

BEVERLY HILLS MS

1400 Garrett Rd

ATSI Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

Beverly Hills Middle School graduates celebrate uniqueness and diversity. Our students will reach their maximum potential by learning in a safe and caring environment, being provided opportunities to develop their individualized talents, and having countless opportunities to develop social, emotional, and critical thinking skills. Through our unified approach to educational opportunities and the decision making process, teachers, students, parents, administrators, and our community share the responsibility for helping our students achieve excellence.

STEERING COMMITTEE

Name	Position	Building/Group
Brian Ursone	Principal	BHMS
Susan Campbell	Principal	BHMS
David Robinson	Principal	BHMS
Morgan Fuller	Teacher	BHMS
Greg Manfre	District Level Leaders	UDSD
Heather Stottlemyer	Other	DCIU
Neil Desnoyers	Board Member	UDSD
Rachel Panella	Teacher	BHMS
Casie Hampton	Parent	BHMS
Ashanti Fitchett	Parent	BHMS
Jennifer Westrope	Teacher	BHMS
Susan Pilidis	Teacher	BHMS
Martha Hagan	Teacher	BHMS

Name	Position	Building/Group
Ryan Butler	Teacher	BHMS
Andrea Downie	Other	Lakeside NeuroLogic
Kevin Stephan	Teacher	BHMS
Thomas O'Doherty	Teacher	BHMS
John Johanson	Teacher	BHMS
Jennifer Holstein	Principal	BHMS
Jerome Neal	Principal	BHMS
Robert Liberatore	Teacher	BHMS
Shawndra Johnson	Parent	BHMS
John Purcell	Teacher	BHMS
Corey Carchidi	Teacher	BHMS
Heather Jones	Teacher	BHMS

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If strategies are applied to help students who are chronically absent, then attendance will improve.	Regular Attendance
If students are given greater educational opportunities, then students will achieve academically.	Mathematics
- If students are given greater educational opportunities, then students will achieve academically. - This also holds true for our English Language Proficiency priority.	English Language Arts English Language Growth and Attainment

ACTION PLAN AND STEPS

Evidence-based Strategy	
Full year Implementation of curricular items (HMH ELA curriculum, National Geographics social studies curriculum, and reading intervention programs)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal for black students	Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the Reading Measure of Academic Progress (MAP) test.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

EL Proficiency for black students

Black EL students will achieve proficiency at a rate of 35.6% by the end of the 20/21 school year as measured by the ACCESS test.

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

- ELA teachers utilize the varied resources in the HMH ELA curriculum to address all of the grade level standards. - Social Studies teachers utilize the varied resources in the National Geographic SS curriculum to address all of the grade level standards. - Reading intervention teachers implement the System 44 and Read 180 programs with fidelity with their students.

2021-08-30 -
2022-06-10

Brian
Ursone/Principal

HMH curricular materials, continue with our 1 to 1 technology initiative, and licenses for the System 44, and Read 180 reading intervention programs.

Anticipated Outcome

Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the ELA PSSA. - Black EL students will achieve proficiency at a rate of 35.6% by the end of the 21/22 school year as measured by the ACCESS test.

Monitoring/Evaluation

The fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The ALFA test will be given 3 times during the year to monitor EL student progress.

Evidence-based Strategy

Incorporating evidence based instructional practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math goal for black students	Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the Math MAP test.
ELA Goal for black students	Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the Reading Measure of Academic Progress (MAP) test.
EL Proficiency for black students	Black EL students will achieve proficiency at a rate of 35.6% by the end of the 20/21 school year as measured by the ACCESS test.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
- Incorporate Learning Targets and protocols in every classroom - Utilize evidence based instructional practices for English Language Learners - Peer observation and feedback - teacher to teacher - Student Goal setting and goal tracking - Clinical observations - Learning walks - Providing in-person and synchronous learning options	2021-08-30 - 2022-06-10	Brian Ursone/Principal	- Ensure teachers are trained and implementing learning targets and protocols in their classrooms - Ensure teachers are teaching the goal setting lessons and following through with helping students keep track of their goals - Continued training for staff in the implementation of learning targets and protocols – learning walks/peer coaching/clinical observations focused on improving teacher performance in these areas Creation of goal setting lessons - goal setting tracking sheets – individual student MAP score sheets - - Provide PD in utilizing evidence based instructional practices for English Learners - Prioritize and track learning walks and provide peer coaching opportunities - Follow all

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
for students			of the appropriate processes to conduct effective and beneficial clinical observations - Log to track learning walks. Use identical learning walk forms for all teaching staff. - Providing classrooms with speakers, microphones, cameras, two additional chromebooks to provide in-person and synchronous learning opportunities for students

Anticipated Outcome

Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the ELA PSSA. - Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the math PSSA. - Black EL students will achieve proficiency at a rate of 35.6% by the end of the 21/22 school year as measured by the ACCESS test.

Monitoring/Evaluation

The Reading fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The Math fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The ALFA test will be given 3 times during the year to monitor EL student progress.

Evidence-based Strategy

Full year Implementation of curricular items (Pearson Realize Math Curriculum, Supporting Ongoing Achievement Responsively (SOAR) math intervention program, increase the number of math certified staff.

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
- Monitor the 2nd year of Implementation with the Supporting Ongoing Achievement Responsibly (SOAR) math intervention program and the Pearson Realize math curriculum. Ensure they are utilized in all math intervention or core math classes - Schedule as many students as possible in math intervention with their core math teacher - Create an accelerated math elective that is accessible to any student who qualifies for an elective. - Over the past 3 years the building principal has worked with Human Resources (HR) to hire math certified teachers when replacing multiple science teachers	2021-08-30 - 2022-06-10	Brian Ursone/Principal	1 to 1 technological devices Additional PD on best practices to support all learners

Anticipated Outcome

- Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the math PSSA.

Monitoring/Evaluation

- The Math fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal.

Evidence-based Strategy

Prioritizing Relationships with student and staff - Supporting students social/emotional and behavioral well-being

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Regular Attendance

Increase the regular attendance rate to 79.3% by the end of the 21/22 school year as measured by the regular attendance formula

Math goal for black students

Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the Math MAP test.

ELA Goal for black students

Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the Reading Measure of Academic Progress (MAP) test.

EL Proficiency for black students

Black EL students will achieve proficiency at a rate of 35.6% by the end of the 20/21 school year as measured by the ACCESS test.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
- Schedule as many students as possible to have the same teacher for consecutive years for the same content - Ensure that homeroom teachers also teach their children during the day - Tie as many students, who qualify for math intervention, as possible with their core math teacher - Continue the implementation of the Adopt a student	2021-08-30 - 2022-06-10	Brian Ursone/Principal	- School monetary system (royal crowns) for tier 1 rewards - Stock the Royal Palace with rewards that students like - Post cards to

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
program (change name to coach a student) - Continue to implement and refine our PBIS tier 1, 2, and 3 interventions - Positive messages to students and parents from staff			send to families - Certificates for student of the month

Anticipated Outcome

- Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the ELA PSSA. - Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the math PSSA. - Black EL students will achieve proficiency at a rate of 35.6% by the end of the 21/22 school year as measured by the ACCESS test. - Regular attendance will reach a rate of 79.3%

Monitoring/Evaluation

The Reading fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The Math fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The ALFA test will be given 3 times during the year to monitor EL student progress. - We will create quarterly regular attendance reports

Evidence-based Strategy

- Trauma informed educational practices training for staff and implementation - Deep equity training and implementation for staff - Restorative practices training and implementation for staff

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Regular Attendance

Increase the regular attendance rate to 79.3% by the end of the 21/22 school year as measured by the regular attendance formula

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

Implement trauma informed, restorative practices, and deep equity educational practices into our teaching

2021-08-30 -
2022-06-10Brian
Ursone/Principal

- Training of building level teams for each discipline - Time built into the PD calendar to ensure all staff are trained to increase their knowledge of each discipline - Ability to create real-time instruction on these practices in and around the building - Books for staff that focus on each discipline to add to the staff library

Anticipated Outcome

- Regular attendance will reach a rate of 79.3%

Monitoring/Evaluation

- We will create quarterly regular attendance reports

Evidence-based Strategy

Push-in support, small class size, and tying ELA and reading intereventon teachers to students for our EL students

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
- EL teachers pushing into core content classes - Small class sizes for ELA and reading intervention for our EL students - Tie as many EL students with their teacher for ELA and reading intervention	2021-08-30 - 2022-06-10	Brian Ursone/Principal	- Prioritizing these efforts during our scheduling process - An additional EL teacher

Anticipated Outcome

- Black EL students will achieve proficiency at a rate of 35.6% by the end of the 21/22 school year as measured by the ACCESS test.

Monitoring/Evaluation

- The ALFA test will be given 3 times during the year to monitor EL student progress.

Evidence-based Strategy

Working with county and community based groups to support students

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Regular Attendance

Increase the regular attendance rate to 79.3% by the end of the 21/22 school year as measured by the regular attendance formula

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

- Utilization of Truancy Court - Connecting families who are interested to the Child Guidance Truancy Prevention Program - Work with families to gauge interest in participating in the Child Guidance Truancy Prevention Program – Help parents make the connection with Child Guidance -Follow the district process to implement all steps prior to referring to truancy court

-

Brian
Ursone/Principal

- District Policies - Student attendance improvement team meetings

Anticipated Outcome

- Regular attendance will reach a rate of 79.3%

Monitoring/Evaluation

- We will create quarterly regular attendance reports

Evidence-based Strategy

Utilize positive reinforcement strategies to improve attendance

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Regular Attendance

Increase the regular attendance rate to 79.3% by the end of the 21/22 school year as measured by the regular attendance formula

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

- Marking period attendance awards and homeroom attendance rewards - Attendance is part of criteria for Royal Registry Ensure all students and staff know the criteria to receive such rewards Hold assemblies or provide rewards to celebrate the students who achieve these outcomes

2021-08-30 -
2022-06-10

Brian
Ursone/Principal

Materials for rewards and certificates/Use of auditorium for assemblies

Anticipated Outcome

- Regular attendance will reach a rate of 79.3%

Monitoring/Evaluation

- We will create quarterly regular attendance reports

Evidence-based Strategy

Creating Student attendance improvement plans with students and parents and holding student attendance improvement meetings with

building staff

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	Increase the regular attendance rate to 79.3% by the end of the 21/22 school year as measured by the regular attendance formula

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
- Create and implement SAIPs in conjunction with, ideally student and parent buy-in, for students - Put together a truancy team that meets weekly to pull and review attendance reports – track student attendance -	2021-08-30 - 2022-06-10	Rebecca Ruff/Social Worker	eSchool Scheduled Meetings

Anticipated Outcome

- Regular attendance will reach a rate of 79.3%

Monitoring/Evaluation

- We will create quarterly regular attendance reports

Evidence-based Strategy

Family Engagement

Measurable Goals

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EL Proficiency for black students	Black EL students will achieve proficiency at a rate of 35.6% by the end of the 20/21 school year as measured by the ACCESS test.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
- Provide 2 parent forums per year - Invite parents to be a part of building committees (for example the path forward team) - Invite parents to volunteer in the building - Provide families weekly updates on information pertaining to the school - Engage in home visits - Provide supports for families - Invite students and families for a meet and greet at a local library with building administration and staff - Community BBQ - Invites students and their families to a BBQ with games and events on our school field - Host a SpeakUp event -	2021-08-30 - 2022-06-10	Brian Ursone/Principal	-Food, prizes, transportation to homes, use of facilities after hours, coordination with a local library, Student Assistance Program coordination, - Survey parents to see what topics they would like to

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to offer the virtual options for parents to attend meetings - Include students as presenters at events to encourage parent participation			see covered at our parent forums

Anticipated Outcome

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Monitoring/Evaluation

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the Math MAP test. (Math goal for black students)	Incorporating evidence based instructional practices	- Incorporate Learning Targets and protocols in every classroom - Utilize evidence based instructional practices for English Language Learners - Peer observation and feedback - teacher to teacher	08/30/2021 - 06/10/2022
Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the Reading Measure of Academic Progress (MAP) test. (ELA Goal for black students)		- Student Goal setting and goal tracking - Clinical observations - Learning walks - Providing in-person and synchronous learning options	
Black EL students will achieve proficiency at a rate of 35.6% by the end of the 20/21 school year as measured by the ACCESS test. (EL Proficiency for black students)			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

for students

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the Math MAP test. (Math goal for black students)</p>	<p>Full year Implementation of curricular items (Pearson Realize Math Curriculum, Supporting Ongoing Achievement Responsively (SOAR) math intervention program, increase the number of math certified staff.</p>	<p>- Monitor the 2nd year of Implementation with the Supporting Ongoing Achievement Responsibly (SOAR) math intervention program and the Pearson Realize math curriculum. Ensure they are utilized in all math intervention or core math classes</p> <p>- Schedule as many students as possible in math intervention with their core math</p>	<p>08/30/2021 - 06/10/2022</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

teacher - Create an accelerated math elective that is accessible to any student who qualifies for an elective. - Over the past 3 years the building principal has worked with Human Resources (HR) to hire math certified teachers when replacing multiple science teachers

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the regular attendance rate to 79.3% by the end of the 21/22 school year as measured by the regular attendance formula (Regular Attendance)	- Trauma informed educational practices training for staff and implementation - Deep equity training and implementation for staff - Restorative practices training and implementation for staff	Implement trauma informed, restorative practices, and deep equity educational practices into our teaching	08/30/2021 - 06/10/2022

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.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Implement an evidence-based system of school wide positive behavior interventions and supports

Implement a multi-tiered system of supports for academics and behavior

Implement evidence-based strategies to engage families to support learning

Identify and address individual student learning needs

Looping students with consistent teacher:

-Foster positive relationships, resulting in a more conducive learning environment through classroom management. Improved attendance, efficient instruction , reduced classroom referrals.

-Foster teacher innovation, based on deeper understanding on how to make content relevant with students that teachers have consecutive years.

-Familiarity with expectations, minimal classroom management concerns.

Challenges

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Collectively shape the vision for continuous improvement of teaching and learning

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA

Monitor and evaluate the impact of professional learning on staff practices and student learning

Improvement upon regular attendance

- An increase in the attendance rate will ensure students are being exposed to the curriculum more frequently

- An increase in the attendance rate will assist in students abilities to foster stronger relationships with staff members

Strengths

-Formation of deeper relationships with students and parents, then digging deeper into instruction.

Looping students with consistent teacher:

-Foster positive relationships, resulting in a more conducive learning environment through classroom management. Improved attendance, efficient instruction , reduced classroom referrals.

-Foster teacher innovation, based on deeper understanding on how to make content relevant with students that teachers have consecutive years.

-Familiarity with expectations helps minimize classroom management concerns.

Adjusting the schedule so many students in need of math intervention have their intervention math class with the same certified math teacher who instructs their core math class.

- Intervention teachers are highly qualified

- Teachers gain a deeper understanding of each students deficient areas

- Teachers develop stronger relationships with students

Challenges

- Students who attend school more regularly will gain a deeper understanding of content

- Students who attend school more regularly will gain a deeper sense of belonging and pride in the school

Overall ELA achievement

ELA achievement for black students

Overall math achievement

Math achievement for black students

Overall science achievement

Science achievement for black students

Science growth for black students

Providing additional opportunities for students to learn more about different careers and what it really takes to get into different careers.

Transient student population

Underfunded district

Strengths

Adjusting the schedule so there are more sections of science classes leading to smaller average class sizes

Ensuring that the teachers and students have access to technology in order to effectively implement computer based learning platforms, such as Schoology, Nearpod, and Google suite.

The planning and execution of the strategy to ensure all of our students met the career standards benchmark

Utilizing the schedule to maximize teachers' abilities to develop strong relationships with students

Providing students additional support in areas where they struggle (be it academically or behaviorally)

-Foster positive relationships, resulting in a more conducive learning environment through classroom management. Improved attendance, efficient instruction , reduced classroom referrals.

Professional development opportunities in the areas of implementing technological resources in the classroom, the effective use of instructional technology, and synchronous instructional strategies to support student learning.

We have increased the amount of time our staff devotes to Deep Equity training - We looked at microaggressions, lenses of

Challenges

Overcrowded building

The impact of poverty on students' ability to learn

Strengths

difference, we had a presentation about sexual orientation from the attic, we are reading books to help broaden staff perspective on equity

Most Notable Observations/Patterns

We are working in an underfunded district in an overcrowded building. Our students come to us with the physical and emotional impacts of living in poverty. This has a significant effect on a students' ability to learn. We need to keep in mind how we can best impact the lives of our students not only through elevating their academic abilities, but by utilizing resources to overcome the strains on development created by trauma and poverty.

Challenges	Discussion Point	Priority for Planning
Improvement upon regular attendance	74.1% Regular attendance - 17-18 School year 73.9% Regular attendance - 18-19 School year	
Overall math achievement	PSSA – 6.4% Proficient/Advanced (Black students)	
Math achievement for black students		
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically		
Overall ELA achievement	PSSA – 30.2% Proficient/Advanced (Black students) ACCESS for ELLs – 24.4% Proficiency (Black students)	
ELA achievement for black students		
Transient student population		
Overall science achievement		
Science achievement for black students		
Science growth for black students		

ADDENDUM B: ACTION PLAN

Action Plan: Full year Implementation of curricular items (HMH ELA curriculum, National Geographics social studies curriculum, and reading intervention programs)

Action Steps**Anticipated Start/Completion Date**

- ELA teachers utilize the varied resources in the HMH ELA curriculum to address all of the grade level standards. - Social Studies teachers utilize the varied resources in the National Geographic SS curriculum to address all of the grade level standards. - Reading intervention teachers implement the System 44 and Read 180 programs with fidelity with their students.

08/30/2021 - 06/10/2022

Monitoring/Evaluation**Anticipated Output**

The fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The ALFA test will be given 3 times during the year to monitor EL student progress.

Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the ELA PSSA. - Black EL students will achieve proficiency at a rate of 35.6% by the end of the 21/22 school year as measured by the ACCESS test.

Material/Resources/Supports Needed**PD Step**

HMH curricular materials, continue with our 1 to 1 technology initiative, and licenses for the System 44, and Read 180 reading intervention programs.

no

Action Plan: Incorporating evidence based instructional practices

Action Steps	Anticipated Start/Completion Date
<p>- Incorporate Learning Targets and protocols in every classroom - Utilize evidence based instructional practices for English Language Learners - Peer observation and feedback - teacher to teacher - Student Goal setting and goal tracking - Clinical observations - Learning walks - Providing in-person and synchronous learning options for students</p>	<p>08/30/2021 - 06/10/2022</p>
Monitoring/Evaluation	Anticipated Output
<p>The Reading fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The Math fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The ALFA test will be given 3 times during the year to monitor EL student progress.</p>	<p>Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the ELA PSSA. - Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the math PSSA. - Black EL students will achieve proficiency at a rate of 35.6% by the end of the 21/22 school year as measured by the ACCESS test.</p>

Material/Resources/Supports Needed

**PD
Step**

- Ensure teachers are trained and implementing learning targets and protocols in their classrooms - Ensure teachers are teaching the goal setting lessons and following through with helping students keep track of their goals - Continued training for staff in the implementation of learning targets and protocols – learning walks/peer coaching/clinical observations focused on improving teacher performance in these areas Creation of goal setting lessons - goal setting tracking sheets – individual student MAP score sheets - - Provide PD in utilizing evidence based instructional practices for English Learners - Prioritize and track learning walks and provide peer coaching opportunities - Follow all of the appropriate processes to conduct effective and beneficial clinical observations - Log to track learning walks. Use identical learning walk forms for all teaching staff. - Providing classrooms with speakers, microphones, cameras, two additional chromebooks to provide in-person and synchronous learning opportunities for students

yes

Action Plan: Full year Implementation of curricular items (Pearson Realize Math Curriculum, Supporting Ongoing Achievement Responsively (SOAR) math intervention program, increase the number of math certified staff.

Action Steps**Anticipated Start/Completion Date**

- Monitor the 2nd year of Implementation with the Supporting Ongoing Achievement Responsibly (SOAR) math intervention program and the Pearson Realize math curriculum. Ensure they are utilized in all math intervention or core math classes - Schedule as many students as possible in math intervention with their core math teacher - Create an accelerated math elective that is accessible to any student who qualifies for an elective. - Over the past 3 years the building principal has worked with Human Resources (HR) to hire math certified teachers when replacing multiple science teachers

08/30/2021 - 06/10/2022

Monitoring/Evaluation**Anticipated Output**

- The Math fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal.

- Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the math PSSA.

Material/Resources/Supports Needed**PD Step**

1 to 1 technological devices Additional PD on best practices to support all learners

yes



Action Plan: Prioritizing Relationships with student and staff - Supporting students social/emotional and behavioral well-being

Action Steps

Anticipated Start/Completion Date

- Schedule as many students as possible to have the same teacher for consecutive years for the same content - Ensure that homeroom teachers also teach their children during the day - Tie as many students, who qualify for math intervention, as possible with their core math teacher - Continue the implementation of the Adopt a student program (change name to coach a student) - Continue to implement and refine our PBIS tier 1, 2, and 3 interventions - Positive messages to students and parents from staff

08/30/2021 - 06/10/2022

Monitoring/Evaluation

Anticipated Output

The Reading fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The Math fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The ALFA test will be given 3 times during the year to monitor EL student progress. - We will create quarterly regular attendance reports

- Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the ELA PSSA. - Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the math PSSA. - Black EL students will achieve proficiency at a rate of 35.6% by the end of the 21/22 school year as measured by the ACCESS test. - Regular attendance will reach a rate of 79.3%

Material/Resources/Supports Needed

PD Step

- School monetary system (royal crowns) for tier 1 rewards - Stock the Royal Palace with rewards that students like - Post cards to send to families - Certificates for student of the month

no



Action Plan: - Trauma informed educational practices training for staff and implementation - Deep equity training and implementation for staff - Restorative practices training and implementation for staff

Action Steps	Anticipated Start/Completion Date
Implement trauma informed, restorative practices, and deep equity educational practices into our teaching	08/30/2021 - 06/10/2022

Monitoring/Evaluation	Anticipated Output
- We will create quarterly regular attendance reports	- Regular attendance will reach a rate of 79.3%

Material/Resources/Supports Needed	PD Step
- Training of building level teams for each discipline - Time built into the PD calendar to ensure all staff are trained to increase their knowledge of each discipline - Ability to create real-time instruction on these practices in and around the building - Books for staff that focus on each discipline to add to the staff library	yes



Action Plan: Push-in support, small class size, and tying ELA and reading interevention teachers to students for our EL students

Action Steps	Anticipated Start/Completion Date
- EL teachers pushing into core content classes - Small class sizes for ELA and reading intervention for our EL students - Tie as many EL students with their teacher for ELA and reading intervention	08/30/2021 - 06/10/2022

Monitoring/Evaluation	Anticipated Output
- The ALFA test will be given 3 times during the year to monitor EL student progress.	- Black EL students will achieve proficiency at a rate of 35.6% by the end of the 21/22 school year as measured by the ACCESS test.

Material/Resources/Supports Needed	PD Step
- Prioritizing these efforts during our scheduling process - An additional EL teacher	no



Action Plan: Working with county and community based groups to support students

Action Steps	Anticipated Start/Completion Date
- Utilization of Truancy Court - Connecting families who are interested to the Child Guidance Truancy Prevention Program - Work with families to gauge interest in participating in the Child Guidance Truancy Prevention Program – Help parents make the connection with Child Guidance -Follow the district process to implement all steps prior to referring to truancy court	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
- We will create quarterly regular attendance reports	- Regular attendance will reach a rate of 79.3%

Material/Resources/Supports Needed	PD Step
- District Policies - Student attendance improvement team meetings	no



Action Plan: Utilize positive reinforcement strategies to improve attendance

Action Steps	Anticipated Start/Completion Date
- Marking period attendance awards and homeroom attendance rewards - Attendance is part of criteria for Royal Registry Ensure all students and staff know the criteria to receive such rewards Hold assemblies or provide rewards to celebrate the students who achieve these outcomes	08/30/2021 - 06/10/2022

Monitoring/Evaluation	Anticipated Output
- We will create quarterly regular attendance reports	- Regular attendance will reach a rate of 79.3%

Material/Resources/Supports Needed	PD Step
Materials for rewards and certificates/Use of auditorium for assemblies	no

Action Plan: Creating Student attendance improvement plans with students and parents and holding student attendance improvement meetings with building staff

Action Steps	Anticipated Start/Completion Date
<ul style="list-style-type: none"> - Create and implement SAIPs in conjunction with, ideally student and parent buy-in, for students - Put together a truancy team that meets weekly to pull and review attendance reports – track student attendance - 	08/30/2021 - 06/10/2022

Monitoring/Evaluation	Anticipated Output
- We will create quarterly regular attendance reports	- Regular attendance will reach a rate of 79.3%

Material/Resources/Supports Needed	PD Step
eSchool Scheduled Meetings	no

Action Plan: Family Engagement

Action Steps**Anticipated Start/Completion Date**

- Provide 2 parent forums per year - Invite parents to be a part of building committees (for example the path forward team) - Invite parents to volunteer in the building - Provide families weekly updates on information pertaining to the school - Engage in home visits - Provide supports for families - Invite students and families for a meet and greet at a local library with building administration and staff - Community BBQ - Invites students and their families to a BBQ with games and events on our school field - Host a SpeakUp event - Continue to offer the virtual options for parents to attend meetings - Include students as presenters at events to encourage parent participation

08/30/2021 - 06/10/2022

Monitoring/Evaluation

Anticipated Output

The Reading fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The Math fall and winter MAP testing sessions will check progress on how students are progressing to reach the measurable goal. If necessary, modifications may be made to programming. - The ALFA test will be given 3 times during the year to monitor EL student progress. - We will create quarterly regular attendance reports

- Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the ELA PSSA. - Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the math PSSA. - Black EL students will achieve proficiency at a rate of 35.6% by the end of the 21/22 school year as measured by the ACCESS test. - Regular attendance will reach a rate of 79.3%

Material/Resources/Supports Needed

PD Step

-Food, prizes, transportation to homes, use of facilities after hours, coordination with a local library, Student Assistance Program coordination, - Survey parents to see what topics they would like to see covered at our parent forums

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Black students will achieve proficiency at a rate of 40.0% by the end of the 21/22 school year as measured by the Reading Measure of Academic Progress (MAP) test. (ELA Goal for black students)</p>	<p>Incorporating evidence based instructional practices</p>	<p>- Incorporate Learning Targets and protocols in every classroom - Utilize evidence based instructional practices for English Language Learners - Peer observation and feedback - teacher to teacher - Student Goal setting and goal tracking - Clinical observations - Learning walks - Providing in-person and synchronous learning options</p>	<p>08/30/2021 - 06/10/2022</p>
<p>Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the Math MAP test. (Math goal for black students)</p>			
<p>Black EL students will achieve proficiency at a rate of 35.6% by the end of the 20/21 school year as measured by the ACCESS test. (EL Proficiency for black students)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		for students	
<p>Black students will achieve proficiency at a rate of 18.1% by the end of the 21/22 school year as measured by the Math MAP test. (Math goal for black students)</p>	<p>Full year Implementation of curricular items (Pearson Realize Math Curriculum, Supporting Ongoing Achievement Responsibly (SOAR) math intervention program, increase the number of math certified staff.</p>	<p>- Monitor the 2nd year of Implementation with the Supporting Ongoing Achievement Responsibly (SOAR) math intervention program and the Pearson Realize math curriculum. Ensure they are utilized in all math intervention or core math classes - Schedule as many students as possible in math intervention with their core math teacher - Create an accelerated</p>	<p>08/30/2021 - 06/10/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		math elective that is accessible to any student who qualifies for an elective. - Over the past 3 years the building principal has worked with Human Resources (HR) to hire math certified teachers when replacing multiple science teachers	
Increase the regular attendance rate to 79.3% by the end of the 21/22 school year as measured by the regular attendance formula (Regular Attendance)	- Trauma informed educational practices training for staff and implementation - Deep equity training and implementation	Implement trauma informed, restorative practices, and deep equity educational practices into our teaching	08/30/2021 - 06/10/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	for staff - Restorative practices training and implementation for staff		

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Learning Target, protocols, and goal setting training	All Teaching Staff	Training for staff in the implementation of learning targets and protocols. Creation of goal setting lessons - goal setting tracking sheets – individual student MAP score sheets -

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Proper implementation of learning targets, protocols, and student goal setting as evident through Learning walks/peer coaching/clinical observations focused on improving teacher performance in these areas	08/30/2021 - 06/10/2022	Brian Ursone/Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1c: Setting Instructional Outcomes

Teaching Diverse Learners in an Inclusive Setting

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

Professional Development Step

Audience

Topics of Prof. Dev

Evidence based instructional practices for English Learners

All staff

Best practices for instructing English Learners

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Incorporation of these practices into lessons

08/30/2021 - 06/10/2022

Brian Ursone/Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

3a: Communicating with Students

Language and Literacy Acquisition for All Students

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

Training in the Supporting Ongoing Achievement Responsibly (SOAR) math intervention program along with training in instructional techniques

All math intervention teachers

How to implement the SOAR program and how to engage learners in mathematics

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Improved scores in math

08/30/2021 - 06/10/2022

Brian Ursone/Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Language and Literacy Acquisition for All Students

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

Professional Development Step

Audience

Topics of Prof. Dev

Trauma informed practices, restorative practices, and deep equity

All staff

Trauma informed educational practices. - Utilizing calming corners, fidgets, and trauma informed equipment in classrooms. Along with staff and student self-care/mindfulness Restorative practices - Circles in the classroom and restorative conversations Deep equity - Culturally Responsive Teaching Practices

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Improved regular attendance rate, reduction in the number of discipline referrals

08/30/2021 - 06/10/2022

Brian Ursone/Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2d: Managing Student Behavior

Teaching Diverse Learners in an Inclusive Setting

2e: Organizing Physical Space

Teaching Diverse Learners in an Inclusive Setting

2b: Establishing a Culture for Learning

3a: Communicating with Students

2a: Creating and Environment of Respect and Rapport

2c: Managing Classroom Procedures

2a: Creating and Environment of Respect and Rapport

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

2e: Organizing Physical Space

2d: Managing Student Behavior

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Invite parents and other stakeholders to participate in the plan's development	Review why we have received the A-TSI designation and Review Exit Criteria Growth versus Achievement Review 20-21 MAP data and Attendance data Regular Attendance vs Daily Attendance Vision Discussion Review of strengths Review areas for growth Create Action Plan What are we doing to improve achievement? What can we implement for next year to improve student performance?	Invite parents and stakeholders to participate in the development of the plan	School Improvement Team	During the development of the plan
Parent forums – conducted two times a year	Keep our parents/guardians informed of what is going on throughout the year	Invite parents into the building and have multiple breakout sessions	– Parents/Guardians of our students - BHMS students	Twice during the school year – October and March
Home Visits	Help to bridge the gap between home and school, and provide families an opportunity to gain access to building supports.	Go to students' homes	Students and their families	Continuous throughout the year
Community Outreach/Library Event	Informal meet and greet during the summer to build relationships between administration and staff and families. Answer questions about our building and our plan	Invite students and their families for a meet and greet with building administration and	Students and their families	Once over the summer at a local library

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Community Barbecue	Event outside of the formal school setting to continue fostering relationships within the community and school. Answer questions about our building and our plan.	Invite students, their families, community members, and local law enforcement to a BBQ with games and events on our school field	Students and their families	Twice during the school year – September and May
Wednesday Message	Keep families up to date on events and other pertinent school related information.	Email	Students and their families	Every Wednesday throughout the school year

