

BEVERLY HILLS MS

1400 Garrett Rd

ATSI Title 1 School Plan | 2022 - 2023

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
Michael Bente	Parent	BHMS
David Robinson	Principal	BHMS
Morgan Fuller	Principal	BHMS
Greg Manfre	District Level Leaders	UDSD
Heather Stottlemyer	Other	DCIU
Jerome Neal	Principal	BHMS
Jen Holstein	Principal	BHMS
Cintia Isles	Community Member	BHMS
Ayesha Ganges	Parent	BHMS
Edward Ganges	Parent	BHMS
Danielle Pickett	Teacher	BHMS
Johanna Keehn	Teacher	BHMS

Name

Position

Building/Group

Ann Senoyuit

Teacher

BHMS

Marcie Hagan

Teacher

BHMS

Sheli Hally

Teacher

BHMS

Jace Wilson

Student

BHMS

Daniel McGarry

Chief School Administrator

UDSD

ESTABLISHED PRIORITIES

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

ACTION PLAN AND STEPS

Evidence-based Strategy	
Family Engagement	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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Math Achievement	The all student group and, specifically, our Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 school year as measured by the Math MAP test.
Regular Attendance	Increase the regular attendance rate for the all student group and, specifically, our black students to 79.3% by the end of the 22/23 school year as measured by the regular attendance formula
ELA Achievement	The all student group and, specifically, our Black student group will achieve proficiency at a rate of 40.0% by the end of the 22/23 school year as measured by the Reading Measure of Academic Progress (MAP) test.
EL Proficiency	The all student group and, specifically, our Black EL students will achieve proficiency at a rate of 35.6% by the end of the 22/23 school year as measured by the HMH built in summative assessment tool.

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 - Continue to offer the virtual options for parents to attend meetings - Include students as presenters at events to encourage parent participation - Grow our Home and School Association	2022-08-29 - 2023-06-09	TBD/Principal	- Title 1 funds will be used to provide lunch/dinner/incentives for families including books for events such as our Beverly Hills Middle School BBQ, parent forums, back to school night, home and school meetings, Royal Registry Luncheon, etc. In all, we expect to utilize approximately \$16,000 in

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			<p>Title 1 money for these purposes. - 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</p>

Anticipated Outcome

- Black students will achieve proficiency at a rate of 40.0% by the end of the 22/23 school year as measured by the ELA PSSA. - Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 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 22/23 school year as measured by the ACCESS test. - Regular attendance will reach a rate of 79.3% for black students

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 HMH for EL curricular summative assessment tool will be given 3 times during the year to monitor EL student progress. - We will create quarterly regular attendance reports

Evidence-based Strategy

- Marking period attendance awards and homeroom attendance rewards

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	Increase the regular attendance rate for the all student group and, specifically, our black students to 79.3% by the end of the 22/23 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	2022-08-29 - 2023-06-09	TBD/Principal	Materials for rewards and certificates/Use of auditorium for assemblies

Anticipated Outcome

- We will create quarterly regular attendance reports

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 for the all student group and, specifically, our black students to 79.3% by the end of the 22/23 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 for students - Put together a truancy team that meets weekly to pull and review attendance reports – track student attendance -	2022-08-29 - 2023-06-09	Rebecca Ruff/Social Worker	eSchool Scheduled Meetings District Student Attendance Improvement Plan template

Anticipated Outcome

- We will create quarterly regular attendance reports

Monitoring/Evaluation

- We will create quarterly regular attendance reports

Evidence-based Strategy

Non-Tier 1 Academic supports

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

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ELA Achievement

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EL Proficiency

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Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

- After school enrichment and remediation support available to all students by certified instructors in the areas of ELA, reading, writing, math, English Language Development, science, and social studies. - Provide homework help to students after school each week. - Provide math and ELA academic support during the evenings for students who need additional help completing homework or who have questions about content or writing. - Promote the use of the IXL math computer program throughout the course of the full calendar year. - Provide

2022-08-29 -
2023-06-09

TBD/Principal

- Utilize A-TSI money to pay teachers to provide enrichment and remediation after school in the areas of ELA, reading, writing, math, English Language Development, and other content areas. -

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>academic clubs such as math club, science club - Reading intervention classes for students who struggle with decoding or comprehension. - Math intervention courses for students who struggle with mathematical concepts - Elective course offerings in the areas of mathematics, reading, and writing - Goal setting activities for students focused on improving their reading and math skills</p>			<p>IXL math computer program - Club sponsors - Title 1 money used to hire 6 reading specialists to teach reading intervention programs - Title 1 money used to hire 1 English Learner teacher to teach reading intervention programs - In excess of \$1,500,000 in Title 1 funds will be used to provide additional staffing to Beverly Hills Middle School - Wilson, Read 180 and System 44 reading intervention programs - Supporting Ongoing Achievement Responsively (SOAR) math intervention materials</p>

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will achieve proficiency at a rate of 35.6% by the end of the 22/23 school year as measured by the ACCESS test.

Monitoring/Evaluation

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Evidence-based Strategy

Incorporating evidence based instructional practices

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<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 - Mandate the use of the NeuroLogic Brain-based lesson planning for all teachers. - Provide PD for math teachers from an outside consultant to help make lessons more meaningful and engaging.</p>	<p>2022-08-29 - 2023-06-09</p>	<p>TBD/Principal</p>	<p>- 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 - Provide PD for teachers in utilizing the Neuro-Logic Brain-based lesson plans. - 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. - Use A-TSI funds to bring in an outside consultant to provide professional development for our math staff.</p>

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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

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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, restorative approach to managing violations to our code of character, and how we build relationships with students	2022-08-29 - 2023-06-09	TBD/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

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Evidence-based Strategy

Push-in support, smaller class sizes, and tying ELA and reading intervention teachers to students for our EL students

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

EL Proficiency

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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 - Requesting an additional English Learner teacher	2022-08-29 - 2023-06-09	TBD/Principal	- Prioritizing these efforts during our scheduling process - An additional EL teacher - One of our EL teachers will be paid through Title 1 funds. In all, we will spend approximately \$1,500,000 of Title 1 funds on BHMS staff.

Anticipated Outcome

- Black EL students will achieve proficiency at a rate of 35.6% by the end of the 22/23 school year as measured by the ACCESS test.

Monitoring/Evaluation

- The HMH for EL curricular summative assessment tool 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

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Regular Attendance	Increase the regular attendance rate for the all student group and, specifically, our black students to 79.3% by the end of the 22/23 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 and building processes to implement all steps prior to referring to truancy court .	2022-08-29 - 2023-06-09	TBD/Principal	- District Policies - Student attendance improvement team meetings - District attendance support officers

Anticipated Outcome

- Regular attendance will reach a rate of 79.3% for black students

Monitoring/Evaluation

- We will create quarterly regular attendance reports

Evidence-based Strategy

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

Measurable Goals

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Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

- Utilize restorative conferences with students and students and staff members and students to rebuild relationships. - Utilize restorative

2022-08-29 -
2023-06-09

TBD/Principal

- Conflict Resolution Specialist (We will have this

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>circles to build community within classrooms. - Have students work with our conflict resolution specialist to learn how to appropriately resolve conflicts. - 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. Also, tie students in our accelerated math elective classes with their core math teachers. - Continue our annual implementation of our practice of ensuring all students have at least one strong connection with a staff member through our More Than a Name initiative. - Continue to implement and refine our PBIS tier 1, 2, and 3 interventions - Send positive messages to students and parents from staff - Continue to implement trauma informed educational practices such as calming music as students walk into the classroom, NeuroLogic lesson plan structure that includes brain breaks, and the implementation of regulation equipment. - Provide social skills groups for students. - Continue to provide students and staff the opportunity to participate in our SpeakUp program. - In lieu of traditional detention, utilize restorative circles during this time to help students learn from their mistakes and to process through the situation with an adult. - Provide clubs such as the LGBTQ+, diversity club, etc. - Extend homeroom one time per month to foster a sense a community within homeroom.</p>			<p>person for the 22-23 school year) - Regulation equipment - Club sponsors - Continued relationship with SpeakUp - Continue staff professional development in the areas of restorative practices, brain-based strategies, utilization of regulation equipment - Taking the necessary time during scheduling to ensure homeroom teachers also teach their children during the day, that we tie as many intervention or accelerated elective students as possible to their core math teacher, and to loop students with their teachers where appropriate. - School monetary system (royal crowns) for tier 1 rewards - Use A-TSI funds to stock the Royal Palace with</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			<p>rewards that students like - Use Title 1 funds to purchase and send positive post cards to families (\$1,500) - Certificates for student of the month - Use A-TSI funds and/or Title 1 funds where appropriate to provide professional development opportunities for staff and possibly have a parent and staff PD session (Estimating \$1,000 of Title 1 money to be used for joint PD sessions) Use A-TSI funds to purchase regulation equipment for classrooms.</p>

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The all student group and, specifically, our Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 school year as measured by the Math MAP test. (Math Achievement)</p>	<p>Prioritizing Relationships with student and staff -</p>	<p>- Utilize restorative conferences with students and</p>	<p>08/29/2022 - 06/09/2023</p>
<p>Increase the regular attendance rate for the all student group and, specifically, our black students to 79.3% by the end of the 22/23 school year as measured by the regular attendance formula (Regular Attendance)</p>	<p>Supporting students social/emotional and behavioral well-being</p>	<p>students and staff members and students to rebuild relationships. -</p>	
<p>The all student group and, specifically, our Black student group will achieve proficiency at a rate of 40.0% by the end of the 22/23 school year as measured by the Reading Measure of Academic Progress (MAP) test. (ELA Achievement)</p>		<p>Utilize restorative circles to build community within classrooms. -</p>	
<p>The all student group and, specifically, our Black EL students will achieve proficiency at a rate of 35.6% by the end of the 22/23 school year as measured by the HMH built in summative assessment tool. (EL Proficiency)</p>		<p>- Have students work with our conflict resolution specialist to learn how to appropriately resolve conflicts. -</p>	
		<p>Schedule as many students as</p>	

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

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. Also, tie students in our accelerated math elective classes with their core math teachers. - Continue our annual implementation of our practice of ensuring all

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

students have at least one strong connection with a staff member through our More Than a Name initiative. - Continue to implement and refine our PBIS tier 1, 2, and 3 interventions - Send positive messages to students and parents from staff - Continue to implement trauma informed educational practices such as calming music as students walk into the classroom, NeuroLogic lesson plan structure that

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

includes brain breaks, and the implementation of regulation equipment. - Provide social skills groups for students. - Continue to provide students and staff the opportunity to participate in our SpeakUp program. - In lieu of traditional detention, utilize restorative circles during this time to help students learn from their mistakes and to process through the situation with an adult. - Provide clubs such as the

Measurable Goals**Action Plan
Name****Professional
Development Step****Anticipated
Timeline**

LGBTQ+, diversity club, etc. - Extend homeroom one time per month to foster a sense a community within homeroom.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The all student group and, specifically, our Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 school year as measured by the Math MAP test. (Math Achievement)</p>	<p>Incorporating evidence based instructional practices</p>	<p>- Incorporate Learning Targets and protocols in every classroom - Utilize evidence based</p>	<p>08/29/2022 - 06/09/2023</p>
<p>The all student group and, specifically, our Black student group will achieve proficiency at a rate of 40.0% by the end of the 22/23 school year as measured by the Reading Measure of Academic Progress (MAP) test. (ELA Achievement)</p>		<p>instructional practices for English Language Learners - Peer observation and feedback -</p>	
<p>The all student group and, specifically, our Black EL students will achieve proficiency at a rate of 35.6% by the end of the 22/23 school year as measured by the HMH built in summative assessment tool. (EL Proficiency)</p>		<p>teacher to teacher - Student Goal setting and goal tracking - Clinical observations - Learning walks - Providing in-person and synchronous learning options</p>	

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

for students -
Mandate the use
of the NeuroLogic
Brain-based
lesson planning
for all teachers. -
Provide PD for
math teachers
from an outside
consultant to help
make lessons
more meaningful
and engaging.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The all student group and, specifically, our Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 school year as measured by the Math MAP test. (Math Achievement)	- Trauma informed educational practices	Implement trauma informed, restorative practices, and	08/29/2022 - 06/09/2023
Increase the regular attendance rate for the all student group and, specifically, our black students to 79.3% by the end of the 22/23 school year as measured by the regular attendance formula (Regular Attendance)	training for staff and implementation	deep equity educational practices into our	
The all student group and, specifically, our Black student group will achieve proficiency at a rate of 40.0% by the end of the 22/23 school year as measured by the Reading Measure of Academic Progress (MAP) test. (ELA Achievement)	- Deep equity training and implementation for staff -	teaching, restorative approach to managing	
The all student group and, specifically, our Black EL students will achieve proficiency at a rate of 35.6% by the end of the 22/23 school year as measured by the HMH built in summative assessment tool. (EL Proficiency)	Restorative practices training and implementation for staff	violations to our code of character, and how we build relationships with students	

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).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Brian Ursone

2022-05-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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.

-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

Challenges

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

- 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

Attendance

Overall ELA achievement

ELA achievement for black students

Attendance

Overall math achievement

Strengths

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

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

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.

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

Challenges

Math achievement for black students

Attendance

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.

Teaching students in both the synchronous and in-person learning environments simultaneously. We are working to improve in this area through professional development and time-on-task.

Transient student population

Underfunded district

Overcrowded building

The impact of poverty on students' ability to learn

Identify professional learning needs through analysis of a variety of data

Strengths

suite.

Enrichment opportunities in engineering, video production, and science club that lead to a richer understanding of the content

The planning and execution of the strategy to ensure as many students as possible met the career standards benchmark. This happened despite the challenges that were presented to us with being on fully synchronous instruction up through March of 2021.

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, effective and engaging instruction , reduced classroom referrals.

We have increased the amount of time our staff devotes to Deep Equity training - We focused on culturally responsive teaching practices with our staff trainings in this areas.

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

Implement a multi-tiered system of supports for academics and

Challenges

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

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

Strengths

behavior

Implement evidence-based strategies to engage families to support learning

Identify and address individual student learning needs

Most Notable Observations/Patterns

Improvement upon regular attendance - provide additional opportunities for staff to connect with families when parents are more likely to be able to answer the phone. Academic achievement in ELA and math - We discussed the implementation of new resources for both ELA (HMH) and math (IXL and Savvas Realize) . 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 79.3% Regular attendance - 19-20 School year (All Student Group) --- 74.4% Regular attendance (Black students) - 19-20 School year ---- Root causes: Domino effects of poverty.	
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Challenges	Discussion Point	Priority for Planning
	<p>For example large group of students have asthma, student immunizations/lack there of causing absences and forced absences, lack of access to Primary Care Physicians, decades of family patterns engagement in school or lack of engagement in schools, family culture where more family members are doing 2nd and 3rd shift jobs - limiting their ability to stick to a school schedule. A lot of untreated or under-treated mental health.</p>	
<p>Overall math achievement</p>	<p>PSSA – 6.5% Proficient/Advanced (All Student Group) 2.5% Proficient/Advanced Math (Black students) Root Causes: Pandemic related learning loss. Domino effects of poverty. For example large group of students have asthma, student immunizations/lack there of causing absences and forced absences, lack of access to Primary Care Physicians, decades of family patterns engagement in school or lack of engagement in schools, family culture where more family members are doing 2nd and 3rd shift jobs - limiting their ability to stick to a school schedule. A lot of untreated or under-treated mental health.</p>	
<p>Math achievement for black students</p>		
<p>Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically</p>		

Challenges	Discussion Point	Priority for Planning
Overall ELA achievement	PSSA - 25.6% Proficient/Advanced (All Student Group) – 17.7% Proficient/Advanced (Black students) English Language Growth and Attainment – 6.6% Proficiency (All Student Group) 2.6% 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: Family Engagement

Action Steps	Anticipated Start/Completion Date
<p>- 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 - Grow our Home and School Association</p>	08/29/2022 - 06/09/2023

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 HMH for EL curricular summative assessment tool 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 22/23 school year as measured by the ELA PSSA. - Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 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 22/23 school year as measured by the ACCESS test. - Regular attendance will reach a rate of 79.3% for black students

Material/Resources/Supports Needed

PD Step

- Title 1 funds will be used to provide lunch/dinner/incentives for families including books for events such as our Beverly Hills Middle School BBQ, parent forums, back to school night, home and school meetings, Royal Registry Luncheon, etc. In all, we expect to utilize approximately \$16,000 in Title 1 money for these purposes. - 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



Action Plan: - Marking period attendance awards and homeroom attendance rewards

Action Steps	Anticipated Start/Completion Date
- Marking period attendance awards and homeroom attendance rewards	08/29/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
- We will create quarterly regular attendance reports	- We will create quarterly regular attendance reports

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
- Create and implement SAIPs in conjunction with, ideally, student and parent for students - Put together a truancy team that meets weekly to pull and review attendance reports – track student attendance -	08/29/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
- We will create quarterly regular attendance reports	- We will create quarterly regular attendance reports

Material/Resources/Supports Needed	PD Step
eSchool Scheduled Meetings District Student Attendance Improvement Plan template	no



Action Plan: Non-Tier 1 Academic supports

Action Steps**Anticipated Start/Completion Date**

- After school enrichment and remediation support available to all students by certified instructors in the areas of ELA, reading, writing, math, English Language Development, science, and social studies. - Provide homework help to students after school each week. - Provide math and ELA academic support during the evenings for students who need additional help completing homework or who have questions about content or writing. - Promote the use of the IXL math computer program throughout the course of the full calendar year. - Provide academic clubs such as math club, science club - Reading intervention classes for students who struggle with decoding or comprehension. - Math intervention courses for students who struggle with mathematical concepts - Elective course offerings in the areas of mathematics, reading, and writing - Goal setting activities for students focused on improving their reading and math skills

08/29/2022 - 06/09/2023

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 HMH for EL curricular summative assessment tool 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 22/23 school year as measured by the ELA PSSA. - Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 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 22/23 school year as measured by the ACCESS test.

Material/Resources/Supports Needed

PD Step

- Utilize A-TSI money to pay teachers to provide enrichment and remediation after school in the areas of ELA, reading, writing, math, English Language Development, and other content areas. - IXL math computer program - Club sponsors - Title 1 money used to hire 6 reading specialists to teach reading intervention programs - Title 1 money used to hire 1 English Learner teacher to teach reading intervention programs - In excess of \$1,500,000 in Title 1 funds will be used to provide additional staffing to Beverly Hills Middle School - Wilson, Read 180 and System 44 reading intervention programs - Supporting Ongoing Achievement Responsively (SOAR) math intervention materials

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 - Mandate the use of the NeuroLogic Brain-based lesson planning for all teachers. - Provide PD for math teachers from an outside consultant to help make lessons more meaningful and engaging.</p>	<p>08/29/2022 - 06/09/2023</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 HMH for EL curricular summative assessment tool 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 22/23 school year as measured by the ELA PSSA. - Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 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 22/23 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 - Provide PD for teachers in utilizing the Neuro-Logic Brain-based lesson plans. - 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. - Use A-TSI funds to bring in an outside consultant to provide professional development for our math staff.

yes

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, restorative approach to managing violations to our code of character, and how we build relationships with students

08/29/2022 - 06/09/2023

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 HMH for EL curricular summative assessment tool will be given 3 times during the year to monitor EL student progress. - We will create quarterly regular attendance reports

Anticipated Output

- Black students will achieve proficiency at a rate of 40.0% by the end of the 22/23 school year as measured by the ELA PSSA. - Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 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 22/23 school year as measured by the ACCESS test. - Regular attendance will reach a rate of 79.3% for black students

Material/Resources/Supports Needed

- 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

PD Step

yes



Action Plan: Push-in support, smaller class sizes, and tying ELA and reading intervention 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 - Requesting an additional English Learner teacher	08/29/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
- The HMH for EL curricular summative assessment tool 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 22/23 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 - One of our EL teachers will be paid through Title 1 funds. In all, we will spend approximately \$1,500,000 of Title 1 funds on BHMS staff.	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 and building processes to implement all steps prior to referring to truancy court .	08/29/2022 - 06/09/2023

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

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

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

Action Steps	Anticipated Start/Completion Date
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- Utilize restorative conferences with students and staff members and students to rebuild relationships. - Utilize restorative circles to build community within classrooms. - Have students work with our conflict resolution specialist to learn how to appropriately resolve conflicts. - 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. Also, tie students in our accelerated math elective classes with their core math teachers. - Continue our annual implementation of our practice of ensuring all students have at least one strong connection with a staff member through our More Than a Name initiative. - Continue to implement and refine our PBIS tier 1, 2, and 3 interventions - Send positive messages to students and parents from staff - Continue to implement trauma informed educational practices such as calming music as students walk into the classroom, NeuroLogic lesson plan structure that includes brain breaks, and the implementation of regulation equipment. - Provide social skills groups for students. - Continue to provide students and staff the opportunity to participate in our SpeakUp program. - In lieu of traditional detention, utilize restorative circles

08/29/2022 - 06/09/2023

Action Steps**Anticipated Start/Completion Date**

during this time to help students learn from their mistakes and to process through the situation with an adult. - Provide clubs such as the LGBTQ+, diversity club, etc. - Extend homeroom one time per month to foster a sense a community within homeroom.

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 HMH for EL curricular summative assessment tool 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 22/23 school year as measured by the ELA PSSA. - Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 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 22/23 school year as measured by the ACCESS test. - Regular attendance will reach a rate of 79.3% for black students

Material/Resources/Supports Needed

**PD
Step**

- Conflict Resolution Specialist (We will have this person for the 22-23 school year) - Regulation equipment - Club sponsors - Continued relationship with SpeakUp - Continue staff professional development in the areas of restorative practices, brain-based strategies, utilization of regulation equipment - Taking the necessary time during scheduling to ensure homeroom teachers also teach their children during the day, that we tie as many intervention or accelerated elective students as possible to their core math teacher, and to loop students with their teachers where appropriate. - School monetary system (royal crowns) for tier 1 rewards - Use A-TSI funds to stock the Royal Palace with rewards that students like - Use Title 1 funds to purchase and send positive post cards to families (\$1,500) - Certificates for student of the month - Use A-TSI funds and/or Title 1 funds where appropriate to provide professional development opportunities for staff and possibly have a parent and staff PD session (Estimating \$1,000 of Title 1 money to be used for joint PD sessions) Use A-TSI funds to purchase regulation equipment for classrooms.

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The all student group and, specifically, our Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 school year as measured by the Math MAP test. (Math Achievement)</p>	<p>Prioritizing Relationships with student and staff -</p>	<p>- Utilize restorative conferences with students and</p>	<p>08/29/2022 - 06/09/2023</p>
<p>Increase the regular attendance rate for the all student group and, specifically, our black students to 79.3% by the end of the 22/23 school year as measured by the regular attendance formula (Regular Attendance)</p>	<p>Supporting students social/emotional and behavioral well-being</p>	<p>students and staff members and students to rebuild relationships. -</p>	
<p>The all student group and, specifically, our Black student group will achieve proficiency at a rate of 40.0% by the end of the 22/23 school year as measured by the Reading Measure of Academic Progress (MAP) test. (ELA Achievement)</p>		<p>Utilize restorative circles to build community within classrooms. -</p>	
<p>The all student group and, specifically, our Black EL students will achieve proficiency at a rate of 35.6% by the end of the 22/23 school year as measured by the HMH built in summative assessment tool. (EL Proficiency)</p>		<p>- Have students work with our conflict resolution specialist to learn how to appropriately resolve conflicts. -</p>	
		<p>Schedule as many students as</p>	

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

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. Also, tie students in our accelerated math elective classes with their core math teachers. - Continue our annual implementation of our practice of ensuring all

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

students have at least one strong connection with a staff member through our More Than a Name initiative. - Continue to implement and refine our PBIS tier 1, 2, and 3 interventions - Send positive messages to students and parents from staff - Continue to implement trauma informed educational practices such as calming music as students walk into the classroom, NeuroLogic lesson plan structure that

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

includes brain breaks, and the implementation of regulation equipment. - Provide social skills groups for students. - Continue to provide students and staff the opportunity to participate in our SpeakUp program. - In lieu of traditional detention, utilize restorative circles during this time to help students learn from their mistakes and to process through the situation with an adult. - Provide clubs such as the

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		LGBTQ+, diversity club, etc. - Extend homeroom one time per month to foster a sense a community within homeroom.	
The all student group and, specifically, our Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 school year as measured by the Math MAP test. (Math Achievement)	Incorporating evidence based instructional practices	- Incorporate Learning Targets and protocols in every classroom -	08/29/2022 - 06/09/2023
The all student group and, specifically, our Black student group will achieve proficiency at a rate of 40.0% by the end of the 22/23 school year as measured by the Reading Measure of Academic Progress (MAP) test. (ELA Achievement)		Utilize evidence based instructional practices for English Language Learners - Peer observation and feedback -	
The all student group and, specifically, our Black EL students will achieve proficiency at a rate of 35.6% by the end of the 22/23 school year as measured by the HMH built in summative assessment tool. (EL Proficiency)		teacher to teacher - Student Goal setting and goal tracking - Clinical observations - Learning walks -	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Providing in-person and synchronous learning options for students - Mandate the use of the NeuroLogic Brain-based lesson planning for all teachers. - Provide PD for math teachers from an outside consultant to help make lessons more meaningful and engaging.	
The all student group and, specifically, our Black students will achieve proficiency at a rate of 18.1% by the end of the 22/23 school year as measured by the Math MAP test. (Math Achievement)	- Trauma informed educational practices	Implement trauma informed, restorative practices, and	08/29/2022 - 06/09/2023
Increase the regular attendance rate for the all student group and, specifically, our black students to 79.3% by the end of the 22/23 school year as measured by the regular attendance formula (Regular Attendance)	training for staff and implementation	deep equity educational practices into our	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The all student group and, specifically, our Black student group will achieve proficiency at a rate of 40.0% by the end of the 22/23 school year as measured by the Reading Measure of Academic Progress (MAP) test. (ELA Achievement)	- Deep equity training and implementation for staff -	teaching, restorative approach to managing	
The all student group and, specifically, our Black EL students will achieve proficiency at a rate of 35.6% by the end of the 22/23 school year as measured by the HMH built in summative assessment tool. (EL Proficiency)	Restorative practices training and implementation for staff	violations to our code of character, and how we build relationships with students	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Learning Target, protocols, brain-based lesson planning, 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 - - The development and implementation of brain-based lesson planning and lessons

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Proper implementation of learning targets, protocols, brain-based lesson planning and implementation, and student goal setting as evident through Learning walks/peer coaching/clinical observations focused on improving teacher performance in these areas	08/29/2022 - 06/09/2023	TBD/Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Evidence based instructional practices for English Learners	All teaching staff for the professional development opportunities that take place during the school year. Limited number of staff for the summer sessions.	Best practices for instructing English Learners

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Incorporation of these practices into lessons	08/29/2022 - 06/09/2023	TBD/Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Language and Literacy Acquisition for All Students

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

2b: Establishing a Culture for 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 - Understanding cultures that are different from our own

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

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

08/29/2022 - 06/09/2023

TBD/Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

Teaching Diverse Learners in an Inclusive Setting

2e: Organizing Physical Space

Trauma Informed Training (Act 18)

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

3a: Communicating with Students

2c: Managing Classroom Procedures

2c: Managing Classroom Procedures

3c: Engaging Students in Learning

2a: Creating an Environment of Respect and Rapport

2e: Organizing Physical Space

2b: Establishing a Culture for Learning

3a: Communicating with Students

2d: Managing Student Behavior

Professional Development Step	Audience	Topics of Prof. Dev
Tier 2 Behavioral Interventions	Staff who implement tier 2 behavioral interventions	How to effectively implement check-in and check-out interventions. How to utilize the second step program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Reduction in the number of behavioral referrals for students in these programs.	08/29/2022 - 06/09/2023	TBD/Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning 1e: Designing Coherent Instruction 2d: Managing Student Behavior	Teaching Diverse Learners in an Inclusive Setting



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post the improvement plan on the website for 28 days for a review prior to its approval	Review of the plan	Post on website Notify families that it has been posted through email	All stakeholders	May 2022 into June 2022
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 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
Monthly Home and School Meetings	Review and discuss progress on plan's goals	In-person and via Google Meets	Home and School Attendees	8/29/22 - 6/9/23
Review and discuss progress on plan's goals	Progress monitoring of goals	Faculty Meetings and/or early	Staff	8/29/22 - 6/9/23

**Communication
Step**

Topics of Message

Mode

Audience

**Anticipated
Timeline**

out
professional
development
days

