

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Allentown School District

School Building Name

Trexler Middle School

4-Digit School Building Code

4929

School Street Address

851 North 15th Street, Allentown, PA 18102

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Christine Piripavel	Principal	Trexler
Allison Bucari	Supervisor of Instruction	Trexler
Gardenys Fernandez	CIS Site Coordinator	Community In Schools (CIS)

Angelo Gentile	School Counselor	Trexler
Michael Gurdineer	Grade 7 Math & Team Leader	Trexler
Jennifer Halucha	Grade 8 Learning Support	Trexler
Cathy Martinez	Parent of Grade 7 Student	Trexler
Conchetta Marucci	Grade 8 ELA Teacher	Trexler
Kathryn Murray	Grade 7 Science Teacher	Trexler
Patricia Smith	Grade 6 ESOL Teacher	Trexler

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).

School leaders tried to ensure we had a steering committee comprised of a diverse group of stakeholders. We talked with Team Leaders at Trexler to help identify the members. We also discussed the CSI (Comprehensive Supports and Improvements) designation and what they meant for our school during recent faculty meetings as well as FTO (Family Teacher Organization) meetings to help identify those stakeholders who not only represent a diverse group, but who are committed to student excellence and success.

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.

The role of the committee in developing this school improvement plan includes being able to reflect on current practices as well as how that impacts the data (i.e., survey results from stakeholders, attendance for students and staff, discipline, assessments, etc.). This process requires honesty and ownership in order to see "where we are at" and where we need to go. The intended role of the committee in the implementation and monitoring of the plan includes regularly scheduled meetings to review the plan, the progress, and the data in order to adjust accordingly. We need to make sure to create norms collaborative as well as how we will hold each other accountable regarding implementing and monitoring the plan.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
<p>At Trexler Middle School, we strive to instruct every student at a personalized level by staff who are prepared and trained to foster the academic growth and self worth of students with diverse abilities, cultures and experiences in a safe and nurturing environment</p>	<p>By 2030 81% of students will score proficient or advanced on the ELA PSSA in each grade level.</p> <p>By 2030 72% of student will score proficient or advanced on the Math PSSA in each grade level.</p> <p>By 2030 55.9% of EL students will score proficient or advanced on the ELA PSSA in each grade level.</p> <p>By 2030 54.8% of EL students will score proficient or advanced on the Math PSSA in each grade level.</p>

	All school community members will demonstrate personal and social responsibility across school settings.
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II. School Level Needs Assessment

A. 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.

Trexler began the process to identify our school community needs in March 2019. Initially, we created a steering committee comprised diverse stakeholders. Following an initial steering committee meeting, the School Improvement Facilitator (SIF) conducted a series of observations throughout the building as well as facilitating focus groups with students and teachers. In order to reach all of our stakeholders to complete the surveys we utilized the following platforms: links to surveys on the Trexler website and sent via email to staff and families; school messenger sent to families in both English and Spanish to alert them to the survey; and finally, student participation in the online survey during Social Studies classes. Upon completion of this data collection, information was compiled and shared with the steering committee to drive the conversation to find the most pressing needs and potential root causes.

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

Strengths	Supporting Evidence from Needs Assessment
Use a variety of assessments (including diagnostic, formative, and summative) to monitor	<ul style="list-style-type: none"> ● Assessment schedule and samples ● Data analysis protocol

<p>student learning and adjust programs and instructional practices.</p>	<ul style="list-style-type: none"> ● Data warehouse/data system information ● Examples of student work ● Feedback to students ● Classroom visits ● Observation of team meetings ● Student focus groups (Q6) ● Educator survey (Q2c&e, Q4, Q5c&d, Q15d&e)
<p>Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.</p>	<ul style="list-style-type: none"> ● Meeting agendas and minutes ● Current school plan ● School team and committee list ● Interview with school leader
<p>Implement and evidence-based system of schoolwide positive behavior interventions and supports.</p>	<ul style="list-style-type: none"> ● Student, staff and family handbooks ● Behavioral support program/activity information ● Instructional materials ● Discipline referral forms ● Data warehouse/information system ● Positive behavior reinforcement materials ● Professional learning plan, materials ● School discipline plan ● Signs and postings inside and outside school building ● Classroom visits ● Student focus groups (Q4, Q7, Q8, Q2) ● Educator surveys (Q5e, Q12e) ● Parent survey (Q6b) ● Educator focus groups (Q3)
<p>Implement evidence-based strategies to engage families to support learning.</p>	<ul style="list-style-type: none"> ● Team meeting agendas ● School calendar of events ● District/school website ● Professional learning plan/materials

C. 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.

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
We do not align curriculum, assessments and instruction to the PA Standards	<ul style="list-style-type: none"> ● Lesson plans ● Curriculum documents ● Individualized Education Programs (IEPs) ● English Language Development (ELD) plans ● Educator survey (Q12b&c, Q14b, Q15d&e) ● Educator focus groups (Q3) 	Yes	We have not prioritized and addressed the academic needs of our own building.
We do not foster a culture of high expectations for success for all students, educators, families, and community members.	<ul style="list-style-type: none"> ● School mission and vision ● Educator survey (Q2a&b, Q7a-d, Q9c&d, Q11a&c-d, Q12e) ● Parent survey (Q6a&c-d) ● Student survey (Q2a-e, Q7a-d, Q8a-d, Q10a-h, 	No	

	Q11a-f, Q13a-e, Q14a-b&d-e, Q15a-e)		
We do not promote and sustain a positive school environment where all members feel welcome, supported and safe in school: socially, emotionally, intellectually and physically.	<ul style="list-style-type: none"> ● Educator focus groups (Q2, Q8, Q11, Q3) ● Student focus groups (Q1, Q9) ● Educator survey (Q5a-f, Q6a-d, Q7f-l, Q8, Q9a-d, Q10a&b, Q13c-e) ● Parent survey (Q2c&f, Q3a-k) ● Student survey (Q2b&d-e, Q4a-c, Q5a-e, Q6a-d, Q9a-d) 	Yes	We have not prioritize a positive school environment for staff and students.
We do not implement a multi-tiered system of supports for academics and behavior.	<ul style="list-style-type: none"> ● Tier 1, 2, 3 lesson plan samples ● Research/rationale for selection of interventions ● Screening instruments ● Educator focus groups (Q6) ● Educator survey (Q5a) ● Student focus groups (Q4, Q7) ● Parent survey (Q6b) ● Professional learning plan/materials ● Educator focus groups (Q10, Q11, Q3, Q7) ● Student focus groups (Q10) ● Educator survey (Q3a-d, Q7i, Q10a&b, Q13a-e) 	No	

	<ul style="list-style-type: none"> • Parent survey (Q2a-b&d-e, Q4a-i, Q5a-f) 		
We do not use multiple professional learning designs to support the learning needs of staff.	<ul style="list-style-type: none"> • Professional learning plan/materials • Educator focus groups (Q19, Q2, Q3) • Educator survey (Q2b, Q11e&f, Q14a-f, Q2e) 	no	

D. 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.”

Priority Statements	Rationale	Outcome Category
Align curriculum , assessments and instruction to the PA Standards	If staff is engaged in professional development that reflects standards alignment and differentiated instruction, then, curriculum, assessments, and instruction will be aligned to the PA Standards and students will demonstrate academic growth.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
Promote and sustain a positive school environment where all members feel welcome, supported and safe in school: socially, emotionally, intellectually and physically.	If staff is engaged in professional development that reflects a positive school environment, then all school members will feel welcomed, supported, and safe in school:	Essential Practices Condition 3- Provide Student-Centered Support Systems

	socially, emotionally, intellectually and physically.	

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.

Statement #1: Align curriculum , assessments and instruction to the PA Standards

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>By end of 2020, 100% of the staff will provide lesson plans that are aligned to the grade level PA standards, English Language Development (ELD) standards and will include differentiated instructional strategies for personalized learning.</p>	<p>By end of September 2019, 60% of the staff will provide lesson plans that are aligned to the grade level PA standards and will include at least 1 differentiated instructional strategy for personalized learning.</p>	<p>By end of December 2019, 75% of the staff will provide lesson plans that are aligned to the grade level PA standards and will include at least 2 differentiated instructional strategies for personalized learning.</p>	<p>By end of March 2020, 90% of the staff will provide lesson plans that are aligned to the grade level PA standards and will include at least 3 differentiated instructional strategies for personalized learning.</p>
<p>By the end of the 2020 school year, 100% of students will meet or exceed expected standards of PA academic achievement as measured by PVAAS (green); targeted annual overall achievement increase of 3.8% on ELA, Math PSSAs, and 4.3% English Language Proficiency.</p>	<p>By September 30, 2019, 100% of students will take STAR to establish a baseline score in ELA and Math.</p>	<p>By the end of December 2019, 50% of students will demonstrate .6 years academic growth by achieving 35 SGP (STAR ELA/Math).</p>	<p>By the end of March 2020, 75% of students will demonstrate 1 year of academic growth by achieving 60 SGP (STAR ELA/Math).</p>

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

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>By the end of 2020 school year, 100% of teachers will receive professional development in SWPBIS and will implement strategies that reflect social/emotional competency with fidelity and staff will report an increase in positive perceptions of school climate.</p>	<p>By the end of September 2019, 40% of teachers will implement SWPBIS strategies and implement strategies that reflect social/emotional competency with fidelity and staff will report an increase in positive perceptions of school climate.</p>	<p>By the end of December 2019, 60% of teachers will implement SWPBIS strategies and implement strategies that reflect social/emotional competency with fidelity and staff will report an increase in positive perceptions of school climate.</p>	<p>By the end of March 2020, 80% of teachers will implement SWPBIS strategies and implement strategies that reflect social/emotional competency with fidelity and staff will report an increase in positive perceptions of school climate.</p>
<p>By the end of 2020 school year, there will be a 30% decrease in level 3 infractions (compared to the 2019 school year) and students will report an increase in positive perceptions of school climate.</p>	<p>By the end of the 1st quarter 2019 (start of November), 30% decrease in level 3 infractions from 1st quarter previous year.</p>	<p>By the end of the 2nd quarter 2020 (end of January), 30% decrease in level 3 infractions from 2nd quarter previous year.</p>	<p>By the end of 3rd quarter 2020 (March/April), 30% decrease in level 3 infractions from 3rd quarter previous year and by June 2020 students will report an increase in positive perceptions of school climate.</p>

Statement #3: _____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3

Implementation Plans

Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies aligned with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the school's 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, assessments and instruction to the PA Standards

Measurable Goals	Evidence-Based Strategy
By the end of 2020, 100% of the staff will develop lesson plans that are aligned to state level PA standards, English Language Development (ELD) standards and will include differentiated instructional strategies for personalized learning.	<ol style="list-style-type: none"> From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings: Core function: Classroom Instruction Effective Practice: Deliver sound instruction in a variety of modes, Sub-Area: Preparation (Strong) From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings: Core function: School Leadership and Decision-Making

	<p>Effective Practice: Align classroom observations with professional development (Strong)</p> <p>3. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings: Core function: Personalized Learning: Digital Learning Effective Practice: Use appropriate technological tools and programs to enhance student learning (Moderate)</p>
<p>By the end of the 2020 school year, 100% of students will meet or exceed expected standards of PA academic achievement, as measured by PVAAS (green); targeted annual overall proficiency increase of 3.8% on ELA, 4.3% on Math PSSAs, and 4.3% English Language Proficiency.</p>	<p>1. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings: Core function: Classroom Instruction Effective Practice: Deliver sound instruction in a variety of modes, Sub-Area: Preparation (Strong)</p> <p>2. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings: Core function: Curriculum, Assessment and Instructional Planning Effective Practice: Assess student learning frequently (Strong)</p> <p>3. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings: Core function: Classroom Instruction Effective Practice: Deliver sound instruction in a variety of modes, Sub-Area: Teacher-directed instruction/whole-class or small group/interacting with students (Strong)</p>

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

Measurable Goals	Evidence-Based Strategy
<p>By the end of 2020 school year, 100% of teachers will have received professional development in SWPBIS and will implement strategies that promote social/emotional competency. Teachers and staff will report an increase in positive perceptions of school climate.</p>	<p>1. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings Core Function: Personalized Learning: Social/Emotional Competency Effective Practice: Provide instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others, and responsibility. (Strong)</p> <p>2. From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS). https://www.pbis.org/</p>

<p>the end of 2020 school year, there will be a 30% decrease in level 3 behaviors (compared to the 2019 school year) and students will report an increase in positive perceptions of school climate.</p>	<p>1. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings Core Function: Personalized Learning: Social/Emotional Competency Effective Practice: Provide instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others, and responsibility. (Strong)</p> <p>2. From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS). https://www.pbis.org/</p>
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Priority Statement #3: _____

Measurable Goals	Evidence-Based Strategy

Action Plan Steps

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

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?

Priority #1 – Measurable Goal #1: By June of 2020, 100% of the staff will provide lesson plans that are aligned to the grade level PA standards and **Language Development (ELD) Standards** and will include differentiated instructional strategies for personalized learning.

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
Professional development for Administrators (Principal, Assistant Principals, Supervisor of Instruction) on action steps listed below to ensure common language, understanding, and expectations.	Time and Materials/Resources/Supports listed below https://www.tpic.org/services/ https://www.k-12leadership.org/services-we-provide?field_division_tid=25	District Office Staff (Executive Director of Secondary Education, Director of STEM, Director of Literacy, Director of Newcomer, Director of Special Education)	June 2019 - June 2020
Professional development on utilizing pacing guide alongside PA standards to develop rigorous lessons in a variety of modes.	ASD Pacing guides PDE SAS Technology Time Content Area Lead teachers (ELA, Math, Science, Social Studies)	Supervisor of Instruction Lead content area teachers	June-September 2019, Utilize throughout 2020 school year
Monitoring and implementation of lesson expectations for all teachers to include classroom observations with professional development.	ASD Pacing guides PDE SAS Time ASD Board Policy 100.106 (Guides for Planned Instruction) ASD Board Policy 111 (Lesson Plans)	Administrative Team (Principal, Assistant Principals, Supervisor of Instruction)	June-September 2019 Utilize throughout 2020 school year
Professional Development and implementation of differentiated instruction practices to deliver instruction in a variety of modes.	Teacher led Professional Development on best practices for small group instruction Differentiated Instruction resources and materials Time Technology for utilizing online resources for differentiation connected to district provided	Supervisor of Instruction Teachers (all content areas)	2019-2020 School Year

on and implementation of co- ing lesson plan expectations to r instruction in a variety of s.	curriculum materials District Professional Development on Co-Teaching Co-teaching resources; time for collaboration with EL and Special Ed teacher	Supervisor of Instruction Co-teachers	June-September 2019 Utilize throughout 2020 school year
tion and projection piece on ards alignment and mentation of differentiation gies	Technology for using a Google doc for consistent teacher reflection of practice.	Supervisor of Instruction	2019-2020 School Year

Anticipated Outputs:

Professional development for all teachers on lesson plans and differentiation
 Creation of “model” lesson plans from various subjects following PD
 Instructional shifts (standards based/personalized learning) as evidenced from walk-through and observation data on PA-EETP (Danielson
 domains 1 and 3)
 Lesson plan expectations as outlined by PSEA policy
 Teacher reflection of practice

Monitoring/Evaluation Plan:

Consistent (at least twice monthly) classroom visits to look at lesson plans by leadership team with timely feedback provided.
 Regular check-ins at faculty meetings and content meetings focused on lesson planning by SOI, leadership team and colleagues.

Expenditures: Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Teacher led PD prep time	CSI Funds	\$1,000
Content leaders stipend	CSI Funds	\$2,000
Tablet carts	CSI Funds	\$60,000

Professional Learning - Describe the Professional Development Plan to achieve this goal.

Professional Learning Goal: All teachers will be able to plan and prepare standards based lesson plans, utilize available resources and have a clear understanding of and be able to execute various co-teaching models.

Attendance	All staff
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Resources to be Included	Co-teaching, PA Core Standards, lesson plan frameworks, using district provided pacing guides
Source of Learning	Lesson plans meeting expected requirements available from all professional staff in every class.
Anticipated Timeframe	Enter Start Date: June 2019 Anticipated Completion Date: June 2020
Person/Position	Building SOI, Leadership team

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

Source	
Resources to be Included	
Source of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Person/Position	

Priority #1- Measurable Goal #2: By the end of the 2020 school year, 100% of students will meet or exceed the expected standards of PA academic growth, as measured by PVAAS (green); with a targeted annual overall proficiency increase of 3.8% on ELA , 4.7% on Math PSSAs, and Language Proficiency.

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
Appropriate placement of students to challenge and support as necessary	Access to Sapphire for assessment records and grades, teacher input, counselor and family input as available	Supervisor of Instruction Grade level counselors	June 2019-June 2020
ELA and Math teacher training in administering and analyzing STAR with the standards mastery report	Technology to access STAR resources, data and intervention planner Time	Supervisor of Instruction	June- August 2019
ELA and Math teachers debrief their level teams on Quarterly STAR to present the areas of need for students	STAR data, Eligible content, team meeting time	Leadership team (Principal, Assistant Principals, Supervisor of Instruction) ELA and Math teachers	September 2019-June 2020
Teacher-led, small-group instruction on STAR results of eligible students in all classrooms	Eligible content, attendance at team meetings and planning time	Leadership team (Principal, Assistant Principals, Supervisor of Instruction) All teachers	September 2019-June 2020
Parent participation in and reflection on quarterly STAR tests	Technology to access STAR assessments and view data in one on one conferences	Math and ELA teachers	Quarterly during 2019-2020 school year
Encourage families to utilize STAR Parent tests for helping and growing their child beyond the school day.	Time, Technology to access STAR assessments and view data in one on one conferences	Leadership team (Principal, Assistant Principals, Supervisor of Instruction), Parent Liaison ELA and Math teachers	September 2019 - November 2019

Anticipated Outputs:

Appropriate placement of students
 Teachers trained and utilizing STAR tests to drive instruction
 Differentiated differentiation strategies
 Equate student growth throughout the year, as evidenced by STAR data.

Monitoring/Evaluation Plan:

Meeting minutes, small-group lesson plans, walkthrough and observation data, STAR benchmarks

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
http://www.tpiic.org/services/ http://www.k-12leadership.org/services-we-are?field_division_tid=25	CSI Funding	\$79 per person for 90 days total of \$6,320 (80 teachers and leaders)

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: Staff will be able to utilize STAR reports and eligible content to design and execute small group instruction.

Audience	All teachers
Resources to be Included	STAR reports; planning small group instruction; team meeting expectations
Evidence of Learning	STAR results, observation and walk-through data
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Person/Position	Building SOI and leadership team

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

ence	
s to be Included	
nce of Learning	
ipated Timeframe	Enter Start Date: Anticipated Completion Date:
Person/Position	

Goal #2 – Measurable Goal #1: By the end of 2020 school year, 100% of teachers will have received professional development in SWPBS implementation strategies that reflect social/emotional competency with fidelity and staff will report an increase in positive perceptions of school climate.

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
Create a School Climate Team that is representative of the staff to ensure all stakeholders have involvement which is best practice.	Staff; meeting time.	Principal, select CSI team members, select members of BARK Committee	June 17,2019 – June 19, 2019
Professional development for administrators (Principal, Assistant Principals, Supervisor of Instruction) & School Climate Team	Time and Materials/Resources/Supports listed above and below	ASD School Climate Coordinator IU Staff once MOU is approved by ASD and signed (see attached documents)	June 2019 - June 2020
School Climate Team will meet to develop protocol to establish discipline and referral procedures that enhance social/emotional competency as noted in the evidence based effective practices research brief and evidence based findings as well as https://www.pbis.org/	Time to meet as a School Climate Team to provide information to teams.	Principal schedules time to meet as a School Climate Team facilitated by the principal.	June 17,2019 – June 19, 2019
School Climate Team will provide proposed protocol to grade level team leaders. Grade level teams will review and provide feedback for potential revisions to the proposed discipline and referral procedures that enhance social/emotional competency as noted in the evidence based effective practices research brief and evidence based findings as well as https://www.pbis.org/	Time to meet as teams.	School Climate Team provide time and Team Leaders facilitate the meetings within each grade level.	June 17,2019 – June 19, 2019

<p>Building staff will take a school climate survey to inform the selection, implementation, evaluation programs that enhance social/emotional competency as noted in the evidence based effective practices research brief and evidence ratings as well as https://www.pbis.org/</p>	<p>Time to take the survey. Computer to take the survey. IU for support and consultation. Use survey provided by IU. Approval from ASD District Office to sign MOU with IU (Documents attached: SWPBIS team registration form 2019-2020 & Trexler - ASD Commitment and Agreement).</p>	<p>School Climate Team</p>	<p>BOY August 2019 MOY January/February 2020? EOY June 2020</p>
<p>SWPBIS refinement and for the entire building staff, including provision for welcoming families and students based on the survey results from building staff as well as classroom observation data in Domain 2 Classroom Environment (PA-E-TEP) that enhance social/emotional competency as noted in the evidence based effective practices research brief and evidence ratings. In addition, School Climate Team will ensure parents understand social/emotional competency and their role in enhancing their children's growth as noted in the effective practices research brief as well as https://www.pbis.org/</p>	<p>Time to plan the professional development/training, Time to meet as a building staff and meet with parents, Materials to create a welcoming student environment throughout the school. Materials to ensure parents understand their role. IU for support and consultation. Approval from ASD District Office to sign MOU with IU (Documents attached: SWPBIS team registration form 2019-2020 & Trexler - ASD Commitment and Agreement).</p>	<p>Principal, Assistant Principals, School Climate Team, and Parent Liaison plan the professional development/training for building staff and parents.</p>	<p>June 2019 – June 2020</p>
<p>Building staff will receive and implement strategies that reflect social and emotional competencies for staff and students based on the survey results from building staff as well as classroom observation data in Domain 2 Classroom Environment that enhance social/emotional competency as noted in the evidence based effective practices research brief and</p>	<p>Time to plan the professional development/training, Time to meet as a building staff and meet with parents, Materials to create a welcoming student environment throughout the school. Materials to ensure parents understand their role. IU for support and consultation. Approval from ASD District Office to sign MOU with</p>	<p>Principal, Assistant Principals, School Climate Team, and Parent Liaison plan the professional development/training for building staff and parents.</p>	<p>By the end of months listed below: September 2019 December 2019 March 2020</p>

ence ratings as well as
[ps://www.pbis.org/](https://www.pbis.org/)

IU (Documents attached: SWPBIS
 team registration form 2019-2020
 & Trexler - ASD Commitment
 and Agreement).

Anticipated Outputs:

1. The school climate survey (provided by the IU) will reflect an increase in positive perception of school climate at each benchmark.
2. Participation as measured by sign-in sheets for professional development sessions.
3. Exit Tickets that include information learned as well as what need more information about following professional development sessions.
4. Behavioral procedures and protocol.
5. Revised SWPBIS matrix.

Monitoring/Evaluation Plan:

1. A positive shift in perceptions as the staff takes the survey throughout the year. CSI and School Climate Team will analyze survey data following each survey and adjust accordingly with regards to events and professional development.
2. Leadership team will review sign-in sheets compared to staff organization list to ensure staff are trained using the benchmark.
3. Leadership and CSI teams will review and analyze exit ticket data (to be created after each PD by School Climate Team) which will inform and build upcoming professional development.
4. Classroom visits/Walk-throughs (Domain 2 Classroom Environment - forms on PA-ETEP)
5. Sustainability Plan ideas on <https://www.pbis.org/> and sample Power Point Presentation for plan attached

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Compensation for School Climate Team	CSI Funding	\$5,000
Professional Development https://www.pbis.org/	CSI Funding From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS)	\$50,000
Materials and resources to support SWPBIS https://www.pbis.org/	CSI Funding From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS)	\$5,000
Materials and resources to support transitioning students https://www.pbis.org/	CSI Funding From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS)	\$5,000
Materials and resources on effective school climate https://www.pbis.org/	CSI Funding	

	From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS)	\$5,000
Climate Coaches (extra pay for extra duty) http://www.pbis.org/	CSI Funding	\$10,000

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: All staff will receive professional development in SWPBIS and implement strategies that meet social and emotional competencies with fidelity as well as report a positive increase in positive perception of school climate.

Personnel	All Trexler Middle School Staff
Resources to be Included	SWPBIS components and/or framework; Building Expectations for all Stakeholders, Social and Emotional Competencies for Staff
Evidence of Learning	Implementation of strategies in the classroom.
Anticipated Timeframe	Enter Start Date: June 2019 Anticipated Completion Date: June 2020
Person/Position	CSI and School Climate Team

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

Personnel	
Resources to be Included	

Items to be Included	
Source of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Person/Position	

Goal #2 – Measurable Goal #2: By the end of 2020 school year, there will be a 30% decrease in level 3 infractions (compared to the 2019 school year) and students will report an increase in positive perceptions of school climate.

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
<p>Staff will take a school climate survey to inform the selection, implementation, evaluation programs to enhance social/emotional competency as noted in the evidence based effective practices research brief and evidence ratings as well as http://www.pbis.org/</p>	<p>Time to take the survey. Computer to take the survey. IU for support and consultation. Use survey provided by IU. Approval from ASD District Office to sign MOU with IU (Documents attached: SWPBIS team registration form 2019-2020 & Trexler - ASD Commitment and Agreement).</p>	<p>School Climate Team Social Studies Teachers</p>	<p>BOY August 2019 MOY January/February 2020? EOY June 2020</p>
<p>Implementation of effective positive climate practices that enhance social/emotional competency as noted in evidence based effective practices research brief and evidence ratings as well as http://www.pbis.org/</p>	<p>Checklist for positive climate practices to be located and/or created. Approval from ASD District Office to sign MOU with IU (Documents attached: SWPBIS team registration form 2019-2020 & Trexler - ASD Commitment and Agreement).</p>	<p>School Climate Team & Administrative Team</p>	<p>2019-2020 school year</p>
<p>Implementation and marketing of existing PBIS (BARK - Be Attitude, Responsibility, Kindness) at Trexler that enhance social/emotional competency as noted in evidence based effective practices research brief and evidence ratings as well as http://www.pbis.org/</p>	<p>Marketing resources (posters, flyers, parent communication), incentives to be located and/or created. Approval from ASD District Office to sign MOU with IU (Documents attached: SWPBIS team registration form 2019-2020 & Trexler - ASD Commitment and Agreement).</p>	<p>Building staff</p>	<p>2019-2020 school year</p>
<p>Analyze data quarterly overall students subgroups (ELs and IEPs) that</p>	<p>Appropriate Quarterly Reports for 2019 and 2020 (Sapphire</p>	<p>School Climate Team & Administrative Team</p>	<p>Quarterly for the 2019-2020 school year</p>

<p>ence social/emotional competency ed in the evidence based ve practices research brief and nce ratings as well as https://www.pbis.org/</p>	<p>Discipline Infraction Summary Reports, Assessment Tracker) Approval from ASD District Office to sign MOU with IU (Documents attached: SWPBIS team registration form 2019-2020 & Trexler - ASD Commitment and Agreement).</p>		

Anticipated Outputs:

- A decrease in recorded Level 3 disciplinary incidents/actions in Sapphire when comparing 2020 to 2019.
- A checklist for positive climate practices.
- Marketing resources.

Monitoring/Evaluation Plan:

- Sapphire data analysis (Discipline Reports - Infraction Summary)**
- Student Positive Behavior data analysis (MOU with IU and <https://www.pbis.org/>) overall and EL and IEP subgroups**
- Checklist of positive climate practices (MOU with IU and <https://www.pbis.org/>)**
- Classroom visits/Walk-throughs (Domain 2 Classroom Environment - forms on PA-EETEP)**

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Salary compensation for climate committee	CSI Funding	\$5,000

//www.pbis.org/		
BIS Incentives //www.pbis.org/	CSI Funding From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS)	\$10,000
BIS Marketing Resources //www.pbis.org/	CSI Funding From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS)	\$5,000
Climate development resources //www.pbis.org/	CSI Funding	\$5,000

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: There will be a 30% decrease in level 3 infractions (compared to the 2019 school year) and students will have an increase in positive perceptions of school climate.

Teachers will implement positive climate practices which will result in a decrease of recorded Level 3 infractions in Sapphire for the 2019-2020 school year.

Responsible Person	Trexler Middle School Staff
Resources to be Included	Effective positive climate practices
Mode of Learning	Implementation of strategies in the school
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2020
Person/Position	Building administration, CSI Team, School Climate Team

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

Responsible Person	
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Persons to be Included	
Source of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Person/Position	

Priority #3 – Measurable Goal #1: _____

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

Anticipated Outputs:

Monitoring/Evaluation Plan:

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1:

ence	
s to be Included	
ence of Learning	
ipated Timeframe	Enter Start Date: Anticipated Completion Date:
Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

ence	
s to be Included	
ence of Learning	
ipated Timeframe	Enter Start Date: Anticipated Completion Date:
Person/Position	

Priority #3 – Measurable Goal #2: _____

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

Anticipated Outputs:

Monitoring/Evaluation Plan:

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1:

ence	
s to be Included	
ence of Learning	
ipated Timeframe	Enter Start Date: Anticipated Completion Date:
Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

ence	
s to be Included	
ence of Learning	
ipated Timeframe	Enter Start Date: Anticipated Completion Date:
Person/Position	

Communications Plan for School Improvement

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

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Faculty meetings E-mails - newsletter Social media platforms Letters and memos Surveys (Title I, School Climate Surveys) Safe2say Trexler website District website SchoolMessenger Morning and afternoon announcements Act 80 Days	Trexler Staff	Professional Development (1, 11) Share out information and provide updates (1, 2, 3, 4, 7, 8, 9, 10) Elicit feedback and input (5) Anonymous reporting platform as it pertains to safety (6)	1. Monthly 1st Wednesday 2. Weekly 3. Daily and as needed 4. Start of the year and as needed 5. Once per year (November/December) for Title I. School Climate 2 times per year? 6. As necessary 7. Daily and as needed 8. Daily and as needed 9. Start of the school year as needed and necessary 10. Twice per day 11. Quarterly
Assemblies by grade level Class meetings during Social Studies classes by grade level Social media platforms (Facebook, Twitter, Instagram) Trexler website District website Safe2say	Trexler Students	Model and teach academic and social skills expectations (1, 2) Share out information and provide updates (1, 2, 3, 4, 5) Anonymous reporting platform as it pertains to safety (6) Elicit feedback and input (7)	1. 2-3 times per year (beginning, middle, end) 2. Quarterly 3. Daily and as needed 4. Daily and as needed 5. Daily and as needed 6. As necessary 7. 2-3 times per year (beginning, middle, end) 8. Twice per day

<p>Surveys (School Climate Surveys, CRE feedback loop - for limited staff) Morning and afternoon announcements</p>			
<p>Family Teacher Organization (FTO) meetings Open house Multicultural Night Conferences E-mails Letters Newsletters Social media platforms (see above) Trexler website District website SchoolMessenger Surveys (Title I Surveys, CRE feedback loop - for limited staff) Let's Talk! Safe2say Community Portal Team meetings with teachers</p>	<p>Trexler Families</p>	<p>Share out information, provide updates, and invite to events (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)</p> <p>Provide updates about how students are doing academically, socially and emotionally (4, 16)</p> <p>Provide families with knowledge and how to information as it pertains to the school operations, academics, and communications (1, 2, 3, 7)</p> <p>Elicit feedback and input (12, 13)</p> <p>Anonymous reporting platform as it pertains to safety (14)</p> <p>Provide families with real time information regarding their child's attendance, grades/assignments, and discipline (15, 16)</p>	<ol style="list-style-type: none"> 1. Monthly 1st Wednesday 2. One time per year (September) 3. One time per year (March) 4. One time per year (November) 5. As needed and necessary 6. Start of the school year and as needed and necessary 7. Quarterly 8. Daily and as needed 9. Daily and as needed 10. Daily and as needed 11. As needed and necessary 12. Once per year (November/December) for Title I. 2-3 times per year (begin, middle, end) 13. As needed and necessary 14. As necessary 15. As often as the parents want to log on to see the information 16. At least once per year and then as needed and necessary
<p>Family Teacher Organization (FTO) meetings Open house Multicultural Night</p>	<p>Allentown School District Central Office Staff and School Board</p>	<p>Share out information, provide updates, and invite to events (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</p>	<ol style="list-style-type: none"> 1. Monthly 1st Wednesday 2. One time per year (September) 3. One time per year (March)

E-mails Letters Newsletters Social media platforms (see above) Trexler website Critical Incidents Protocol Meetings		Elicit feedback and input regarding issues, incidents, School Improvement Plan (4, 9, 10)	4. As needed and necessary 5. As needed and necessary 6. Quarterly 7. Daily and as needed 8. Daily and as needed 9. As needed and necessary 10. Monthly and needed

Plan Submission

Information

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

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

I 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, provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. Our 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.

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

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

(printed)

Signature

Date

Improvement Facilitator:

(printed)

Signature

Date

and insert the signed Assurances Page: