G A R MS

250 South Grant Street

ATSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

GAR Memorial Middle School's Mission is to maintain an equitable education for all learners by sustaining a positive, safe, and respectful environment which inspires and develops courageous student LEADERS who-Love learning; Excel in what they do; Achieve goals together; Do what is right; Extend their gifts and talents to help others; Respect themselves and each other; Seek positive outcomes ...to walk the Wolfpack Way! The teachers and staff of GAR will nurture a rigorous academic learning environment to prepare all students to be successful in their futures.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Brian Costello	Superintendent	Wilkes-Barre Area School District
Denise Thomas	School Board Member	Wilkes-Barre Area School District
Stanley Mirin	Parent	G.A.R. Memorial Middle School
Kimberly Pasonick	Title I Teacher	G.A.R. Memorial Middle School
Melissa Myers	District Level Leaders	G.A.R. Memorial Middle School
Brenda Cavalari	Teacher	G.A.R. Memorial Middle School
Betsy Witczak	Teacher	G.A.R. Memorial Middle School
Tina Najera	Other	G.A.R. Memorial Middle School
Lauren Mascioli	Teacher	G.A.R. Memorial Middle School
Amanda Costello	Teacher	G.A.R. Memorial Middle School
Michael Ostrum	Teacher	G.A.R. Memorial Middle School
Anita Zaboski	Other	Children's Service Center
Tim Walker	Community Member	Restored Church

Name	Position	Building/Group
Corinne Drost	District Level Leaders	Wilkes-Barre Area School District
Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District
Taniqua Scott	Parent	G.A.R. Memorial Middle School
Sean McLaughlin	Principal	G.A.R. Memorial Middle School
Renee Schneider	Parent	G.A.R. Memorial Middle School
Michele Williams	District Level Leaders	Wilkes-Barre Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Currently, there is no system in place to identify struggling learners through an early warning system and determine appropriate interventions. A multi-tiered system will be implemented, meeting monthly, to determine students in need of support and means to progress monitor, with the support of the LIU 18.	Essential Practices 3: Provide Student-Centered Support Systems
Student completion of the diagnostic assessments via Exact Path in Reading and English during each benchmark timeframe will improve. The results will assist teachers with identifying students in need of additional support in each respective content area.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy
Early Warning and Intervention and Monitoring System

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
WIN TEAM-MTSS	A multi-tiered system of support team, 'The WIN Team' will be implemented and meet monthly to identify students who are in need of academic and/or behavioral support. Of the students who are identified for targeted interventions, based upon the number of office referrals and/or failing classes, 15% of the student

Goal Nickname	Measurable Goal Statement (Smart Goal)
	population will require interventions throughout the school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide staff with Exact Path student usage reports and proficiency outcomes from the 2022-2023 school year. Provide explicit expectations to Reading, English, and Math teachers for weekly student log-ins and teacher data analyses of the results.	2023-09-29 - 2023-10-31	Brenda Cavalari, Title 1 Teacher Sean McLaughlin, Principal	Exact Path reports from 2022-2023 school year by grade level and subject areas. Faculty Meeting time scheduled to review the data Explicit expectations for math, reading, and English teachers to implement Exact Path in the class time and reading/utilizing the reports to increase overall diagnostic assessment data.
Implementing an online database for daily exit tickets student performance data, 'Formative.'	2023-10-01 - 2023-11-23	Mike Ostrum, Data Coordinator	District subscription to 'Formative' for all core content teachers Professional development for staff Administrative monitoring of exit ticket/Formative implementation in core classrooms through walk-throughs and teacher observations.
Monthly Professional Learning Communities and data team meetings that review the data from diagnostic assessments and daily formative/exit tickets.	2023-09-29 - 2023-05-26	Lead Teacher from each department Melissa Myers/Director of Middle	Data Coordinator 'Formative' database to provide reports for student proficiency of daily exit tickets/formative assessments Exact Path diagnostic assessment data LIU 18 personnel support

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Level Education	

Anticipated Outcome

PLCs and data team members will observably be referencing report from Formative and Exact Path in order to determine instructional best practices that will increase student proficiency on Exact Path assessments of at least 60% proficiency. Administrative walk-through and observation reports will indicate observable teacher implementation of formative assessments and implementation of Exact path, evident by reports indicating such.

Monitoring/Evaluation

Title 1 Coordinator, Brenda Cavalari, will monitor the Exact Path data monthly by creating reports that generates data by grade level and subject area. Mike Ostrum, Data Coordinator, will monitor the Daily Exit ticket student proficiency performance, providing quarterly reports to the teachers for each subject area for review. Classroom teachers will monitor the students' proficiency of exit tickets by logging into the Formative database (administrative review of teacher log-in reports will be reviewed) daily (optimal), but weekly at a minimum.

Evidence-based Strategy

Middle School Early Warning System

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish a team of professional who will be part of the 'WIN Team' (What I Need) that will implement and follow the MTSS model.	2023-09-29 - 2023-10-13	Melissa Myers, Director of Middle Level Education	LIU 18 support for MTSS presentation for the team members Selection of team members (guidance, school psychologist, curriculum supervisor(s), data coordinator, parent outreach coordinator) Monthly meet time scheduled
Determine evidence-based interventions available and what needs to be obtained.	2023-10-13 - 2023-10-31	Melissa Myers, Director of Middle Schools Mandy Costello and Lindsay Barker, Lead teachers for Math and Reading Lucia Miller, Mental Health Therapist	List of Interventions for academic and behavioral needs LIU 18 professional development for the team Resources for interventions that may not yet exist, but determined as needed.
Progress monitoring and data tracking tools for academic and behavioral interventions	2023-09-18 - 2023-09-29	Lucia Miller, Behavioral progress monitoring tools Erik O'Day, Academic progress monitoring tools	LIU 18 support Progress monitoring measures identified
MTSS tiered information management (i.e. database with students in alpha order, tiered intervention documentation, monitoring information)	2023-09-29 - 2023-11-30	This individual needs to be determined once the WIN Team is determined and who is available to manage the information efficiently	Database to record tiered interventions for students

Anticipated Outcome

Through the implementation of the WIN Team, MTSS will be established in order to identify students in need of academic and/or behavior supports. A tiered system will be in place with 15% of the student population receiving documented interventions and supports by the end of the school year. The students will indicate improvement with interventions documented by passing classes with a 70% or decreasing office referrals to no more than 5 additional referrals between WIN TEAM Meetings.

Monitoring/Evaluation

Melissa Myers, Director of Middle Schools-observable documentation of MTSS database that notes tiered interventions, frequency, and reports of grades/discipline referrals for students-monthly.

Evidence-based Strategy

Positive Behavioral Interventions and Supports

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PBIS team meets before school begins to address issues with discipline based upon data from previous school year and improve reward system.	2023-08-25 - 2023-09-05	Sean McLaughlin, Principal	LIU 18 Support PBIS Team meeting Reward System calendar created Data from monthly discipline reports from the 2022-2023 school year to prepare for the upcoming school year

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Rewards and School-Wide Reward events planned for the year to present a calendar to students and staff to incentive the school-wide implementation and buy-in to the 'pack cash.'	2023-08-07 - 2023-08-31	Sean McLaughlin/Principal PBIS Event Coordinator, To be determined	Reward calendar, rewards, funding, team members or other staff to assist with planning and overseeing events.
Monthly Discipline data by location, grade level, and offense; monthly attendance data by grade level to review with the team at monthly meetings	-	Mike Ostrum, Data Coordinator	Skyward Discipline and Attendance referral database LIU 18 support Monthly report to include discipline data and attendance Scheduled monthly team meetings

Anticipated Outcome

PBIS implementation with clearly defined expectations for students and staff this year and a calendar/map of events and rewards will decrease discipline referrals from the 2022-2023 school year by 20%.

Monitoring/Evaluation

Skyward Discipline referral monthly reports will be generated and reviewed monthly. Data will be shared with students and staff monthly and incentive associated with the best grade level decreasing office referrals.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A multi-tiered system of support team, 'The WIN Team' will be implemented and meet monthly to identify students who are in need of academic and/or behavioral support. Of the students who are identified for targeted interventions, based upon the number of office referrals and/or failing classes, 15% of the student population will require interventions throughout the school year. (WIN TEAM-MTSS)	Early Warning and Intervention and Monitoring System	Provide staff with Exact Path student usage reports and proficiency outcomes from the 2022-2023 school year. Provide explicit expectations to Reading, English, and Math teachers for weekly student log-ins and teacher data analyses of the results.	09/29/2023 - 10/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A multi-tiered system of support team, 'The WIN Team' will be implemented and meet monthly to identify students who are in need of academic and/or behavioral support. Of the students who are identified for targeted interventions, based upon the number of office referrals and/or failing classes, 15% of the student population will require interventions throughout the school year. (WIN TEAM-MTSS)	Early Warning and Intervention and Monitoring System	Implementing an online database for daily exit tickets student performance data, 'Formative.'	10/01/2023 - 11/23/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Middle School Early Warning System	Establish a team of professional who will be part of the 'WIN Team' (What I Need) that will implement and follow the MTSS model.	09/29/2023 - 10/13/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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 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 the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator	Dr. Brian Costello	2023-08-29
School Improvement Facilitator Signature	Deanna Mennig	2023-08-30
Building Principal Signature	Sean McLaughlin	2023-08-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Mathematics all student growth exceeded the growth standard

Students with disabilities exceeded the statewide growth score in ELA and in Math

English Learners exceeded the statewide average growth score in ELA

Black and Hispanic and Economically Disadvantaged students did not meet the statewide average in Science but all groups did show growth

Although the completion rate decreased in all grade levels for English and Reading Exact Path Diagnostic data, there is a general improvement for proficiency.

Although the proficiency rates in GAR ELA assessments in all grade levels are only close to 50%, they are higher than any proficiency rates in GAR Math assessments.

ELA teachers meet monthly during professional learnign community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Then we can use that data and build upon it in order to achieve

Challenges

In regular attendance, all groups including Students with Disabilities, Economically Disadvantaged and English Learners went below the statewide average

In Mathematics, the English learners group decreased in performance from the previous year

In ELA, the English learners group decreased in performance from the previous year

In Mathematics, several groups including Economically Disadvantaged went below the statewide average

The all student group for Science did not meet the statewide average in proficient or advanced

There is a major discrepency with relying on all grade levels' Exact Path data for Math, English and Reading due to the steady decline of students completing the diagnostic assessment and teachers' general lack of implementation of the assessment from the first quarter benchmark to the end of the year benchmark assessment.

Student transiency impacts student academic performance overall.

Strengths	Challenges
continuous growth.	Improved communication with second language families, in addition to professional development for teachers working with English language learners, and effective accommodations for academic success will enhance the academic success for English Language Learners.
Although students with disabilities are not meeting the state set goals for ELA, Math, and Science, they continue to show growth in a number of categories.	
PLCs and the Data team review common assessments to direct instruction.	There are no district math assessments that provide progress monitoring to determine appropriate instructional adjustments and interventions for students.
Common (Benchmark) Assessments are being revised during the 2023 summer to be aligned directly to the curriculum to include questions that students are reaching depth of knowledge in science.	The 'all student group' regular attendance rate is low. An increase in regular school attendance will promote the opportunity and frequency of instructional opportunities for students to perform at a higher level.
Implementation of systematic school procedures to identify struggling learners, formally assess incoming students, and progress monitoring of all learners in subject areas that are tested will promote student academic growth.	To continue to address academic needs of those students that are struggling once they are identified by implementing a multi-tiered systematic approach of interventions.
Mathematics teachers meet monthly during professional learnign community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Then we can use that data and build upon it in order to achieve continuous growth.	Address attendance issues for those students that are coming to school late or not attending at all.
	Student transiency impacts student academic performance overall.
Implementation of a social-emotional curriculum has positively impacted student focus and success in school.	Identify the struggling subgroups and offer additional assistance as needed to improve academic and social outcomes.

Strengths

The school-wide positive behavior support program continues to maintain school-wide consistent and proactive disciplinary practices for all students to maximize their time in the instructional environment.

Due to the large number of English Language Learners and students with IEPs, we continuously use classroom data to make sure that all the students needs are being met.

There was an extremely minimal decrease in students scoring in the Advanced and Proficiency range in grades 7 and 8 from the 1st Diagnostic assessment to the final diagnostic assessment.

Our teachers have implemented a variety of instructional and assessment strategies to monitor student learning and progress in order to make necessary instructional adjustments (i.e. exit tickets)

We have incorporated safety measures such as metal detectors and door greeters along with student assistant programs such as SAP and Safe to Say to foster a safe and welcoming environment for all of out students and staff.

Implementation of a STEM course for all 6th grade students provides them science, technology, engineering, and mathematics academic opportunities.

Review of curriculum and quarterly assessments are planned to

Challenges

Only one science benchmark assessment was administered in the 2022-2023 school year, which did not provide the opportunity to compare data to determine if growth was made or not in every grade level.

There are no formative assessment measures that provide categorized information for ELL students.

District assessments are not given in a consistent manner in all grades. 6th grade uses 3 assessments; BOY, MOY, EOY; while 7th and 8th grades use 4 quarterly assessments.

Student transiency impacts student academic performance overall.

GAR targeted groups; Economically Disadvantaged, English Learners and Students with Disabilities; did not meet the statewide performance standard for regular attendance.

PBIS is needed to decrease the number of major behavior issues in students, improve attendance and academic success, and maintain a positive school community.

Strengths

integrate standards that will be adopted by PDE in 2025; therefore, promoting more inquiry-based learning.

The Exact Path Math Diagnostic tool was much higher than English and Reading; thereby, indicating better data reliability and teacher implementation efforts.

Career Readiness participation rate in the 2022-2023 school year indicated singifiant growth.

A mental health therapist became part of the school team to address social-emotional struggles with students, implement peer mediation strategies, manage mental health crises, and provide education for self-regulation and coping skills during health classes.

Aimsweb and iXL are used as progress monitoring tools to assist IEP case managers and teachers to assure data-driven instruction occurs and monitors IEP students' progress toward meeting their annual goals.

ELLvation District ELD Assessment Database-WIDA ACCESS is used as progress monitoring tools to assist ELL teachers to assure data-driven instruction occurs and monitors ELL students' progress toward meeting their annual goals.

Although students considered econimically disadvantaged did not meet the state average for regular attendance; GAR economically

Strengths

disadvantaged students did show growth.

Most Notable Observations/Patterns

There is a correlation between the attendance issues and the decline in academic growth. Major ongoing concerns were expressed inquiring about how to minimize transiency in/out of the school district as well as decreasing student discipline issues. There is currently no system in place to identify struggling learners through an early warning system who will benefit from targeted remediation and interventions that are tracked and adjusted or added as needed.

Challenges	Discussion Point	Priority for Planning
In regular attendance, all groups including Students with Disabilities, Economically Disadvantaged and English Learners went below the statewide average		
To continue to address academic needs of those students that are struggling once they are identified by implementing a multi-tiered systematic approach of interventions.	Initial and benchmarking assessments accompanied with data analysis meetings will address systematic implementation of a multi-tiered approach of interventions for students.	✓
Identify the struggling subgroups and offer additional assistance as needed to improve academic and social outcomes.		
There is a major discrepency with relying on all grade levels' Exact Path data for Math, English and Reading due to the steady decline of students completing the diagnostic assessment and teachers' general lack of implementation of the assessment from the first quarter benchmark to the end of the year benchmark assessment.	Exact Path for English and Reading will become more of a priority so the teachers can use the data to identify students in need of additional support	✓

ADDENDUM B: ACTION PLAN

Action Plan: Early Warning and Intervention and Monitoring System

Action Steps	Anticipated Start/Completion Date
Provide staff with Exact Path student usage reports and proficiency outcomes from the 2022-2023 school year. Provide explicit expectations to Reading, English, and Math teachers for weekly student log-ins and teacher data analyses of the results.	09/29/2023 - 10/31/2023

Monitoring/Evaluation	Anticipated Output
Title 1 Coordinator, Brenda Cavalari, will monitor the Exact Path data monthly by creating reports that generates data by grade level and subject area. Mike Ostrum, Data Coordinator, will monitor the Daily Exit ticket student proficiency performance, providing quarterly reports to the teachers for each subject area for review. Classroom teachers will monitor the students' proficiency of exit tickets by logging into the Formative database (administrative review of teacher log-in reports will be reviewed) daily (optimal), but weekly at a minimum.	PLCs and data team members will observably be referencing report from Formative and Exact Path in order to determine instructional best practices that will increase student proficiency on Exact Path assessments of at least 60% proficiency. Administrative walk-through and observation reports will indicate observable teacher implementation of formative assessments and implementation of Exact path, evident by reports indicating such.

Material/Resources/Supports Needed	PD Step
Exact Path reports from 2022-2023 school year by grade level and subject areas. Faculty Meeting time scheduled to review the data Explicit expectations for math, reading, and English teachers to implement Exact Path in the class time and reading/utilizing the reports to increase overall diagnostic assessment data.	yes

Action Steps	Anticipated Start/Completion Date
Implementing an online database for daily exit tickets student performance data, 'Formative.'	10/01/2023 - 11/23/2023

Monitoring/Evaluation	Anticipated Output
Title 1 Coordinator, Brenda Cavalari, will monitor the Exact Path data monthly by creating reports that generates data by grade level and subject area. Mike Ostrum, Data Coordinator, will monitor the Daily Exit ticket student proficiency performance, providing quarterly reports to the teachers for each subject area for review. Classroom teachers will monitor the students' proficiency of exit tickets by logging into the Formative database (administrative review of teacher log-in reports will be reviewed) daily (optimal), but weekly at a minimum.	PLCs and data team members will observably be referencing report from Formative and Exact Path in order to determine instructional best practices that will increase student proficiency on Exact Path assessments of at least 60% proficiency. Administrative walk-through and observation reports will indicate observable teacher implementation of formative assessments and implementation of Exact path, evident by reports indicating such.

Material/Resources/Supports Needed	PD Step
District subscription to 'Formative' for all core content teachers Professional development for staff Administrative monitoring of exit ticket/Formative implementation in core classrooms through walk-throughs and teacher observations.	yes

Action Steps	Anticipated Start/Completion Date
Monthly Professional Learning Communities and data team meetings that review the data from diagnostic assessments and daily formative/exit tickets.	09/29/2023 - 05/26/2023

Monitoring/Evaluation	Anticipated Output
Title 1 Coordinator, Brenda Cavalari, will monitor the Exact Path data monthly by creating reports that generates data by grade level and subject area. Mike Ostrum, Data Coordinator, will monitor the Daily Exit ticket student proficiency performance, providing quarterly reports to the teachers for each subject area for review. Classroom teachers will monitor the students' proficiency of exit tickets by logging into the Formative database (administrative review of teacher log-in reports will be reviewed) daily (optimal), but weekly at a minimum.	PLCs and data team members will observably be referencing report from Formative and Exact Path in order to determine instructional best practices that will increase student proficiency on Exact Path assessments of at least 60% proficiency. Administrative walk-through and observation reports will indicate observable teacher implementation of formative assessments and implementation of Exact path, evident by reports indicating such.

Material/Resources/Supports Needed	PD Step
Data Coordinator 'Formative' database to provide reports for student proficiency of daily exit tickets/formative assessments Exact Path diagnostic assessment data LIU 18 personnel support	

Action Plan: Middle School Early Warning System

Action Steps	Anticipated Start/Completion Date
Establish a team of professional who will be part of the 'WIN Team' (What I Need) that will implement and follow the MTSS model.	09/29/2023 - 10/13/2023

Monitoring/Evaluation	Anticipated Output
Melissa Myers, Director of Middle Schools-observable documentation of MTSS database that notes tiered interventions, frequency, and reports of grades/discipline referrals for students-monthly.	Through the implementation of the WIN Team, MTSS will be established in order to identify students in need of academic and/or behavior supports. A tiered system will be in place with 15% of the student population receiving documented interventions and supports by the end of the school year. The students will indicate improvement with interventions documented by passing classes with a 70% or decreasing office referrals to no more than 5 additional referrals between WIN TEAM Meetings.

Material/Resources/Supports Needed	PD Step
LIU 18 support for MTSS presentation for the team members Selection of team members (guidance, school psychologist, curriculum supervisor(s), data coordinator, parent outreach coordinator) Monthly meet time scheduled	yes

Action Steps	Anticipated Start/Completion Date
Determine evidence-based interventions available and what needs to be obtained.	10/13/2023 - 10/31/2023

Monitoring/Evaluation	Anticipated Output
Melissa Myers, Director of Middle Schools-observable documentation of MTSS database that notes tiered interventions, frequency, and reports of grades/discipline referrals for students-monthly.	Through the implementation of the WIN Team, MTSS will be established in order to identify students in need of academic and/or behavior supports. A tiered system will be in place with 15% of the student population receiving documented interventions and supports by the end of the school year. The students will indicate improvement with interventions documented by passing classes with a 70% or decreasing office referrals to no more than 5 additional referrals between WIN TEAM Meetings.

Material/Resources/Supports Needed		PD Step
List of Interventions for academic and behavioral needs LIU 18 professional development for the team Resources for interventions that may not yet exist, but determined as needed.		no

Action Steps	Anticipated Start/Completion Date
Progress monitoring and data tracking tools for academic and behavioral interventions	09/18/2023 - 09/29/2023

Monitoring/Evaluation	Anticipated Output
Melissa Myers, Director of Middle Schools-observable documentation of MTSS database that notes tiered interventions, frequency, and reports of grades/discipline referrals for students-monthly.	Through the implementation of the WIN Team, MTSS will be established in order to identify students in need of academic and/or behavior supports. A tiered system will be in place with 15% of the student population receiving documented interventions and supports by the end of the school year. The students will indicate improvement with interventions documented by passing classes with a 70% or decreasing office referrals to no more than 5 additional referrals between WIN TEAM Meetings.

Material/Resources/Supports Needed		PD Step
LIU 18 support Progress monitoring measures identified		no

Action Steps	Anticipated Start/Completion Date
MTSS tiered information management (i.e. database with students in alpha order, tiered intervention documentation, monitoring information)	09/29/2023 - 11/30/2023

Monitoring/Evaluation	Anticipated Output
Melissa Myers, Director of Middle Schools-observable documentation of MTSS database that notes tiered interventions, frequency, and reports of grades/discipline referrals for students-monthly.	Through the implementation of the WIN Team, MTSS will be established in order to identify students in need of academic and/or behavior supports. A tiered system will be in place with 15% of the student population receiving documented interventions and supports by the end of the school year. The students will indicate improvement with interventions documented by passing classes with a 70% or decreasing office referrals to no more than 5 additional referrals between WIN TEAM Meetings.

Material/Resources/Supports Needed	PD Step
Database to record tiered interventions for students	no

Action Plan: Positive Behavioral Interventions and Supports

Action Steps	Anticipated Start/Completion Date
PBIS team meets before school begins to address issues with discipline based upon data from previous school year and improve reward system.	08/25/2023 - 09/05/2023

Monitoring/Evaluation	Anticipated Output
Skyward Discipline referral monthly reports will be generated and reviewed monthly. Data will be shared with students and staff monthly and incentive associated with the best grade level decreasing office referrals.	PBIS implementation with clearly defined expectations for students and staff this year and a calendar/map of events and rewards will decrease discipline referrals from the 2022-2023 school year by 20%.

Material/Resources/Supports Needed		PD Step
LIU 18 Support PBIS Team meeting Reward System calendar created Data from monthly discipline reports from the 2022-2023 school year to prepare for the upcoming school year		no

Action Steps	Anticipated Start/Completion Date
Rewards and School-Wide Reward events planned for the year to present a calendar to students and staff to incentive the school-wide implementation and buy-in to the 'pack cash.'	08/07/2023 - 08/31/2023

Monitoring/Evaluation	Anticipated Output
Skyward Discipline referral monthly reports will be generated and reviewed monthly. Data will be shared with students and staff monthly and incentive associated with the best grade level decreasing office referrals.	PBIS implementation with clearly defined expectations for students and staff this year and a calendar/map of events and rewards will decrease discipline referrals from the 2022-2023 school year by 20%.

Material/Resources/Supports Needed	PD Step
Reward calendar, rewards, funding, team members or other staff to assist with planning and overseeing events.	no

Action Steps	Anticipated Start/Completion Date
Monthly Discipline data by location, grade level, and offense; monthly attendance data by grade level to review with the team at monthly meetings	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Skyward Discipline referral monthly reports will be generated and reviewed monthly. Data will be shared with students and staff monthly and incentive associated with the best grade level decreasing office referrals.	PBIS implementation with clearly defined expectations for students and staff this year and a calendar/map of events and rewards will decrease discipline referrals from the 2022-2023 school year by 20%.

Material/Resources/Supports Needed		PD Step
Skyward Discipline and Attendance referral database LIU 18 support Monthly report to include discipline data and attendance Scheduled monthly team meetings		no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A multi-tiered system of support team, 'The WIN Team' will be implemented and meet monthly to identify students who are in need of academic and/or behavioral support. Of the students who are identified for targeted interventions, based upon the number of office referrals and/or failing classes, 15% of the student population will require interventions throughout the school year. (WIN TEAM-MTSS)	Early Warning and Intervention and Monitoring System	Provide staff with Exact Path student usage reports and proficiency outcomes from the 2022-2023 school year. Provide explicit expectations to Reading, English, and Math teachers for weekly student log-ins and teacher data analyses of the results.	09/29/2023 - 10/31/2023
A multi-tiered system of support team, 'The WIN Team' will be implemented and meet monthly to identify students who are in need of academic and/or behavioral support. Of the students who are identified for targeted interventions, based upon the number of office referrals and/or failing classes, 15% of the student population will require interventions throughout the school year. (WIN TEAM-MTSS)	Early Warning and Intervention and	Implementing an online database for daily exit tickets student performance data,	10/01/2023 - 11/23/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Monitoring System	'Formative.'	
	Middle School Early Warning System	Establish a team of professional who will be part of the 'WIN Team' (What I Need) that will implement and follow the MTSS model.	09/29/2023 - 10/13/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Exact Path	Reading, English, and Math teachers	-Set expectations for teacher implementation of the diagnostic assessments, weekly log-ins and student usage timeframes. -How to read and understand the reports by class. -Using student data to conference with students and communicate with parents. -Accountability for implementation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Exact Path reports will indicate 70% student completion rate for each subject monthly. Administrative walk-through and observation data will indicate 70% teacher implementation	09/29/2023 - 10/27/2023	Brenda Cavalari, Title 1-Exact Path reports School Administrators-Walk-throughs and observational data to indicate implementation of Exact Path

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in Inclusive Settings

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Professional Development Step	Audience	Topics of Prof. Dev
Formative Assessments and Database	Teachers of Core Subject Areas (English, Reading, Math, Science, and Social Studies*- Science and Social Studies may be phased in mid-year due to phased implementation and managing the data effectively for PSSA tested subject areas).	-What is 'Formative' -How to utilize the site - How to develop a measurable and appropriate exit ticket question that is aligned to a lesson objective. -Why implement Exit tickets/ What is the purpose?

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher usage of Formative evident by monthly reports for core subject areas. Student proficiency of 70% or better on daily exit tickets (Average by quarter).	10/31/2023 - 12/22/2023	Mike Ostrum, Data Coordinator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
WIN Team (What I Need)/MTSS Implementation	Guidance Department, School Psychologist, Instructional Coaches, School Administrators, Mental Health Therapist	MTSS tiered framework Early Warning Data System (Skyward, Assessment data) Data tracking and progress monitoring Evidence based interventions Implementation in the building-how will interventions be implemented and tracked Delivery of system to teachers

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Monthly WIN Team meetings that produce reports, a database to track students and interventions, improved academic performance and behavior data and system to identify students who are not improving.	09/11/2023 - 06/17/2024	Melissa Myers, Director of Middle Level Education LIU 18 Support Personnel

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Displayed on the district website	School Improvement	Digital	Community Members	Immediately