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

# **School Level Narrative**

## ***School Building Information***

Local Education Agency (LEA) Name

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| Allentown School District |

School Building Name

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| Trexler Middle School |

4-Digit School Building Code

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| 4929 |

School Street Address

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| 851 North 15th Street, Allentown, PA 18102 |

## ***School Improvement Committee***

Committee Members and Positions in School/Community:

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| 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 official’s advocacy organizations).

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| 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.

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| 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. |

## ***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 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 | By 2030 81% of students will score proficient or advanced on the ELA PSSA in each grade level.  By 2030 72% of students will score proficient or advanced on the Math PSSA in each grade level.  By 2030 55.9% of EL students will score proficient or advanced on the ELA PSSA in each grade level.  By 2030 54.8% of EL students will score proficient or advanced on the Math PSSA in each grade level.  All school community members will demonstrate personal and social responsibility across school settings. |

# **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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| Trexler began the process to identify our school community needs in March 2019. Initially, we created a steering committee comprised of 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. |

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

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| **Strengths** | **Supporting Evidence from Needs Assessment** |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. | * Assessment schedule and samples * Data analysis protocol * 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) |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school. | * Meeting agendas and minutes * Current school plan * School team and committee list * Interview with school leader |
| Implement and evidence-based system of schoolwide positive behavior interventions and supports. | * 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) |
| Implement evidence-based strategies to engage families to support learning. | * Team meeting agendas * School calendar of events * District/school website * Professional learning plan/materials |
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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** |
| We do not align curriculum, assessments and instruction to the PA Standards | * 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. | * 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, Q11a-f, Q13a-e, Q14a-b&d-e, Q15a-e) | No |  |
| 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. | * 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. | * 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) * Parent survey (Q2a-b&d-e, Q4a-i, Q5a-f) | No |  |
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| We do not use multiple professional learning designs to support the learning needs of staff. | * Professional learning plan/materials * Educator focus groups (Q19, Q2, Q3) * Educator survey (Q2b, Q11e&f, Q14a-f, Q2e) | no |  |

## ***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 , 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: socially, emotionally, intellectually and physically. | Essential Practices Condition 3- Provide Student-Centered Support Systems |
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## **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 , assessments and instruction to the PA Standards

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| **Measurable Goals** | **Quarterly**  **Benchmark #1** | **Quarterly**  **Benchmark #2** | **Quarterly Benchmark #3** |
| By June 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. | 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 as evidenced by walkthrough data. | 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 as evidenced by walkthrough data. | 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 as evidenced by walkthrough data. |
| 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 4.3% English Language Proficiency. | By September 30, 2019, 100% of students will take STAR to establish a baseline score in ELA and Math projected proficiencies. | By the end of December 2019, 50% of students will demonstrate academic growth by achieving 3.8% projected proficiency growth on STAR ELA and 4.7% projected proficiency growth on STAR Math. | By the end of March 2020, 75% of students will demonstrate 1 year of academic growth by achieving 3.8% projected proficiency growth on STAR ELA and 4.7% projected proficiency growth on STAR Math. |

## **Priority Statement #2:** Promote and sustain a positive school environment where all members feel welcomes, 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 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. | 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. | 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. | 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. |
| 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. | By the end of the 1st quarter 2019 (start of November), 30% decrease in level 3 infractions from 1st quarter previous year. | By the end of the 2nd quarter 2020 (end of January), 30% decrease in level 3 infractions from 2nd quarter previous year. | 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. |

## **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 , assessments and instruction to the PA Standards

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| **Measurable Goals** | **Evidence-Based Strategy** |
| By June 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. | 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)  2. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings:  Core function: School Leadership and Decision-Making  Effective Practice: Align classroom observations with professional development (Strong) and the Danielson Framework.  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) |
| 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 4.3% English Language Proficiency. | 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). Classroom libraries will be required of all ELA classrooms on a variety of Lexile levels to meet individualized student needs, provide student autonomy and promote independent reading. This will positively impact student achievement in the ELA classroom.  2. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings:  Core function: Curriculum, Assessment and Instructional Planning  Effective Practice: Assess student learning frequently (Strong)  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)  4. Learning Policy Institute Research Brief May 2017: Effective Teacher Professional Development.  ***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)* |

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

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| **Measurable Goals** | **Evidence-Based Strategy** |
| By the end of 2020 school year, 100% of teachers will have received 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. | 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)  2. From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS).  <https://www.pbis.org/> Implementation Blueprint |
| 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. | 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)  2. From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS).  <https://www.pbis.org/> Implementation Blueprint |

## **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:** By June 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.

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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** |
| Professional development for administrators (Principal, Assistant Principals, Supervisor of Instruction) on all actions steps listed below to ensure common language, understanding, and expectations. | Time and Materials/Resources/Supports listed below  <https://www.tpiic.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) | August 2019 - June 2020 |
| Professional development on utilizing ASD pacing guide alongside PA standards to develop rigorous lesson plans 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 | August-September 2019,  Utilize throughout 2020 school year |
| Creation and implementation of lesson plan expectations for all teachers to align 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 curriculum materials, specifically for the EL and Special Education students during classroom instruction  Content Area Specific PD for Content leaders and SOI | Supervisor of Instruction  Teachers (all content areas) | 2019-2020 School Year |
| Professional Development via PA Educational Conferences for ELA, Social Studies and Science. These conferences will address incorporation of using technology in instruction as well as strategies to take directly back to the classroom.  (SOI, Content Leader and 2 grade level teachers will attend each conference)  <http://ksrapa.org/conferences-2/conference-meeting-dates/2019-ksla-annual-conference/>  <https://www.pascience.org/Conference> | Time  CSI Funding | Principal  Supervisor of Instruction | October 2019 |
| Creation and implementation of co-teaching lesson plan expectations to deliver instruction in a variety of modes. | 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 |
| Reflection and projection piece on standards alignment and implementation of differentiation strategies within the Danielson Framework two times per month on Google Sheets. | Technology for using a Google doc for consistent teacher reflection of practice. | Supervisor of Instruction | 2019-2020 School Year |
| All teachers use appropriate technological tools to enhance instruction (laptops, educational software: each laptop will enable an additional 270 minutes of personalized learning per day within ELA, Math, 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. | Computers  Computer Carts | Teachers  Administrative Team  Content Leaders | October 2019 |
| Research and purchase educational software to support diagnostic assessments linked to student skills and personalized/individualized instruction embedded within ELA, Math, and ELL classrooms. Software is designed to meet the needs of ESSA Tiers 1, 2, or 3.  <http://www.achieve3000.com/#openModal> | Funds for software  Administrative Team  Time for research  Software information/demonstrations | Administrative team | November, 2019 - June, 2020 |
| **Anticipated Outputs:** | | | |
| Professional development for all teachers on lesson plans and differentiation  Collection 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-ETEP (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.  Routine check-ins at faculty meetings and content meetings focused on lesson planning by SOI, leadership team and colleagues. | | | |

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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** |
| Teacher led PD prep time to prepare PD on best practices (these are teachers who are not Content Area Leaders, including EL and Special Education teachers); Gives the opportunity for staff who cannot commit to a year long leader role, yet have valuable techniques and strategies that can be shared during staff PD  Breakdown:  -12 1 hour PD Sessions (3 per content area [ELA, Math, Science, Social Studies] x 4 areas)  -Each session requires 2 hours of prep time  -$41.42/ hour ( extra pay for extra duty) x 2 hours= $82.84 for each session a teacher preps and delivers | CSI Funds | $994.08 |
| Four (ELA, Math, Science, Social Studies)  Content leaders stipend: $3,000 per leader  Paid in 2 installments (December and May)  Content leaders will be responsible for:   * Leading vertical team meetings within their content area to ensure within planning mastery standards and exposure standards are implemented across the continuum of grade levels * Bi-weekly meetings with Supervisor of Instruction for data and curriculum planning/review * Facilitating PD alongside SOI * Collecting and analyzing data with SOI | CSI Funds | $12,000 |
| Personalized/differentiated standards-based learning resources for students to include: Chromebook carts for all classrooms currently without accessible technology; as well as supplemental texts and software to support individualized instruction embedded within the ELA, Math, Social Studies and ELgrades 6-8 classrooms  -Current ELA 4 out of 12 have accessible technology: Need 8  -Current Math 1 out of 8 have accessible technology: Need 7  Chromebooks in Math classes will ensure fidelity of implementation of Accelerated Math.  --Current Special Education and EL Support teachers 0 out of 4 departments (6th LS/EL, 7th LS/EL, 8th LS/EL, 6th-8th Self Contained): Need 4  -19 carts of 30 computers each (570 computers)  -$494 per charging cart  -$281 per Chromebook | CSI Funds | $160,170 (Chromebooks)  $9,386 (charging carts)  **Total: $169,556** |
| With support of Core Team Members from PDE, we will research Achieve3000 and two other ESSA Tier One or Two Programs to support and enhance student learning and growth in ELA. Achieve 3000 meets the ESSA requirements for Hispanic and English Learners in Tiers 1, 2, and 3.  Achieve3000® provides the only patented, cloud-based solutions that deliver daily differentiated instruction for nonfiction reading and writing that are precisely tailored to each student’s Lexile® reading level.  <http://www.achieve3000.com/#openModal>  $42 per student X 850 students = $35,700  $2,300 on site training = $2,300  Total: $38,000 | CSI Funds | $42 per student X 850 students = $35,700  $2,300 on site training = $10,000  Anticipated Additional Costs = $20,000  Total: $68,000 |
| Conference Attendance for Content Leaders 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**  **($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** |  | ($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**  **Total: $6,788.90** |
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|  |  | **Total: $257,338.90** |

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| 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.** | |
| Audience | All staff |
| Topics to be Included | Co-teaching, PA Core Standards, lesson plan frameworks, using district provided pacing guides, using technology in ELA and Math Classrooms |
| Evidence 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 |
| Lead Person/Position | Building SOI, 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 #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 4.3% English Language Proficiency.

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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** |
| 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. | 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 | Supervisor of Instruction | August 2019 |
| Strategic, appropriate placement of students to challenge and support needs 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 |
| Use of The Professional Institute for Instructional Coaching (TPIIC)   * Focusing on collecting, analyzing, and using data to assess needs. * Using evidence-based literacy practices across all content areas. * Supporting reflective and non-evaluative practice. * Building skills:   1. Developing facilitation vs. presentation skills.   2. Implementing effective components of professional learning.   3. Establishing trusting relationships.   4. Using formative and summative assessments.   5. Facilitating collective problem-solving discussions and collaborative conversations. | Services provided by TPIIC  Time | Leadership Team:  Principal  Assistant Principals  Supervisor of Instruction | October 2019-June 2020 |
| ELA and Math teacher training in administering and analyzing STAR data with the standards mastery report | Technology to access STAR resources, data and intervention planner  Time | Supervisor of Instruction | August 2019 |
| ELA and Math teachers debrief their grade level teams on Quarterly STAR data 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 based on STAR results of eligible content 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 |
| Student 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 |
| Train families to utilize STAR Parent Reports 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  Applied differentiation strategies  Adequate student growth throughout the year, as evidenced by STAR data. | | | |
| **Monitoring/Evaluation Plan:** | | | |
| Team meeting minutes, small-group lesson plans, walkthrough and observation data, STAR benchmarks | | | |

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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** |
| Coaching for teachers and leaders  <https://www.tpiic.org/services/>  <https://www.k-12leadership.org/services-we-provide?field_division_tid=25> | CSI Funding | $79 per person for 90 days total of $5,925 (75 teachers and leaders)  Additional contracted services for professional learning and coaching:  $65,000  Total: $70,925 |
| Classroom libraries (ELA classrooms) -  -novels for literature circles (small group differentiated lessons), -supplemental texts for independent reading at Lexile levels that span across all grade levels (high interest/low readability for ELs, etc.) | CSI Funding | $53,500 (4 each - 6th grade classrooms; 4 each - 7th grade classrooms; 4 each - 8th grade classrooms; 2 each - ELA Intervention classrooms; $1750/classroom for library creation and/or updating; $2000/classroom for supplemental titles to support literature circles in all ELA classrooms) |
|  |  | **Total: $124,425** |
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**Allocation: $433,133.36**

**Priority #1: $381,763.90**

**Balance before Priority #2: $51,370.36**

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| 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 |
| Topics 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 |
| Lead Person/Position | Building SOI and 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 #1:** By the end of 2020 school year, 100% of teachers will have received 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.

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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** |
| Create a School Climate Team that is representative of the staff to ensure all stakeholders have involvement which is best practice. | Staff:  School Climate Coaches (2)  Extracurricular Support Coach (1)  Meeting time | Principal, select CSI team members, select members of BARK Committee, and other staff representative of groups (i.e., teachers, security, paraprofessionals, secretaries, custodians, cafeteria staff, resource staff, parents, students) | June 2019 – September 2019 |
| Establish School Climate Coaches (2): Duties:  - oversee and monitor the schoolwide PBIS (BARK) data, incentive calendar, BARK related activities for students and run BARK committee meetings and training new staff in BARK  -implement team building and positive school climate activities and events involving staff and students (working with school climate team, ASD School Climate Coordinator) | CSI Funding  Time to meet with identified coaches to review expectations  2 staff members to become School Climate Coaches | Leadership Team  Principal  Assistant Principal  Supervisor of Instruction | August 2019 - September 2020 |
| Professional development for administrators (Principal, Assistant Principals, Supervisor of Instruction)   * How to administer and utilize PDE school climate survey | Time and Materials/Resources/Supports listed above and below | ASD School Climate Coordinator (Stacey Gilmartin) | June 2019 - June 2020 |
| **Team Leaders (12 total: 4=grade 6; 2=grade 7; 2=grade 8; 1=ESOL, 1=LS; 1=ES/AS/Life Skills; 1=Related Arts)** 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 ratings as well as <https://www.pbis.org/> | Time to meet to provide information to teams. | Principal schedules and facilitated by the principal. | June 17,2019 – June 19, 2019 |
| 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 ratings 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 |
| 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/> | School Climate Survey for Staff  Time to take the survey. Computer to take the survey. | School Climate Team | BOY August/September 2019  EOY June 2020 |
| SWPBIS refinement for the entire building staff, including provision for incoming families and students based on the survey results from building staff as well as classroom observation data in Domain 2 Classroom Environment (PA-ETEP) 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/>; | 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. | Principal, Assistant Principals, Sub-group of School Climate Team (Sub-group includes School Climate Coaches), and Parent Liaison plan the professional development/training for building staff and parents. | June 2019 – June 2020 |
| 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 evidence ratings: Provide instruction, modeling, classroom norms, and caring attention that promotes students’ self-respect, management of emotions, concern for others, and responsibility.as well as <https://www.pbis.org/>  Opportunities for staff to learn about and implement Restorative Practices in classrooms and across other school settings.  <https://www.iirp.edu/restorative-practices/what-is-restorative-practices> | 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. | Principal, Assistant Principals, Sub-group of School Climate Team, and Parent Liaison plan the professional development/training for building staff and parents. | By the end of months listed below:  September 2019  December 2019  March 2020 |
| **Anticipated Outputs:** | | | |
| 1. The school climate survey 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** Sub-group of **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 benchmarks.** 3. **Leadership and CSI teams will review and analyze exit ticket data** (to be created after each PD by Sub-group of School Climate Team) **which will inform and build upcoming professional development.** 4. **Bi-weekly classroom visits/Walk-throughs (Domain 2** Classroom Environment - forms on PA-ETEP) and leadership team will review and analyze data monthly. 5. Sustainability Plan ideas on <https://www.pbis.org/> and sample PowerPoint Presentation for plan attached 6. Opportunities for staff to learn about and implement Restorative Practices in classrooms and across other school settings.   <https://www.iirp.edu/restorative-practices/what-is-restorative-practices> | | | |

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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** |
| School Climate Team 9 monthly after school meetings:   * ensure all stakeholders have a voice and to proactively keep a pulse on what is happening in the building from various perspectives * establish norms for meetings * create a vision and mission for the team * agenda items will initially be based on school climate survey results and will be adjusted to align with current issues and events * plan events to build positive school climate that are inclusive of all stakeholders   Hourly compensation for School Climate Team:  Custodian $18.75/hour (estimate)  Cafeteria Staff $15/hour (estimate)  Secretary $18.75/hour  Paraprofessional $15/hour (estimate)  Teacher (4= 1 per grade level and 1 related arts) $41.42/hour  Nurse $41.42/hour  Counselor $41.42/hour  Resource Personnel $41.42/hour  Security $15/hour (estimate)  TOTAL: $312.27 times 9 months = $2810.43  Non-compensated School Climate Team Members:  Administrator  Students (3= 1 per grade level)  Parents (3= 1 per grade level) | CSI Funding | $2,810.43 |
| Professional Development  book studies, conferences, speakers:  Cost: PBIS Team Handbook: $45.19 x 6= $271.14  PBIS Tier 1 Handbook $25.49 x 70= $1784.30  PBIS Tier 2 Handbook $25.01 x 70 = $1750.70  PBIS Tier 3 Handbook $28.45 x 70= $1991.50  Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management by Dominique Smith, Douglas Fisher, and Nancy Frey  $12.44 x 70=$870.80  Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom by Heather T. Forbes $8.49 x 70= $594.30  <https://www.pbis.org/>  Restorative Practices <https://www.iirp.edu/restorative-practices/what-is-restorative-practices>  <https://www.iirp.edu/continuing-education/free-webinars/> | CSI Funding  From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS)  Title I Funding | $7,262.74 (books)  $20,000 (contracted services for Restorative Practices professional learning average 1 day per person = $500 x 20 staff and substitute coverages) |
| Materials and resources to support SWPBIS  <https://www.pbis.org/>  Roll of lamination (20 @ $28.84 each = $600), roll of poster paper (5 coated @ $100, 2 colors @ $180, 1 color @ $130 = $990), and ink (12 @ $40 = $480) for poster maker machine to make posters for PBIS  BARK (Be Safe Attitude Responsibility, Kindness) Boards, BARK Stamps one for each staff member - Amazon: Custom Stamp - 20 Font Options - Self-Inking Address Stamp - Up to 3 Lines by [904 Custom](https://www.amazon.com/904-Custom/b/ref=bl_dp_s_web_19002078011?ie=UTF8&node=19002078011&field-lbr_brands_browse-bin=904+Custom) COS  T: $10.99 x 100 stampers = $1,099  BARK Boards and Stamps used to record and reinforce students who are following the BARK way. We need 850 (whatever current student enrollment) copies of the BARK Board on a weekly basis. 3500 copies per month at 3 cents per sheet $105 total for 9 months for a total $945 | CSI Funding  From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS) | $4,114.00 |
| School Climate Coaches (extra pay for extra duty - approximately 120 hours per coach)  2 Staff members, $5,000 each  Paid in 2 installments (December and May)  <https://www.pbis.org/>  Restorative Practices <https://www.iirp.edu/restorative-practices/what-is-restorative-practices> | CSI Funding | $10,000 |
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|  |  | **Total: $24,187.17 (CSI)**  **Total: $20,000 (Title I)** |

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| 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 reflect social and emotional competencies with fidelity as well as report a positive increase in positive perception of school climate.** | |
| Audience | All Trexler Middle School Staff |
| Topics 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 |
| Lead Person/Position | CSI and Sub-group of School Climate 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 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.

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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** |
| Students 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/>  Restorative Practices [https://www.iirp.edu/restorative-practices/what-is-restorative-practice](https://www.iirp.edu/restorative-practices/what-is-restorative-practices)[s](https://www.iirp.edu/restorative-practices/what-is-restorative-practices) | Survey for Students  Time to take the survey.  Computer to take the survey. | Sub-group of School Climate Team & Social Studies Teachers | BOY August/September 2019  EOY June 2020 |
| Implementation of effective positive climate practices that enhance social/emotional competency as noted in the evidence based effective practices research brief and evidence ratings: Provide instruction, modeling, classroom norms, and caring attention that promotes students’ self-respect, management of emotions, concern for others, and responsibility. In addition, the behaviors that characterize these competency clusters are self-awareness, self-management, social awareness, responsible decision making, and relationship skills.  as well as  <https://www.pbis.org/>  Restorative Practices <https://www.iirp.edu/restorative-practices/what-is-restorative-practices> | Checklist for positive climate practices to be located and/or created. | Sub-group of School Climate Team & Administrative Team | 2019-2020 school year |
| Implementation and building displays of revised existing PBIS (BARK - Be Safe, Attitude, Responsibility, Kindness) at Trexler 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/>  Restorative Practices <https://www.iirp.edu/restorative-practices/what-is-restorative-practices> | Implementation resources (posters, flyers, parent communication), incentives to be located and/or created. | Building staff | 2019-2020 school year |
| Analyze data quarterly overall students and subgroups (ELs and IEPs) 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/>  Restorative Practices [https://www.iirp.edu/restorative-practices/what-is-restorative-practice](https://www.iirp.edu/restorative-practices/what-is-restorative-practices)[s](https://www.iirp.edu/restorative-practices/what-is-restorative-practices) | Appropriate Quarterly Reports for 2019 and 2020 (Sapphire Discipline Infraction Summary Reports, Assessment Tracker) | Sub-group of School Climate Team & Administrative Team | Quarterly for the 2019-2020 school year |
| BARK Data Analysis:  Students earn BARK stamps during each class for demonstrating the BARK way (Be Safe, Attitude, Responsibility, Kindness) as well as active participation in their education during each class period.  Students are taught across settings the expectations, as well as visuals posted in all student areas of the school building. A kick-off event is held the first week of school to build excitement and incentive to participate.  Homeroom teachers input student percentages weekly in a Google Doc and docs are monitored by School Climate Coaches for accuracy and analysis.  Stamps earn students bi-weekly incentives, as well as quarterly large “field-trip” type incentives for achieving 85% or better over a specified time period, as outlined in the BARK handbook. | Student incentive giveaways and field trips throughout the school year: beginning with a kick off event and ending with BARK Bash  Time  Technology | Building Staff | September 2019 - June 2020 |
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| **Anticipated Outputs:** | | | |
| 1. A decrease in recorded Level 3 disciplinary incidents/actions in Sapphire when comparing 2020 to 2019. 2. A checklist for positive climate practices. 3. Marketing resources. | | | |
| **Monitoring/Evaluation Plan:** | | | |
| 1. **Sapphire data analysis** (Discipline Reports - Infraction Summary) 2. **Student Positive Behavior data analysis** (<https://www.pbis.org/>) overall and EL and IEP subgroups; Restorative Practices <https://www.iirp.edu/restorative-practices/what-is-restorative-practices> 3. **Checklist of positive climate practices** (<https://www.pbis.org/>); Restorative Practices <https://www.iirp.edu/restorative-practices/what-is-restorative-practices> 4. **Classroom visit****s/Walk-throughs** (Domain 2 Classroom Environment - forms on PA-ETEP) | | | |

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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** |
| Educational Incentives:  BARK Bi-Weekly Giveaway Educational Incentives (will follow PDE Incentive Guidelines) based on student earned percentages (85% or better in 2 week increments) for following the BARK way:   * Bookbags $4.48 each and $35 set up fee 520 total = $2,364.60 * Paw Print Mood Pencil $.33 x 2000 = $660 + $35 set up fee = $695 * Big Stickers $287.00 per roll x 2 = $574.00 * Other Educational Incentives include the following ($15,000):   + Bookmarks   + Binders   + Erasers   + Folders   + Highlighters   + Notebooks   + Pencil Sharpeners   + Pencil Cases/Boxes   School Climate development resources  time beyond the school day for Sub-group of School Climate  Team to plan and prep to lead PD using free resources $41.42/hour @ 20 hours 10 staff  <https://www.pbis.org/>  Restorative Practices <https://www.iirp.edu/restorative-practices/what-is-restorative-practices>  Non-educational Incentives funded through other funding sources as indicated in the funding source column:  BARK Kick-off Event - to gain excitement for all students to participate and earn future BARK rewards:  Give-away item: slime 24 cases at $16.69 per case = $400.56; Game winner prizes: Water Bottles $3.75 x 300 = $1115.00 + $35 set-up fee = $1150.00; Bounce House to rent $212.00  T-shirts: BARK Shirts - $7.39 each 1,000 total = $7390.00 + $35 set-up fee = $7425.00   * Pop Sockets: $5.09 each X 500 = $2,545 + $35 set-up fee = $2,580 * Paw Print Stress Balls $13.18 per dozen x 42 dozen = $553.56 (to support SEL evidence-based strategies)   Fall Field Trip= 85% or better BARK points overall 1st Quarter Reward  Fall Grims Orchard and Family Farms $7 per student, 150 students per grade level = $3,150, transportation each bus $300 with 12 busses = $3,600  Winter Glow Dance = 85% or better BARK points overall 2nd Quarter Reward  Glow Objects (466 assorted glow pieces at $15.99 each five sets = $79.95 DJ $200 for 2 hours  Glow Bracelets $2.08 each and $35 set up fee 602 total = $1,287.16    Spring Bowling= 85% or better BARK points overall 3rd Quarter Reward  $6 per student at 150 per grade level = $2,700 (walk to bowling alley so no transportation)  End of the year top dog field trip roller skating= Students achieving 95% or better BARK Points ALL school year  $7 x 200 students = $1,400; transportation each bus $300 with 5 busses = $1,500  BARK BASH - Dunk Tank $189 to rent; Cotton Candy Machine to buy $699.97; Cotton Candy Machine Cover to buy $247.47; Cotton Candy Supplies to buy $83.95; Popcorn machine to buy $329.99; Bounce House to rent $212.00  Projector for “Dog House” (space for students to have fun with peers and staff during lunch on specified days; students earn by achieving 95% or better on BARK stamps weekly) so can project video games to play. Total cost of projector = $950.64 | CSI Funding (Incentives that are Educational)  From Pennsylvania Resource Center (Tier I): School-Wide Positive Behavioral Interventions and Supports (PBIS)  Non-educational Incentives will be funded through FTO, Donated Revenue, Fundraising, and Operating Budget | $18,632.80  $8,284 |
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|  |  | **Total CSI Funds: $26,916.80**  **Total Non-CSI Funds:**  **$48,951.25** |

**Allocation: $433,133.36**

**Priority #1: $381,763.90**

**Balance before Priority #2: $51,370.36**

**Priority #2: $51,103.97**

**Total: $432,867.87**

**Balance minus Priorities #1 & #2: $265.49**

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| 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 report 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. | |
| Audience | Trexler Middle School Staff |
| Topics to be Included | Effective positive climate practices |
| Evidence of Learning | Implementation of strategies in the school |
| Anticipated Timeframe | Enter Start Date: September 2019  Anticipated Completion Date: June 2020 |
| Lead Person/Position | Building administration, CSI Team, Sub-group of School Climate 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 #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:** | | | |
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| **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 |  |

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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 #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:** | | | |
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| **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** |
| 1. Faculty meetings 2. E-mails - newsletter 3. Social media platforms 4. Letters and memos 5. Surveys (Title I, School Climate Surveys) 6. Safe2say 7. Trexler website 8. District website 9. School Messenger 10. Morning and afternoon announcements 11. 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 2-3 times per year? 6. As necessary 7. Daily and as needed 8. Daily and as needed 9. Start of the school year and as needed and necessary 10. Twice per day 11. Quarterly |
| 1. Assemblies by grade level 2. Class meetings during Social Studies classes by grade level 3. Social media platforms (Facebook, Twitter, Instagram) 4. Trexler website 5. District website 6. Safe2say 7. Surveys (School Climate Surveys, CRE feedback loop - for limited staff) 8. Morning and afternoon announcements | 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 (begin, 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 (begin, middle, end) 8. Twice per day |
| 1. Family Teacher Organization (FTO) meetings 2. Open house 3. Multicultural Night 4. Conferences 5. E-mails 6. Letters 7. Newsletters 8. Social media platforms (see above) 9. Trexler website 10. District website 11. School Messenger 12. Surveys (Title I Surveys, CRE feedback loop - for limited staff) 13. Let’s Talk! 14. Safe2say 15. Community Portal 16. Team meetings with teachers | Trexler Families | Share out information, provide updates, and invite to events (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)  Provide updates about how students are doing academically, socially and emotionally (4, 16)  Provide families with knowledge and how to information as it pertains to the school operations, academics, and communications (1, 2, 3, 7)  Elicit feedback and input (12, 13)  Anonymous reporting platform as it pertains to safety (14)  Provide families with real time information regarding their child’s attendance, grades/assignments, and discipline (15, 16) | 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 |
| 1. Family Teacher Organization (FTO) meetings 2. Open house 3. Multicultural Night 4. E-mails 5. Letters 6. Newsletters 7. Social media platforms (see above) 8. Trexler website 9. Critical Incidents Protocol 10. Meetings | Allentown School District Central Office Staff and School Board | Share out information, provide updates, and invite to events (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)  Elicit feedback and input regarding issues, incidents, School Improvement Plan (4, 9, 10) | 1. Monthly 1st Wednesday 2. One time per year (September) 3. One time per year (March) 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 |
|  |  |  |  |

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: