

## **ANTIETAM MS/HS**

100 Antietam Rd

ATSI non-Title 1 School Plan | 2022 - 2023

---

### **VISION FOR LEARNING**

Together We: Encourage Learners, Inspire Growth, Embrace Community We will provide quality educational programming through challenging curricula. We will develop nurturing educational environments that value risk-taking, building relationships and perseverance, and a sense of civic responsibility. Through educational programming and guidance, we will help students find their purpose and celebrate their own unique talents and abilities. Students will learn to realize and embrace their own value and potential for contribution, thereby preparing them for life beyond Antietam.

## STEERING COMMITTEE

Name	Position	Building/Group
Felice Stern	Principal/Facilitator	Antietam MSHS
Zachary Williams	Principal	Antietam MSHS
Erin Runyon	Teacher	Antietam MSHS
Sarah Werner	Teacher/Special Ed	Antietam MSHS
Staci Fink	Special Ed Director	Antietam MSHS
Darlene Schoenly	Community Member	Kutztown University
Janice Kline	Teacher/Parent	Antietam MSHS
Jen Gavin	Teacher	Antietam MSHS
Taryn Moyer	Teacher	Antietam School District
Elizabeth Faust-Shucker	Teacher	Antietam MSHS
Laura Preston	Parent	Antietam MSHS
Tim Matlack	Education Specialist	Antietam MSHS
Gianna Reeves	Student	Antietam MSHS

**Name**

**Position**

**Building/Group**

Mary Raymond

Teacher

Antietam MSHS

## ESTABLISHED PRIORITIES

### Priority Statement

If MTSS is implemented at the middle school level for math and reading, then teachers/leaders will address the wide range of students' needs and students will acquire the skills they need to be successful in all grade-level content areas.

### Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems

Essential Practices 3: Provide Student-Centered Support Systems

Essential Practices 3: Provide Student-Centered Support Systems

If instructional teams develop standards-aligned learning activities and materials, then teachers will provide scaffolds, rigor and relevance, and students will be more engaged and have ownership of their learning.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 1: Focus on Continuous Improvement of Instruction

If instructional teams develop standards-aligned learning activities and materials, then teachers will provide scaffolds, rigor and relevance, and students will be more engaged and have ownership of their learning.

Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Engage instructional teams in developing standards-aligned units of instruction focusing specifically on standards-aligned learning activities and materials

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Learning support

At least 75% of learning support students will increase math skills by one grade level by the end of the 2022-2023 school year

Math Plus

At least 75% of Math Plus students will increase math skills by one grade level by the end of the 2022-23 school year from their fall level

Reading

90% students will improve at least one grade level or meet grade level expectations in reading from the end of the 2021-22 school year to the end of the 2022-23 school year

Curriculum alignment

90% of the middle school ELA and math curriculum will be aligned to the state standards by the end of the 2022-23 school year

Growth in ELA and Math

90% of all regular education middle school students will demonstrate one year of growth in ELA and Math from benchmark to the end of the 2022-23 school year

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Teachers and admin will attend workshop on unpacking the standards for ELA and Math	2022-08-31 - 2022-09-19	BCIU admin	Math and ELA standards
Regular Ed. , ELL teachers, and Special Ed. teachers will meet at the beginning of every quarter to review curriculum for Math and ELA	2022-08-22 - 2023-04-03	Dr. Stern	Math and ELA curriculum
Regular Ed, ELL and Special Ed teachers will revise lesson plans and assessments to be aligned with curriculum	2022-08-29 -	Teachers	curriculum, assessments and lesson plans, SAS
STAR Reading and IXL benchmark will be administered to students 3 times per year	2022-09-05 - 2023-04-03	Teachers	STAR Reading and IXL Math
Teachers will receive PD in data analysis	2022-10-05 - 2022-10-19	BCIU admin	Data from STAR, IXL and classroom
Teachers will compile data for department meeting discussion 3 times a year and reevaluate instructional strategies if necessary	2022-09-19 - 2023-04-05	Teachers	STAR, IXL and classroom data
Students who are not projected to make a year's growth will be referred to the MTSS	2022-11-16 - 2023-03-06	Teachers	Data, PVAAS projections, IXL, Read 180, System 44

### **Anticipated Outcome**

Instruction and assessments will be aligned to the standards. Teachers will use data analysis to inform instruction in the classroom.

### **Monitoring/Evaluation**

Data from STAR and IXL 3 times a year, Read 180 and System 44 data

---

### Evidence-based Strategy

Implement a middle school MTSS framework. Resource

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Learning support	At least 75% of learning support students will increase math skills by one grade level by the end of the 2022-2023 school year
Math Plus	At least 75% of Math Plus students will increase math skills by one grade level by the end of the 2022-23 school year from their fall level
Reading	90% students will improve at least one grade level or meet grade level expectations in reading from the end of the 2021-22 school year to the end of the 2022-23 school year
Growth in ELA and Math	90% of all regular education middle school students will demonstrate one year of growth in ELA and Math from benchmark to the end of the 2022-23 school year

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Identify students for different tiers of 7th grade Math Plus	2022-08-29 - 2022-08-31	Erin Runyon and Michele Kersikoski	data from 6th grade teachers and PSSA scores
--	-------------------------	------------------------------------	--

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Identify universal screening/diagnostic tool and teachers are trained	2022-09-05 - 2022-09-09	MS Teachers	IXL and STAR
MTSS Training for teachers - scaffolding, instructional strategies	2022-09-12 - 2022-09-16	Michele Kersikoski	MTSS strategies and procedures from elementary school
Teachers will receive PD on data analysis	2022-09-21 - 2022-09-28	BCIU admin	Data for ELA and MATH
Implement and analyze data from screening/diagnostic tool quarterly	2022-09-05 - 2023-04-24	MS Teachers	Data
MTSS team meeting to review data and revise student supports every quarter	2022-11-16 - 2023-04-12	MS Teachers	student data

### **Anticipated Outcome**

Middle school students' progress will be evaluated for additional supports

### **Monitoring/Evaluation**

Data meetings quarterly

---

### **Evidence-based Strategy**



Engage instructional teams in developing standards-aligned units of instruction focusing specifically on standards-aligned learning activities and materials

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Learning support	At least 75% of learning support students will increase math skills by one grade level by the end of the 2022-2023 school year
Math Plus	At least 75% of Math Plus students will increase math skills by one grade level by the end of the 2022-23 school year from their fall level
Reading	90% students will improve at least one grade level or meet grade level expectations in reading from the end of the 2021-22 school year to the end of the 2022-23 school year
Curriculum alignment	90% of the middle school ELA and math curriculum will be aligned to the state standards by the end of the 2022-23 school year
Growth in ELA and Math	90% of all regular education middle school students will demonstrate one year of growth in ELA and Math from benchmark to the end of the 2022-23 school year

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

Anticipated Outcome

Monitoring/Evaluation



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 75% of learning support students will increase math skills by one grade level by the end of the 2022-2023 school year (Learning support)	Engage instructional teams in	Teachers and admin will attend workshop on	08/31/2022 -
At least 75% of Math Plus students will increase math skills by one grade level by the end of the 2022-23 school year from their fall level (Math Plus)	developing standards-	unpacking the standards for ELA	09/19/2022
90% students will improve at least one grade level or meet grade level expectations in reading from the end of the 2021-22 school year to the end of the 2022-23 school year (Reading)	aligned units of instruction	and Math	
90% of the middle school ELA and math curriculum will be aligned to the state standards by the end of the 2022-23 school year (Curriculum alignment)	focusing specifically on		
90% of all regular education middle school students will demonstrate one year of growth in ELA and Math from benchmark to the end of the 2022-23 school year (Growth in ELA and Math)	standards-aligned learning activities		
()	and materials		

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 75% of learning support students will increase math skills by one grade level by the end of the 2022-2023 school year (Learning support)	Engage instructional teams in developing standards-aligned units of instruction focusing specifically on standards-aligned learning activities and materials	Teachers will receive PD in data analysis	10/05/2022 - 10/19/2022
At least 75% of Math Plus students will increase math skills by one grade level by the end of the 2022-23 school year from their fall level (Math Plus)			
90% students will improve at least one grade level or meet grade level expectations in reading from the end of the 2021-22 school year to the end of the 2022-23 school year (Reading)			
90% of the middle school ELA and math curriculum will be aligned to the state standards by the end of the 2022-23 school year (Curriculum alignment)			
90% of all regular education middle school students will demonstrate one year of growth in ELA and Math from benchmark to the end of the 2022-23 school year (Growth in ELA and Math)			
()			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 75% of learning support students will increase math skills by one grade level by the end of the 2022-2023 school year (Learning support)	Implement a middle school	MTSS Training for teachers - scaffolding,	09/12/2022 -
At least 75% of Math Plus students will increase math skills by one grade level by the end of the 2022-23 school year from their fall level (Math Plus)	MTSS framework.	instructional strategies	09/16/2022
90% students will improve at least one grade level or meet grade level expectations in reading from the end of the 2021-22 school year to the end of the 2022-23 school year (Reading)	Resource		
90% of all regular education middle school students will demonstrate one year of growth in ELA and Math from benchmark to the end of the 2022-23 school year (Growth in ELA and Math)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 75% of learning support students will increase math skills by one grade level by the end of the 2022-2023 school year (Learning support)	Implement a middle school	Teachers will receive PD on data analysis	09/21/2022 -
At least 75% of Math Plus students will increase math skills by one grade level by the end of the 2022-23 school year from their fall level (Math Plus)	MTSS framework.		09/28/2022
90% students will improve at least one grade level or meet grade level expectations in reading from the end of the 2021-22 school year to the end of the 2022-23 school year (Reading)	Resource		
90% of all regular education middle school students will demonstrate one year of growth in ELA and Math from benchmark to the end of the 2022-23 school year (Growth in ELA and Math)			

## 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

Dr. Heidi A. Rochlin

2022-05-25

---

---

School Improvement Facilitator Signature

---

---

Building Principal Signature

Felice Stern

2022-05-24

---



## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The All student group exceeded the state average for proficiency in ELA per the Future Ready Index

Almost 100% of our special education students are passing their ELA learning support class for the 2021-2022 school year.

Almost 100% of special education students enrolled in learning support math classes are passing their classes.

Teachers have found value in utilizing CDT this year for pre and post-assessments

Most of the students in middle school Science and Biology passed their courses 1st, 2nd, 3rd quarter

Many of our students, grades 7-12, actively participate in the Arts in our building

Antietam students complete a minimum of 15 volunteer hours as a graduation requirement

We provide individualized, personal support for our students and their families to assist with academic and social/emotional needs; we have many support programs in place for these students

### Challenges

Approximately one-third of students in PSSA and Keystone ELA tested subjects are not projected to be proficient on the state assessments.

The curriculum, instructional practices and assessments used in the ELA classrooms, for regular and special education students, needs to be aligned with the standards.

There is a discrepancy between the number of students passing their math classes, both regular education and special education, and their performance on the state assessments.

The curriculum, instructional practices and assessments used in the math classrooms, for regular and special education students, needs to be aligned with the standards.

Science curriculum, instructional practices and assessments need to be aligned with state standards

The skill gaps are growing due to the pandemic and the virtual learning of 2019-2020 and 2020-2021

Students with disabilities and our economically disadvantaged students have skill gaps that have been difficult to close this year.

## Strengths

Our students have multiple opportunities to participate in programs, clubs and sports

Identify and address individual student learning needs

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Foster a culture of high expectations for success for all students, educators, families, and community members

Our all student group and our economically disadvantaged, Hispanic and white subgroups exceeded the state benchmark for Career standards benchmark

The all student group and the white, and economically disadvantaged subgroups met the state average for ELA growth

## Challenges

Family and attendance issues have contributed to decreased academic achievement in our subgroups.

Social-emotional wellness of our students was affected by the two years of Covid instruction. We still have about 100 students on virtual learning.

Align curricular materials and lesson plans to the PA Standards

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

Developing and implementing an MTSS system for our middle school.

Provide frequent, timely, and systematic feedback and support on instructional practices

Our achievement scores in all tested subjects are well below the state average

We did not meet the state average for growth in math

We did not meet the state average for growth in science

---

### Most Notable Observations/Patterns

---

Within our student population a significant number of students cross over into more than one subgroup for which we have been identified as needing improvement. Another challenge is our transient population with students coming into the building without the foundational skills and the family engagement to promote the success. Many of our middle school students in all areas present with significant deficits in literacy and math that we need to try and remediate prior to them entering high school. Our status as almost 50% free and reduced lunch and our transient district population have a significant impact on our financial resources. The COVID 19 pandemic has severely hampered our improvement strategies for the 2020-2021 school year; we were fully virtual until mid-February of 2021. Even when we returned to in-person learning, almost 50% of our students decided to remain virtual due to fears about the pandemic. The 2021-2022 school year is the first normal year students have experienced in two years- skill gaps are difficult to close and there is a greater social-emotional component this year.

---

---

### Challenges

### Discussion Point

### Priority for Planning

Developing and implementing an MTSS system for our middle school.

We need to develop a system to continually monitor the progress of our students

Our achievement scores in all tested subjects are well below the state average

We need to ensure that our curriculum is aligned with the standards and is being delivered with fidelity.

We did not meet the state average for growth in math

We did not meet the state average for growth in science

**Challenges****Discussion Point****Priority for Planning**

The skill gaps are growing due to the pandemic and the virtual learning of 2019-2020 and 2020-2021

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

we need to schedule time for teachers to review the curriculum and instructional strategies and collaborate with each other

Approximately one-third of students in PSSA and Keystone ELA tested subjects are not projected to be proficient on the state assessments.

The curriculum, instructional practices and assessments used in the ELA classrooms, for regular and special education students, needs to be aligned with the standards.

The curriculum, instructional practices and assessments used in the math classrooms, for regular and special education students, needs to be aligned with the standards.

Provide frequent, timely, and systematic feedback and support on instructional practices

## ADDENDUM B: ACTION PLAN

**Action Plan: Engage instructional teams in developing standards-aligned units of instruction focusing specifically on standards-aligned learning activities and materials**

Action Steps	Anticipated Start/Completion Date
Teachers and admin will attend workshop on unpacking the standards for ELA and Math	08/31/2022 - 09/19/2022
Monitoring/Evaluation	Anticipated Output
Data from STAR and IXL 3 times a year, Read 180 and System 44 data	Instruction and assessments will be aligned to the standards. Teachers will use data analysis to inform instruction in the classroom.
Material/Resources/Supports Needed	PD Step
Math and ELA standards	yes

-----

**Action Steps****Anticipated Start/Completion Date**

Regular Ed. , ELL teachers, and Special Ed. teachers will meet at the beginning of every quarter to review curriculum for Math and ELA

08/22/2022 - 04/03/2023

**Monitoring/Evaluation****Anticipated Output**

Data from STAR and IXL 3 times a year, Read 180 and System 44 data

Instruction and assessments will be aligned to the standards. Teachers will use data analysis to inform instruction in the classroom.

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

Math and ELA curriculum

no



**Action Steps****Anticipated Start/Completion Date**

Regular Ed, ELL and Special Ed teachers will revise lesson plans and assessments to be aligned with curriculum

08/29/2022 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Data from STAR and IXL 3 times a year, Read 180 and System 44 data

Instruction and assessments will be aligned to the standards. Teachers will use data analysis to inform instruction in the classroom.

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

curriculum, assessments and lesson plans, SAS

no



**Action Steps****Anticipated Start/Completion Date**

STAR Reading and IXL benchmark will be administered to students 3 times per year

09/05/2022 - 04/03/2023

**Monitoring/Evaluation****Anticipated Output**

Data from STAR and IXL 3 times a year, Read 180 and System 44 data

Instruction and assessments will be aligned to the standards. Teachers will use data analysis to inform instruction in the classroom.

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

STAR Reading and IXL Math

no





**Action Steps****Anticipated Start/Completion Date**

---

Teachers will receive PD in data analysis

10/05/2022 - 10/19/2022

---

**Monitoring/Evaluation****Anticipated Output**

---

Data from STAR and IXL 3 times a year, Read 180 and System 44 data

Instruction and assessments will be aligned to the standards. Teachers will use data analysis to inform instruction in the classroom.

---

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

---

Data from STAR, IXL and classroom

yes

---



**Action Steps****Anticipated Start/Completion Date**

Teachers will compile data for department meeting discussion 3 times a year and reevaluate instructional strategies if necessary

09/19/2022 - 04/05/2023

**Monitoring/Evaluation****Anticipated Output**

Data from STAR and IXL 3 times a year, Read 180 and System 44 data

Instruction and assessments will be aligned to the standards. Teachers will use data analysis to inform instruction in the classroom.

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

STAR, IXL and classroom data

no



**Action Steps**

**Anticipated Start/Completion Date**

Students who are not projected to make a year's growth will be referred to the MTSS

11/16/2022 - 03/06/2023

**Monitoring/Evaluation**

**Anticipated Output**

Data from STAR and IXL 3 times a year, Read 180 and System 44 data

Instruction and assessments will be aligned to the standards. Teachers will use data analysis to inform instruction in the classroom.

**Material/Resources/Supports Needed**

**PD Step**

Data, PVAAS projections, IXL, Read 180, System 44

no

**Action Plan: Implement a middle school MTSS framework. Resource**

**Action Steps****Anticipated Start/Completion Date**

Identify students for different tiers of 7th grade Math Plus

08/29/2022 - 08/31/2022

**Monitoring/Evaluation****Anticipated Output**

Data meetings quarterly

Middle school students' progress will be evaluated for additional supports

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

data from 6th grade teachers and PSSA scores

no



**Action Steps****Anticipated Start/Completion Date**

---

Identify universal screening/diagnostic tool and teachers are trained

---

09/05/2022 - 09/09/2022

**Monitoring/Evaluation****Anticipated Output**

---

Data meetings quarterly

---

Middle school students' progress will be evaluated for additional supports

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

---

IXL and STAR

---

no

---

---

**Action Steps****Anticipated Start/Completion Date**

---

MTSS Training for teachers - scaffolding, instructional strategies

---

09/12/2022 - 09/16/2022

---

**Monitoring/Evaluation****Anticipated Output**

---

Data meetings quarterly

---

Middle school students' progress will be evaluated for additional supports

---

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

---

MTSS strategies and procedures from elementary school

---

yes

---

---

**Action Steps****Anticipated Start/Completion Date**

Teachers will receive PD on data analysis

09/21/2022 - 09/28/2022

**Monitoring/Evaluation****Anticipated Output**

Data meetings quarterly

Middle school students' progress will be evaluated for additional supports

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

Data for ELA and MATH

yes



**Action Steps****Anticipated Start/Completion Date**

---

Implement and analyze data from screening/diagnostic tool quarterly

---

09/05/2022 - 04/24/2023

**Monitoring/Evaluation****Anticipated Output**

---

Data meetings quarterly

---

Middle school students' progress will be evaluated for additional supports

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

---

Data

---

no

---

---



**Action Steps**

**Anticipated Start/Completion Date**

MTSS team meeting to review data and revise student supports every quarter

11/16/2022 - 04/12/2023

**Monitoring/Evaluation**

**Anticipated Output**

Data meetings quarterly

Middle school students' progress will be evaluated for additional supports

**Material/Resources/Supports Needed**

**PD Step**

student data

no

**Action Plan: Engage instructional teams in developing standards-aligned units of instruction focusing specifically on standards-aligned learning activities and materials**

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 75% of learning support students will increase math skills by one grade level by the end of the 2022-2023 school year (Learning support)	Engage instructional teams in developing standards-aligned units of instruction focusing specifically on standards-aligned learning activities and materials	Teachers and admin will attend workshop on unpacking the standards for ELA and Math	08/31/2022 - 09/19/2022
At least 75% of Math Plus students will increase math skills by one grade level by the end of the 2022-23 school year from their fall level (Math Plus)			
90% students will improve at least one grade level or meet grade level expectations in reading from the end of the 2021-22 school year to the end of the 2022-23 school year (Reading)			
90% of the middle school ELA and math curriculum will be aligned to the state standards by the end of the 2022-23 school year (Curriculum alignment)			
90% of all regular education middle school students will demonstrate one year of growth in ELA and Math from benchmark to the end of the 2022-23 school year (Growth in ELA and Math)			
()			
At least 75% of learning support students will increase math skills by one grade level by the end of the 2022-2023 school year (Learning support)	Engage instructional	Teachers will receive PD in data	10/05/2022 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 75% of Math Plus students will increase math skills by one grade level by the end of the 2022-23 school year from their fall level (Math Plus)</p> <p>90% students will improve at least one grade level or meet grade level expectations in reading from the end of the 2021-22 school year to the end of the 2022-23 school year (Reading)</p> <p>90% of the middle school ELA and math curriculum will be aligned to the state standards by the end of the 2022-23 school year (Curriculum alignment)</p> <p>90% of all regular education middle school students will demonstrate one year of growth in ELA and Math from benchmark to the end of the 2022-23 school year (Growth in ELA and Math)</p> <p>()</p>	<p>teams in developing standards-aligned units of instruction focusing specifically on standards-aligned learning activities and materials</p>	<p>analysis</p>	<p>10/19/2022</p>
<p>At least 75% of learning support students will increase math skills by one grade level by the end of the 2022-2023 school year (Learning support)</p>	<p>Implement a middle school MTSS framework. Resource</p>	<p>MTSS Training for teachers - scaffolding, instructional strategies</p>	<p>09/12/2022 - 09/16/2022</p>
<p>At least 75% of Math Plus students will increase math skills by one grade level by the end of the 2022-23 school year from their fall level (Math Plus)</p>			
<p>90% students will improve at least one grade level or meet grade level expectations in reading from the end of the 2021-22 school year to the end of the 2022-23 school year (Reading)</p>			
<p>90% of all regular education middle school students will demonstrate one year of</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
growth in ELA and Math from benchmark to the end of the 2022-23 school year (Growth in ELA and Math)			
At least 75% of learning support students will increase math skills by one grade level by the end of the 2022-2023 school year (Learning support)	Implement a middle school MTSS framework. Resource	Teachers will receive PD on data analysis	09/21/2022 - 09/28/2022
At least 75% of Math Plus students will increase math skills by one grade level by the end of the 2022-23 school year from their fall level (Math Plus)			
90% students will improve at least one grade level or meet grade level expectations in reading from the end of the 2021-22 school year to the end of the 2022-23 school year (Reading)			
90% of all regular education middle school students will demonstrate one year of growth in ELA and Math from benchmark to the end of the 2022-23 school year (Growth in ELA and Math)			

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Unpacking the standards for ELA and MATH	ELA and MATH teachers and admin	Unpacking the standards

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be able to understand the alignment of the curriculum to the state standards	09/05/2022 - 09/26/2022	BCIU admin

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
Data analysis	Middle school Math and ELA teachers	Strategies for analyzing data from multiple sources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be to analyze the data they obtain from multiple sources and use it to support students and revise instructional practices	10/19/2022 - 11/16/2022	BCIU Admin

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
MTSS training	Middle school ELA and Math teachers	MTSS scaffolding and strategies for team meetings

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be able to run quarterly MTSS meetings to review data and make instructional revisions. They will also be able to provide supports for students based on data.	10/19/2022 - 11/16/2022	Michele Kersikoski

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
<hr/> <hr/> <hr/>	

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Completed plan shared with Board members, superintendent and committee members	review of completed ATSI plan	email	Board members, superintendent, committee	Week of May 23rd
Post completed plan on district website	Community can review the completed plan	online	Community, parents	week of May 23rd

---