards checklist documentation.**  **- Administrative team (Principal, two Assistant Principals and Supervisor of Instruction) will conduct a classroom visit for each teacher at least once per quarter for the purpose of monitoring lesson plan documentation and checking for required components (i.e. standard, student engagement, differentiation for all learners [EL, LS, etc.], assessment, reflection). This is not intended to be a walkthrough but rather a monitoring of development of quality lesson plans. Teacher conferences will be held and professional development provided to those individual teachers who are not fulfilling lesson plan requirements.**  **- Administrative team (as defined above) will maintain a checklist of lesson plan component completion by teacher and any notes related to lesson plan conversations held with teachers on an ongoing basis. Any specific concerns will be discussed during weekly administrative team meetings.**  **-The Academic Intervention Team will create and maintain a Google folder that houses research-based interventions by content area and grade level. This drive will be shared with all staff members and maintained by the members of the Academic Intervention Team. Professional development will be offered on how to access and utilize the intervention documents through the Academic Intervention Team. The impact of this tool will be measured through student growth on STAR benchmark assessments. All students should meet the 35 SGP goal.**  **-A minimum of one professional development session will be offered each quarter that focuses on differentiation strategies for all learners. The administrative team will review all exit tickets to determine next steps of support based on teacher feedback.**  **-All teachers will be expected to implement at least one new differentiation strategy each quarter. The monitoring of the inclusion of these differentiation strategies into lesson plans will be conducted during administrative classroom visits at least once per quarter during lesson plan check-ins.**  **-The monitoring of the classroom implementation of the differentiated strategies will be conducted during administrative walkthroughs. The administrative team will conduct a minimum of 33 walkthroughs in Quarter 1, 46 walkthroughs in Quarter 2, 59 walkthroughs in Quarter 3 and 65 walkthroughs in Quarter 4. Monitoring and evaluation of results will take place at the weekly administrative team meeting to ensure that we are on pace for target walkthroughs.**  **-Lead Academic Teachers will meet weekly with content teachers for the purpose of analyzing student performance data on common assessments, district benchmarks, formative assessments, summative assessments and student work to monitor student academic growth and/or mastery. They will collaborate with content teachers on differentiation, lesson planning, instructional strategies, best practices, and standards-based delivery of curriculum. Lead Academic Teachers will provide meeting agendas/notes to administrative team for review at weekly administrative team meeting.**  **-All ESOL students will take quarterly benchmark assessments to measure English Language Proficiency. ESOL and ELA/Reading teachers will analyze data following each benchmark to determine appropriate strengths, modifications and differentiation for individual students.**  **-All teachers will submit one reflective narrative on Google Docs related to a differentiation strategy that he/she implemented in the classroom. The administrative team will be responsible for keeping a record of submissions and will discuss the content of these reflections and how they impact student achievement. These discussions will take place during an administrative team meeting.**  **STUDENT OUTCOMES: Will be monitored by both teachers and administrators using quarterly STAR, CDT and WIDA Model benchmarks, progress monitoring data (biweekly), PSSA Proficiency Levels, PVAAS Growth Measures, student grades and pass/fail rates. Most of our monitoring will occur on a quarterly basis: September, 2019 (Q1), December, 2019 (Q2), March, 2020 (Q3), June, 2020 (Q4).** | | | |

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| *Expenditures:* Describe briefly how funding will be used implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Lead Academic (Math, Literacy, Science, Social Studies & Related Arts) & Lead Technology Teacher for ongoing coaching session throughout the school year. Responsibilities for Lead Academic Teachers include facilitating teaching / learning of research-based practices and strategies, facilitating department meetings, ensure CSI action steps are implemented with fidelity and hold "office hours" once a week after school to support teachers and planning lessons and analyzing data. | CSI Funds | $18,000 ($3,000/year stipend = 6 teachers for 72.5 hours per teacher per year @ $41.42/hour) |
| Collaborative planning sessions (summer planning) - Academic Intervention Team, Standards Checklist Development, Professional Development Planning Sessions, research, creation of bank of resources for differiation of instruction | CSI Funds | $10,000 (5 people/team - 15 people total for 16 hours each @ $41.42) |
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| Professional development for EL/LS teachers re: lesson planning, differentiation and co-teaching across the curriculums. Identify effective strategies to be used for ELL/IEP students. Collaborate with collegues to share and support these strategies.  WIDA Model Licenses/Professional development  Establish central location for Lead Academic Teachers to support teacher collaboration, resource storage and reference area, planning and small group teacher learning environment for the purpose of designing differentiated/personalized standards-based instruction for students. Resources will include professional development texts, subscriptions to professional journals, current research, professional organization publications, technology for teachers to utilize for research and/or data analysis.  Personalized/differentiated standards-based learning devices for students to include 16 carts (4 ELA 6th grade, 4 ELA 7th grade, 4 ELA 8th grade) with 30 Chromebooks each cart and headphones to support individualized instruction embedded within the ELA grade 6-8 classroom. These resources will be used to access online curriculum materials and receive support from a technology program to be identified later this year (this plan will be revised to include the name of the program once it is selected). ELA teachers will be provided with Professional Development to support utilizing technology in the ELA block.  With support from PDE-assigned Core Team Members, we will research ESSA Tier I or Tier II programs and implement an ELA technology program to enhance and support achievement and growth in ELA.  Conference Attendance for Lead Academic Teacher and SOI:  --52nd Keystone State Literacy Association Conference at Hershey Lodge in Hershey, PA Oct 30-Nov 1:  \*Attendees: SOI, ELA Content Leader, 2 ELA Teachers ($490/person= $1,960; $187.59/hotel room X 4 rooms X 2 nights=$1,500.72; Cost of driving: $0.52/mile X 76 miles X 2= $79.04; **Total: $3,539.78)**<http://ksrapa.org/conferences-2/conference-meeting-dates/2019-ksla-annual-conference/>    -66th Annual Pennsylvania Council for the Social Studies Conference (October 18, 2019 in Harrisburg):  \*Attendees: SOI, SS Content Leader, 2 SS Teachers ($115/person=$460; Cost of Driving: $0.52/mile X 81.9 miles X 2= $85.18; **Total: $554.18**)  <https://pcssonline.org/65th-annual-pcss-conference/>    -2019 Pennsylvania Science Teachers Association Conference (October 6-7, 2019 in Lancaster)  \*Attendees: SOI, Science Content Leader, 2 Science Teachers ($185/person=$740 for conference; $124/hotel room X 4 rooms=$496; Cost of Driving: $0.52/mile X 69.6 miles X 2= $72.38; **Total: $1,308.38)**  [**https://www.pascience.org/Conference**](https://www.pascience.org/Conference)    **-LEAD19 Pennsylvania Principals Conference**  **(October 12-14, 2019 at The Penn Stater Hotel and Conference Center, State College, PA)**  **\*Attendees:  Principal and SOI** | CSI Funds  CSI Funds  CSI Funds    CSI Funds  CSI Funds  Title I Funds | $5,000 (10 teachers for 12 hours @ $41.42/hr.)  $35,000 ($140/license for 250 students)  $18,000 ( materials to support instruction, differentiation, and interventions  $170,691.62  $55,519.48  $490/person= $1,960; $187.59/hotel room X 4 rooms X 2 nights=$1,500.72; Cost of driving: $0.52/mile X 76 miles X 2= $79.04; **Total: $3,539.78)**    ($115/person=$460; Cost of Driving: $0.52/mile X 81.9 miles X 2= $85.18; **Total: $554.18**)  ($185/person=$740 for conference; $124/hotel room X 4 rooms=$496; Cost of Driving = $0.52/mile X 69.6 miles X 2 = $72.38; Total: $1,308.38)  **($350/person=$700 for conference; $129/hotel room X 2 rooms X 2 nights=$516 ; Cost of Driving: $0.52/mile X 164 miles X 2= $170.56; Total:$1,386.56** |

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| Professional Learning - Describe the Professional Development Plan to achieve this goal. | |
| **Professional Learning Goal:** **Consistently provide quality professional development on standards-based instruction and differentiation strategies.** | |
| Audience | Raub teachers (including ESOL, LS, ES, AS) |
| Topics to be Included | Differentiation strategies  PA Core Standards Alignment  ELD Standards  Effective use technology in ELA classrooms |
| Evidence of Learning | Classroom implementation of standards-based lessons with the use of differentiation strategies and provisions for ELs and students with IEPs. |
| Anticipated Timeframe | Enter Start Date:June, 2019  Anticipated Completion Date:June, 2020 |
| Lead Person/Position | Stephanie Deemer, Supervisor of Instruction |

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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

## **Priority #1- Measurable Goal #2: \_****Aligned Standards - Student Goal (PVAAS Growth) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| STEP 1: Establish expectations of ELA instruction to include reading and writing notebooks, and classroom libraries to support student growth in benchmark proficiency and English Language Acquisition skills.  STEP 2: Offer professional development on using reading and writing notebooks and classroom libraries to improve literacy proficiency and growth. Professional development will be provided on incorporating literature circles into the ELA classroom.  STEP 3: 100% of students will participate in STAR testing for ELA and Math to provide information regarding student needs and allows for teachers to analyze data to ensure differentiation and personalized learning. | Reading notebooks  Writing notebooks  Folders  Post-It Notes (for annotating texts)  Other classroom supplies  Classroom libraries for all ELA rooms  Novels to support literature circles  Materials for professional development  Books and/or articles related to the use of reading and writing notebooks in the literacy classroom  Specific strategies to utilize classroom libraries  Computers  Accountability report | Supervisor of Instruction  Administrative Team  Math & ELA Teachers (6th, 7th, and 8th grades) | August, 2019  August, 2019  September, 2019  December, 2019  March, 2020  June, 2020 |
| STEP 4: Data analysis to determine progress toward measures of success (Exit Criteria - CSI Plan) | Computers  Time  STAR Results | Supervisor of Instruction  Math, ELA, Science and Social Studies Teachers (6th, 7th, 8th grades) | September, 2019  December, 2019  March, 2020  June, 2020 |
| STEP 5: Establish weekly attendance team meetings for the purpose of identifying at-risk and chronic attendance concerns, developing personalized attendance plans for students, and identifying follow-up steps required to support student in on-time, daily attendance at school | Computer  Sapphire attendance reports  Teacher attendance reports/concerns  Home School Visitor  Site Coordinator  Administrative Team Member  Outreach Worker  Community School Coordinator | Administrative Team Member  Home School Visitor  Site Coordinator | September, 2019 |
| STEP 6: Establishment of extended learning /mentoring opportunity to support academic growth targets established by the Exit Criteria    a. Identify students who are in the "Basic" proficiency level on PSSA for reading and/or math  b. Identify possible mentor partnership opportunities (William Allen HS, DeSales University, etc.)  c. Create curriculum focus and design/identify resources to be used for extended learning opportunity  d. Identify and implement engaging technology-based interventions and enrichment activities to promote academic growth in ELA and Math that supports personalized learning opportunities | Computers  Curricular resources  Program guidelines  Invitations  Informational parent meetings  Library  Sapphire reports  Definition of programming expectations and criteria for mentor selelction  Curriculum resources  Instructional materials  Software  Computers  Supporting materials (graphing calculators, manipulatives, printers, iPads, etc.) | Supervisor of Instruction  Afterschool Coordinator  Math & ELA Teachers (6th 7th & 8th grade)  Counselors  Administrative Team  Administrative Team  Community School Coordinator  After School Coordinator  Supervisor of Instruction  Lead Academic Teachers  Academic Intervention Team  Supervisor of Instruction | October, 2019  October, 2019  October, 2019  October, 2019  October, 2019 |
| STEP 7: Establish expectations/incentives for student attendance; create celebration opportunities. Incentives will be paid for through Community School Funds and/or building operating budget. | Incentive resources  Celebration resources | Counselors  Support Staff  Building Administrative Team  HSV/Site Coordinator | October, 2019 |
| **Anticipated Outputs:** | | | |
| 100% participation on benchmark testing of enrolled students during the benchmark window.  Guidelines/curriculum/resources for afterschool tutoring.  Data analysis results with subsequent instructional modifications/differentiation to address areas of need (lesson plans)  Schedule of attendance celebrations, expectations, data tracking (attendance), attendance interventions | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **-Quarterly data analysis will be completed by the administrative team to establish benchmark testing participation rates on STAR for ELA and Math. The analysis will be completed during the administrative team meeting, including any necessary discussion about teachers who did not meet participation goals. Administrative team members will schedule meetings with any teacher who did not meet the participation goal and will document that information.**  **-Quarterly data analysis will be completed by Math, Literacy, Science, Social Studies, ESOL and LS teachers to measure progress towards established state exit criteria and to inform differentation practices within the classroom.**  **-Benchmark data analysis for participants in tutoring program will be conducted by the After School Coordinator to determine efficacy/impact on student learning. This information will be reviewed by the administrative team during the administrative team meeting on a quarterly basis beginning in December, 2019. (December, 2019, March, 2020, June 2020)**  **-Observations and walkthroughs will be conducted by the administrative team to observe reading and writing notebooks in use by students. Each Literacy/Reading classroom will have a minimum of 1 walkthrough / quarter. PA-ETEP will be used to document whether or not reading and writing notebooks were observed.**  **-Data analysis will be conducted by ELA/Reading teachers to determine impact of reading/writing notebooks and classroom libraries on student growth. Data may include STAR results, progress monitoring, formative assessments, summative assessments, common assessments and/or student grades and classwork.**  **-Data analysis of attendance data (Sapphire) will be conducted by the Site Coordinator to determine effectiveness of attendance initiatives. Data analysis of academic data (Sapphire, benchmarks, progress monitoring) will be conducted by the administrative team to determine the impact of attendance on academic growth and proficiency.**  **STUDENT OUTCOMES: Will be monitored by both teachers and administrators using quarterly STAR, CDT and WIDA Model benchmarks, progress monitoring data (biweekly), PSSA Proficiency Levels, PVAAS Growth Measures, student grades and pass/fail rates. Most of our monitoring will occur on a quarterly basis: September, 2019 (Q1), December, 2019 (Q2), March, 2020 (Q3), June, 2020 (Q4).** | | | |

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| *Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Informational parent meetings will provide resources to assist parents in navigation of the educational system and provide support for their children academically, emotionally and physically through academic presentations and interactive workshops. | CSI Funds | $2,000 |
| Classroom libraries (ELA classrooms)  novels for literature circles (small group differentiated lessons), texts for independent reading at Lexile levels that span across all grade levels (high interest/low readability for ELs, etc.) | CSI Funds | $50,000 (4 each - 6th grade classrooms; 4 each - 7th grade classrooms; 4 each - 8th grade classrooms; 2 each - ELA Intervention classrooms; $1500/classroom for library creation and/or updating; $2000/classroom for supplemental titles to support literature circles in all ELA classrooms) |
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| Extended learning program personnel & materials to provide mentoring, academic intervention and high interest enrichment activites that promote higher order thinking. | CSI Funds | $14,000 (2 teachers for Monday - Thursday program for 1 hour / day. 8 hours/week @ $41.42 for 35 weeks) |
| Graphing calculators to deliver sound classroom instruction in Math & Science using multi-modal strategies to ensure growth in all student populations, including ELs and LS students.    20 iPads to be utilized during classroom instruction to promote student engagement and interaction during differentiated lessons, increase the frequency and quality of formative assessments in ELA, Math and Science classrooms. The software (AirWatch) to promote student engagement has already been purchased and licenses are owned for each classroom teacher. Professional development will be provided on how to implement effectively.  Folders, notebooks, Post-Its, other classroom supplies (i.e. chart paper, dry erase markers, dry erase boards, etc.) to aid in differentiated and personalized ELA classroom instruction. These tools are used as part of best practices in ELA classrooms, especially to assist our EL and LS population. Dry erase boards are used for individualized formative assessments, chart paper is used for anchor charts that the teacher uses for modeling strategies and to guide the class toward successful text analysis and to gradually release responsibility of completion to individual students. Post-It notes are used to annotate text and to provide notes for classroom discourse. All of these are found in evidence-based research strategies.  Attendance materials and resources such as bus passes, binders, erasers, folders, pens, pencils, notebooks, t-shirts, highlighters, markers, books. | CSI Funds  CSI Funds  CSI Funds  Community School Budget  Operating Budget | $20,000  $7,000 (two 10-pack bundles @ $3500 each)  $21,108.02  $5,000 (Community School Budget) |

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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:****Professional development will be provided to ensure that all teachers know how to administer benchmark tests and how to monitor student participation.** | |
| Audience | Raub teachers |
| Topics to be Included | STAR Basics, STAR Reports, Documentation of Participation |
| Evidence of Learning | STAR participation rates |
| Anticipated Timeframe | Enter Start Date:Sept, 2019  Anticipated Completion Date:June, 2020 |
| Lead Person/Position | Stephanie Deemer, Supervisor of Instruction |

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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** **Effective Classroom Instructional Strategies Using a Variety of Modes in ELA** | |
| Audience | Raub ELA teachers |
| Topics to be Included | Literature circles, annotation of text, analysis of text, collaboration/discourse related to ELA classrooms, procedures for small group collaboration |
| Evidence of Learning | STAR benchmark results, classroom observations and walkthroughs, formative assessments, grades |
| Anticipated Timeframe | Enter Start Date:September, 2019  Anticipated Completion Date:October, 2019 |
| Lead Person/Position | Supervisor of Instruction |

## **Priority #2 – Measurable Goal #1: \_****Promote and sustain a positive school environment where all members fell welcomed, supported, and safe in school; socially, emotionally, intellectually and physically.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| Step 1: Create the School Climate Committee to research components of a positive climate, implement specific strategies to implement, development of focus areas for the year, development of a "Why" statement that supports our climate change process and professional development for staff. | Meeting time  Computers | Administration/Leadership Team  Climate Committee Members (all grades, subjects and subgroups represented) | July, 2019 |
| Step 2: Research effective positive climate practices using online and print resources. Climate Committee will conduct a root cause analysis to identify categorical needs. Climate Committee will establish a mission statement using "Find Your Why" by Simon Sinek. Topics to explore will include building relationships, establishing expectations and accountability protocols, physical environment, curriculum and communication.  Step 3: Professional development on individual accountablity/professional responsibilities. These will include contents of ASD Parent & Student Handbook, contractual responsilbities, ASD Employee handbook, and an updated Raub Faculty Handbook. The Raub Faculty Handbook will be updated to reflect the reestablishment of expectations for all Raub employees. | Computer access and program materials  Research-based resources on positive school climate (examples of successful implementation)  Raub Handbook  ASD Parent / Student Handbook  ASD Employee Expectations Handbook  ASD Board Policies  AEA Contract  Job descriptions; BOY procedural checklist, ASD Employee Expectations Manual, Parent & Families Handbook (p. 11)  Raub Handbook  ASD Parent / Student Handbook  ASD Employee Expectations Handbook  ASD Board Policies  AEA Contract | Climate Committee Members  Administrative Team  Administrative Team | July, 2019 - August, 2019  August, 2019 |
| Step 4: Administer and analyze pre-and post climate survey (initial survey will occur after introduction PD listed in Step 4.)  Step 5: Implement a two-part professional development plan including initial rollout, survey administration to staff, parents, and students. Subsequent analysis to be conducted and focused development sessions.  Step 6: Plan and schedule professional development for research-based, effective positive climate practices, including positive classroom/school learning environments (team building, culturally responsive teaching, restorative practices, establishing norms, professional responsibilities, trauma-informed, middle school transformation, etc.) Climate Committee members will prepare to roll out positive initiatives to the entire staff through workshops based on five focus areas established through the committee work. | Surveys  Survey tool  Survey results  Time  Planning time and resources for effective practices  Materials to create welcoming environment throughout the school  Parents  Students  Teachers  Mode of communication and delivery (i.e. Monkey, Doodle Poll, etc.)  Survey  Parents  Students  Teachers  Mode of communication and delivery (i.e. Monkey, Doodle Poll, etc.) | Administrative Team  Climate Committee Members  Supervisor of Instruction  Administrators  Community partners  Climate Committee Members  Administrative Team  Team Leaders | August, 2019 (Pre-survey)  June, 2020 (Post-survey)  August, 2019  August, 2019 - October, 2019 |
| Step 7: Development of transition materials (including printed materials, videos, and tours) to introduce the school and the district to incoming students throughout the school year to promote a welcoming and positive climate to new students/families.  Step 8: PBIS Committee will review, revise and promote the PBIS program. | Planning time  Materials for students/families  Orientation materials  MacBook and camera for video production  Video presentation (in English & Spanish)  Planning time  Materials for students/families  Orientation materials | Counselors  Family Engagement Specialist  Community School Coordinator  Administrative Team  Students  Team Leaders  Counselors  PBIS Committee  Support Staff | October, 2019  November, 2019 |
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| **Anticipated Outputs:** | | | |
| The establishment of a school climate committee focused on researching and implementing positve and effective school wide practices to support a positive school climate.  Positive change on school climate survey results.  A revised PBIS program that supports a positive school climate and is implemented in all classrooms.  Revised teacher handbook to include professional responsibility and expectations.  Resources and materials to develop, initiate and maintain effective classroom implementation of a postive school environment, including students who transition to the Raub community throughout the school year.  Transition materials will be created and utilized for students and families who are new to the Raub school community throughout the school year.  Improved aesthetics of school environment, inside and out, including classrooms, hallways, bathrooms, stairwells and exterior | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **- Classroom visits (checklist for positive climate practices) will be conducted by school administration to monitor classroom climate. The results will be documented in PA-ETEP and monitored on a quarterly basis.**  **- Positive Climate Committee will deliver a driving mission statement after going through a "Discovery" activity based on Simon Sinek's, Find Your Why.**  **- Administrative team will monitor survey participation by staff, students and parents to ensure valid results.**  **- Administrative team will monitor accountability and professional protocols established via observations, walkthroughs and daily communication. The administrative team will follow ASD progressive discipline model to ensure adherence. Communication logs will be maintained for each staff member.**  **- Administer and review exit tickets and constructive feedback for all professional development sessions. The administrative team will discuss during administrative team meetings.**  **- Positive Climate Committee will deliver agendas and presentations related to professional development on the five focus areas established through the committee.**  **- Leader of the PBIS Committee will monitor PBIS data on a weekly basis to analyze teacher compliance with expectations and identify data trends. Leader of the PBIS Committee will inform administrative team (on a weekly basis) of any data omissions or trends.**  **- Quarterly academic and behavioral data reviews, beginning-of-year procedural checklist, during observations and walkthroughs, administrative team will look for Danielson Domain 2: Classroom Environment.**  **- Transition materials will be available for students and parents to become familir with the school community. Sign-in sheets will be collected to monitor participation in an on-boarding event, generated by Sapphire enrollment data.**  **STUDENT INCOMES: Positive change in student data for both Level 2 and Leve 3 infractions and PBIS positive behavior documentation; improved results on post-survey for climate analysis** | | | |

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| *Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Hourly compensation for Positive Climate Committee members to research components of a positive climate, specific strategies to implement, development of focus areas for the year, development of a "Why" statement that supports our climate change process and professional development for staff. | CSI | $13000 (10 teachers @ $42.41 for 30 hours) |
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| Materials and Resources to support Climate Committee initiatives and research finds around five areas of focus: Physical Environment, Relationships, Communication, Expecations and Accountablility, Curriculum. The quality and character of a school fosters students development, learning and achievement. (Resources to be determined by Positive Climate Committee by November, 2019. Director of Grants will approve purchases according to established federal guidelines.) | CSI | $10,000 to include professional development resources related to creating and sustaining a positive school climate (books to be utilized in PLCs on relationships and team-building, SEL best practices, trauma-informed classrooms, student swag that promotoes school pride) |
| Materials and Resources to support transitioning students and families: school welcome packets, video tours, handbooks | CSI  Title I (Family & Community Engagement) | $7000 for laptop, camera and printed literature (all to be used for creation of transition video and onboarding materials for students that begin after the start of the school year) |
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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:****Professional development will be provided to support and maintain positive school climate.** | |
| Audience | Raub Middle School Staff |
| Topics to be Included | Effective Positive Climate Practices / PBIS |
| Evidence of Learning | Implementation of strategies in the classroom |
| Anticipated Timeframe | Enter Start Date:July 2019  Anticipated Completion Date:Jun 2020 |
| Lead Person/Position | Administration/ Leadership team |

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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

## **Priority #2 – Measurable Goal #2:** **By the end of 2020, there will be a 25% decrease in Level 2 & 3 infractions (compared to 2019 school year).\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| Implementation of Effective Positive Climate Practices in all classrooms to meet the needs of the students emotionally and academically. | Checklist for positive climate practices | Administrative Team  All classroom teachers (6th 7th & 8th grades, Math, ELA, Social Studies, Science, Related Arts) | September, 2019 |
| Professional development and implementation of revised PBIS | Communication resources (posters, flyers, parent communication)  Incentives  Behavioral intervention resources | Climate Committee  PBIS Committee Members  Administrative Team  Support Staff (Counselors, HSV, Afterschool Coordinator, Site Coordinator, Community School Coordinator, Family Engagement Specialist, Outreach Worker) | October, 2019 |
| Analyze discipline data quarterly | Quarterly Sapphire report | Climate Committee  Administrative Team | December, 2019  March, 2020  June, 2020 |
| Analyze Early Warning Reports to identify students who would benefit from behavioral interventions | Early Warning Report  Professional development on restorative practices/sensitivitiy  Brightbytes | Counselors  All classroom teachers (6th 7th & 8th grade homeroom teachers, Learning Support Teachers, ESOL Teachers)  Administrative Team | December, 2019  March, 2020  June, 2020 |
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| **Anticipated Outputs:** | | | |
| Student level 2 and 3 behavioral incidents will decrease. The number of students failing coursework will decrease. | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **Sapphire data anaylsis, student positive behavior data analysis, checklist of positive climate practices, classroom visits**  **STUDENT INCOMES: Positive change in student data for both Level 2 and Leve 3 infractions and PBIS positive behavior documentation; improved results on post-survey for climate analysis** | | | |

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| *Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
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| PBIS Educational Incentives: bookmarks, binders, folders, highlighters, notebooks, pencil cases, and erasers. (Director of Grants will vet and approve all purchases prior to purchase) 3000 items x $5.00 | CSI Funds | $15,000 |
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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:**  Professional development provided on restorative practices, behavioral interventions and culturally responsive education. | |
| Audience | Raub Middle School Staff |
| Topics to be Included | Effective positve climate practices |
| Evidence of Learning | Implementation of strategies in the school |
| Anticipated Timeframe | Enter Start Date:July 2019  Anticipated Completion Date:June 2020 |
| Lead Person/Position | Administration/ Climate Committee |

|  |  |
| --- | --- |
| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

## **Priority #3 – Measurable Goal #1: \_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
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| **Anticipated Outputs:** | | | |
|  | | | |
| **Monitoring/Evaluation Plan:** | | | |
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| *Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
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| --- | --- |
| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

|  |  |
| --- | --- |
| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

## **Priority #3 – Measurable Goal #2: \_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
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| **Anticipated Outputs:** | | | |
|  | | | |
| **Monitoring/Evaluation Plan:** | | | |
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| --- | --- | --- |
| *Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
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| --- | --- |
| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

|  |  |
| --- | --- |
| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

1. **Communications Plan for School Improvement**

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

**Communication Steps and Timelines:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Communication Strategies** | **Audience** | **Purpose of Message** | **Anticipated Timeline** |
| Staff communication via staff meetings, emails, team meetings, professional development sessions | Raub Middle School Staff | Review the development of the school improvement plan, priorities, goals and accountability with staff. Set clear expectations around effective implementtion of the school improvement plan. | June, 2019 - June, 2020 |
| Parent meetings | Parents/Families | Review the development of the school improvement plan, priorities, goals and anticipated outcomes. Provide progress updates on a monthly basis at PTO/family engagement meetings and activities. | Monthly from September, 2019 - May, 2020 |
| Raub Partnership Meetings | Community Partners | Review the development of the school improvement plan, priorities, goals and anticipated outcomes. Provide progress updates on a quarterly basis at partnership meetings. | November, 2019  February, 2020  April, 2020  June, 2020 |
| Social Media | General Public | Inform stakeholders of the development of the school improvement plan, provide updates on progress on a quarterly basis. | September, 2019  December, 2019  February, 2020  June, 2020 |
|  |  |  |  |

1. **Plan Submission**

**Affirmations**

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

* Addresses all the **required components** prescribed by the Pennsylvania Department of Education
* Meets **ESSA requirements**
* Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
* Has a **high probability of improving student achievement**
* Has sufficient **LEA leadership and support to ensure successful implementation**

**With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by *(School Name)* \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the \_\_\_\_\_\_-\_\_\_\_\_\_\_ school year.**

**Board Approval***: Date of Board Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Board President:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Name (printed) Signature Date*

**Superintendent of Schools/Chief Executive Officer:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Name (printed) Signature Date*

**Building Administrator:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Name (printed) Signature Date*

**School Improvement Facilitator:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Name (printed) Signature Date*

Scan and insert the signed Assurances Page: