## Profile and Plan Essentials

| School | AUN/Branch |
|---|---|
| North Brandywine Middle School | 124151902/8467 |

| Address 1 | | |
|---|---|---|
| 256 Reeceville Road | | |

| Address 2 | | |
|---|---|---|
| | | |

| City | State | Zip Code |
|---|---|---|
| Coatesville | Pa. | 19320 |

| Chief School Administrator | Chief School Administrator Email |
|---|---|
| Dr. Catherine Vanvooren | vanvoorenc@casdschools.org |

| Principal Name | |
|---|---|
| Dr. Eugenia Roberts | |

| Principal Email | |
|---|---|
| robertse@casdschools.org | |

| Principal Phone Number | Principal Extension |
|---|---|
| 610-383-3745 | 52501 |

| School Improvement Facilitator Name | School Improvement Facilitator Email |
|---|---|
| Dr. Kim Rank | kimr@cciu.org |

## Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|---|---|---|---|
| Dr. Catherine Vanvooren | Chief School Administrator | Coatesville Area School District | vanvoorenc@casdschools.org |
| Dr. Wilson Lambert | Assistant Principal | North Brandywine Middle School | wilsonl@casdschools.org |
| Dr. Eugenia Roberts | Principal | North Brandywine Middle School | robertse@casdschools.org |
| Nicole Nafe | Teacher | North Brandywine Middle School | nafen@casdschools.org |
| Balana Gullatt | Teacher | North Brandywine Middle School | gullattb@casdschools.org |
| Karen Smith | Education Specialist | North Brandywine Middle School | smithk@casdschools.org |
| Dr. Anthony Rybarczyk | District Level Leaders | Coatesville Area School District | rybarczyka@casdschools.org |
| Elizabeth Hand | Teacher | North Brandywine Middle School | hande@casdschools.org |
| Jaclyn Dzedzy | Education Specialist | North Brandywine Middle School | dzedzyjj@casdschools.org |
| Kaitlyn Myers | Teacher | North Brandywine Middle School | myersk@casdschools.org |
| Dr. Kim Rank | Other | Chester County Intermediate Unit | kimr@cciu.org |
| Shelly Fitzhenry | Parent | Coatesville, Pa. | sfitzhenry@chestercommunitycharter.org |
| Jordan Crans | Community Member | Bridge Academy & Community Center | jordan.crans@gmail.com |
| | | | |
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| | | | |

# Vision for Learning

**Vision for Learning**

North Brandywine Middle School shares the responsibility to prepare students academically, socially, and emotionally so personal growth is an investment in their future. Students develop foundational skills required to achieve academic excellence in a diverse but equitable learning community that fosters kindness and curiosity in a welcoming environment. Our community seeks to inspire all students to become informed, and resilient individuals who strive to reach their unique potential through innovation and relevant academic exploration supported by an inclusive and collaborative culture.

# Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

| **False** K | **False** 1 | **False** 2 | **False** 3 | **False** 4 | **False** 5 | **False** 6 |
|---|---|---|---|---|---|---|
| **True** 7 | **False** 8 | **False** 9 | **False** 10 | **False** 11 | **False** 12 | |

## Review of the School Level Performance

### Strengths

| Indicator | Comments/Notable Observations |
|---|---|
| 2022-23 PVAAS ELA- All Students | According to the 2022-23 PVAAS ELA data, the all student group met the standard demonstrating growth interim goal with a percentage of 77.0% |
| | |
| | |
| 2022-23 PVAAS Math- All Students | According to the 2022-23 PVAAS Math data, the all student group met the standard demonstrating growth interim goal with a percentage of 78.0% |

### Challenges

| Indicator | Comments/Notable Observations |
|---|---|
| 2022-23 PSSA Math- All Students | According to the 2022-23 Math PSSA, the All student did not meet the interim goal/Improvement target (State average 38.3%) with a percentage proficient/advanced score of 13.5%. |
| 2022-23 PSSA ELA- All Students | According to the 2022-23 ELA PSSA, the All student did not meet the interim goal/Improvement target (State average 54.5%) with a percentage proficient/advanced score of 29.7%. |
| | |
| PAFR Index Regular Attendance - All Students | According to the PAFR Index, the all student group did not meet the performance standard for regular attendance. Their percentage was 58.0% |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

| **Indicator**<br>2022-23 PSSA ELA | **Comments/Notable Observations** |
|---|---|

| | |
|---|---|
| **ESSA Student Subgroups**<br>Hispanic, Multi-Racial (not Hispanic), White, English Learners, Students with Disabilities | The Hispanic, White, 2 or more races, English Learner, and Students with disabilities student groups all met interim goal/improvement targets for the 2022-23 ELA PSSA scoring 25%, 43.4%, 35%, 13.5%, and 13% respectively. |
| **Indicator**<br>2022-23 PSSA Math<br>**ESSA Student Subgroups**<br>White | **Comments/Notable Observations**<br>The White student group met the interim goal/improvement target for the 2022-23 Math PSSA scoring 25.2% proficiency. |
| **Indicator**<br>2022-23 PVAAS ELA<br>**ESSA Student Subgroups**<br>African-American/Black, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**<br>The following students groups for ELA exceeded the Statewide standard demonstrating Statewide Average Growth Score (75%) for the 2022-23 PVAAS ELA: Black (84%), Economically Disadvantaged (80%), and Student with Disabilities (91%). |
| **Indicator**<br>2022-23 PVAAS ELA<br>**ESSA Student Subgroups**<br>Hispanic, Multi-Racial (not Hispanic), White, English Learners | **Comments/Notable Observations**<br>The following students groups for ELA met the Statewide standard demonstrating Statewide Average Growth Score (75%) for the 2022-23 PVAAS ELA: Hispanic (73%), White (73%), 2 or more races (74%), and English Learners (75%). |
| **Indicator**<br>2022-23 PVAAS Math<br>**ESSA Student Subgroups**<br>African-American/Black, Students with Disabilities | **Comments/Notable Observations**<br>The following student groups for Math exceeded the Statewide standard demonstrating Statewide Average Growth Score (75.3%) for the 2022-23 PVAAS Math: Black (92%) and Students with Disabilities (100%) |
| **Indicator**<br>2022-23 PVAAS Math<br>**ESSA Student Subgroups**<br>White, Economically Disadvantaged, English Learners | **Comments/Notable Observations**<br>The following student groups for Math met the Statewide standard demonstrating Statewide Average Growth Standard (70%) for the 2022-23 PVAAS Math: White (77%), Economically Disadvantaged (79%), and English Learners (70%) |
| **Indicator**<br>Regular Attendance<br>**ESSA Student Subgroups**<br>African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**<br>Although the following student groups did not meet the performance, all increase regular attendance from the previous year: Black, Hispanic, White, 2 or more races, Economically Disadvantaged, English Learner, and Students with disabilities. |

## Challenges

| Indicator | Comments/Notable Observations |
|---|---|
| **Indicator**<br>2022-23 PSSA - ELA<br>**ESSA Student Subgroups**<br>African-American/Black, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**<br>According to the 2022-23 ELA PSSA, the following student groups did not meet the interim goal/Improvement target: Black (14.6%) and Economically Disadvantaged (18.9%) |
| **Indicator**<br>2022-23 PSSA - Math<br>**ESSA Student Subgroups**<br>African-American/Black, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**<br>According to the 2022-23 Math PSSA, the following student groups did not meet the interim goal/Improvement target: Black (4.2%), Hispanic (6%), 2 or more races (10.5%), Economically Disadvantaged (4.5%), English Learner (0%), and Students with Disabilities (3%) |
| **Indicator**<br>Regular Attendance<br>**ESSA Student Subgroups**<br>African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**<br>The Black (46.8%), Hispanic (53.4%), White (69.1%), 2 or more races (54.5%), Economically Disadvantaged (48.1%), English Language (58.8%) and students with disabilities (46.4%) subgroups did not meet the performance standard measure for regular attendance. |
| **Indicator**<br>2022-23 PVAAS Math<br>**ESSA Student Subgroups**<br>Hispanic | **Comments/Notable Observations**<br>The Hispanic student group did not meet the standard demonstrating growth target for the 2022-23 Math PSSA PVAAS scoring 68% |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| According to the 2022-23 PVAAS ELA data, the all student group met the standard demonstrating growth interim goal with a percentage of 77.0% |
| According to the 2022-23 PVAAS Math data, the all student group met the standard demonstrating growth interim goal with a percentage of 78.0% |

| The Hispanic, White, 2 or more races, English Learner, and Students with disabilities student groups all met interim goal/improvement targets for the 2022-23 ELA PSSA scoring 25%, 43.4%, 35%, 13.5%, and 13% respectively. |
|---|
| The following students groups for ELA exceeded the Statewide standard demonstrating Statewide Average Growth Score (75%) for the 2022-23 PVAAS ELA: Black (84%), Economically Disadvantaged (80%), and Student with Disabilities (91%). |
| The following student groups for Math exceeded the Statewide standard demonstrating Statewide Average Growth Score (75.3%) for the 2022-23 PVAAS Math: Black (92%) and Students with Disabilities (100%) |

## Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

| According to the 2022-23 Math PSSA, the All student did not meet the interim goal/Improvement target (State average 38.3%) with a percentage proficient/advanced score of 13.5%. |
|---|
| According to the 2022-23 ELA PSSA, the All student did not meet the interim goal/Improvement target (State average 54.5%) with a percentage proficient/advanced score of 29.7%. |
| According to the PAFR Index, the all student group did not meet the performance standard for regular attendance. Their percentage was 58.0% |
| According to the 2022-23 ELA PSSA, the following student groups did not meet the interim goal/Improvement target:  Black (14.6%) and Economically Disadvantaged (18.9%) |
| According to the 2022-23 Math PSSA, the following student groups did not meet the interim goal/Improvement target: Black (4.2%), Hispanic (6%), 2 or more races (10.5%), Economically Disadvantaged (4.5%), English Learner (0%), and Students with Disabilities (3%) |

## Local Assessment

### English Language Arts

| Data | Comments/Notable Observations |
|---|---|
| Acadience EOY Gate Reading Assessment | 35% of all students scored at or above BM on the Acadience EOY Gate Reading Assessment. |
| MAP Reading Assessment | 21% of all students at or above BM on the EOY MAP Reading assessment |

### English Language Arts Summary

### Strengths

| |
|---|
| PBIS process in place which will build relationships between students and teachers |
| Structured literacy training for staff |
| EWS process in place which includes regularly looking at data |
| Lexia and grammar instruction in place |

### Challenges

| |
|---|
| Class sizes are large and are disproportionate with the number of students with disabilities. |
| Data being used consistently to inform instructional practices across all area content |
| Teachers understanding how to meet academic, behavioral and social emotional needs |

### Mathematics

| Data | Comments/Notable Observations |
|---|---|
| MAP EOY Math RIT Assessment | 33% of all students scored proficient of the MAP EOY Math RIT Assessment |

### Mathematics Summary

### Strengths

| |
|---|
| After school is available to all students to enrich their skills in reading and math through 21st Century |
| EWS process in place which includes regularly looking at data |
| New math curriculum was implemented - Envisions |
| Additional online resources available to address individual student need as well as Spring Math, Extra Math and IXL |

### Challenges

| |
|---|
| Data being used consistently to inform instructional practices |

| Lack of technology hindered access to programs |
| Barrier in making math relevant to real world application |
| Sharing a math specialist with Scott MS limits use |

## Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
| --- | --- |
| STEM Teacher in building | Partnering with Amazon to create relevant experiences for students |
| Science Curriculum | Science curriculum is out-dated and work being done to align with new STEELS Standards; working on rollout |
| Science Fair | Students participated in the County-wide Science Fair |

## Science, Technology, and Engineering Education Summary

### Strengths

| Partnering with Amazon to create relevant experiences for students |
| Training on STEELS is in place |
| After school STEM opportunities for students are available - 2nd year pilot |

### Challenges

| Science curriculum is out-dated and work being done to align with new STEELS Standards |
| Lack of materials for hands-on experiments - not setup to perform lab work |
| Not consistent with curriculum implementation among classes |

## Related Academics

### Career Readiness

| Data | Comments/Notable Observations |
|---|---|
| 2023-24 General Attendance | During the 2023-24 school year general attendance increased: 78% of students had 90% regular attendance 86% of students had 85% regular attendance |
| Lunch and Learns | Students participated in Lunch and Learn activities which included professionals from the community speaking with the students about careers (e.g., Judge, STEM, Book author, etc.) |
| 339 Artifacts | 7th grade students completed a Career Interest Survey, participated in a TCHS virtual tour and some students participated in a presentation by DCC onsite |

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| The related academics of College and Career Readiness is starting to become more focused. |
| 2023-24 school year showed an increase in general attendance |
| Students participated in Lunch and Learn activities which included professionals from the community speaking with the students about careers (e.g., Judge, STEM, Book author, etc.) |
| Students are being educated on pathways for their future and provided information on occupations, skills set and salary. |

## Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

| |
|---|
| Need to continue to engage students in conversations and presentations so all students will understand and associate income level with education. |
| Unable to participate in college campus visits |
| Implementation of high impact instructional strategies focused on literacy and aligned to standards across curriculum thereby providing daily opportunities for writing activities, academic journaling, and student engagement |

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

| Data | Comments/Notable Observations |
|---|---|
| MAP EOY Math RIT Assessment | 19% of of English Learners scored proficient on the MAP EOY Math RIT Assessment |
| WIDA | ELL proficiency levels of interpretations of scale scores resulted in: Expanding = 17% Developing = 22% Emerging = 35% Entering = 26% |
| MAP EOY Reading RIT Assessment | 0% of of English Learners scored proficient on the MAP EOY Reading RIT Assessment |

### Students with Disabilities

**False** This student group is not a focus in this plan.

| Data | Comments/Notable Observations |
|---|---|
|  |  |
| MAP EOY Math RIT Assessment | 16% of of students with disabilities scored proficient on the MAP EOY Math RIT Assessment |
| MAP EOY Reading RIT Assessment | 9% of of students with disabilities scored proficient on the MAP EOY Reading RIT Assessment |

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

| Data | Comments/Notable Observations |
|---|---|
|  |  |

| | |
|---|---|
| MAP EOY Math RIT Assessment | 31% of of students considered economically disadvantaged scored proficient on the MAP EOY Math RIT Assessment |
| MAP EOY Reading RIT Assessment | 19% of of students considered economically disadvantaged scored proficient on the MAP EOY Reading RIT Assessment |

## Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

| Student Groups | Comments/Notable Observations |
|---|---|
| Black | On the MAP EOY Reading Assessment, 17% of Black students scored proficient and/or advanced. |
| Black | On the MAP EOY Math Assessment, 24% of Black students scored proficient and/or advanced. |
| Hispanic | On the MAP EOY Reading Assessment, 8% of Hispanic students scored proficient and/or advanced. |
| Hispanic | On the MAP EOY Math Assessment, 32% of Hispanic students scored proficient and/or advanced. |
| White | On the MAP EOY Reading Assessment, 39% of Hispanic students scored proficient and/or advanced. |
| White | On the MAP EOY Math Assessment, 57% of White students scored proficient and/or advanced. |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| Hispanic students were able to be grouped so the ESL teacher was able to support in the general education setting - pushed into classrooms |
| Reading specialist worked with ELA students for small group, more intensive tier 2 intervention & worked with non-identified African America students |
| EWS and data being reviewed and shared to develop small groups |
| Connecting families with resources to assist SEL needs |
| Students were referred for evaluations in a timely manner |

## Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

| |
|---|
| Meeting diverse needs of students - academic, behavior and social emotional |
|  Need to increase a better understanding of cultural understanding and relevance |
| Student low self esteem and lack of confidence - have hard to reach families |
| High number of students with disabilities - classes are disproportionate as a result |
| Lack of technology access outside of school to enhance education |

# Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

| | |
|---|---|
| Align curricular materials and lesson plans to the PA Standards | Emerging |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Emerging |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Emerging |
| Identify and address individual student learning needs | Emerging |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Emerging |

### Empower Leadership

| | |
|---|---|
| Foster a culture of high expectations for success for all students, educators, families, and community members | Emerging |
| Collectively shape the vision for continuous improvement of teaching and learning | Emerging |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Emerging |

### Provide Student-Centered Support Systems

| | |
|---|---|
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Emerging |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Operational |
| Implement a multi-tiered system of supports for academics and behavior | Emerging |
| Implement evidence-based strategies to engage families to support learning | Emerging |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Emerging |

### Foster Quality Professional Learning

| | |
|---|---|
| Identify professional learning needs through analysis of a variety of data | Emerging |
| Use multiple professional learning designs to support the learning needs of staff | Emerging |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Emerging |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

| |
|---|
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community * |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports * |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school * |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

| |
|---|
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically |
| Identify and address individual student learning needs * |

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength | Check for Consideration in Plan |
|---|---|
| According to the 2022-23 PVAAS ELA data, the all student group met the standard demonstrating growth interim goal with a percentage of 77.0% | True |
| According to the 2022-23 PVAAS Math data, the all student group met the standard demonstrating growth interim goal with a percentage of 78.0% | True |
| The Hispanic, White, 2 or more races, English Learner, and Students with disabilities student groups all met interim goal/improvement targets for the 2022-23 ELA PSSA scoring 25%, 43.4%, 35%, 13.5%, and 13% respectively. | False |
| PBIS process in place which will build relationships between students and teachers | True |
| Structured literacy training for staff | False |
| Students participated in Lunch and Learn activities which included professionals from the community speaking with the students about careers (e.g., Judge, STEM, Book author, etc.) | False |
| The following students groups for ELA exceeded the Statewide standard demonstrating Statewide Average Growth Score (75%) for the 2022-23 PVAAS ELA: Black (84%), Economically Disadvantaged (80%), and Student with Disabilities (91%). | False |
| The following student groups for Math exceeded the Statewide standard demonstrating Statewide Average Growth Score (75.3%) for the 2022-23 PVAAS Math: Black (92%) and Students with Disabilities (100%) | False |
| EWS process in place which includes regularly looking at data | True |
| After school is available to all students to enrich their skills in reading and math through 21st Century | False |
| Hispanic students were able to be grouped so the ESL teacher was able to support in the general education setting - pushed into classrooms | False |
| Lexia and grammar instruction in place | False |
| Training on STEELS is in place | False |
| After school STEM opportunities for students are available - 2nd year pilot | False |
| Partnering with Amazon to create relevant experiences for students | False |
| The related academics of College and Career Readiness is starting to become more focused. | False |

| | |
|---|---|
| Reading specialist worked with ELA students for small group, more intensive tier 2 intervention & worked with non-identified African America students | True |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community * | True |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports * | True |
| EWS process in place which includes regularly looking at data | False |
| New math curriculum was implemented - Envisions | False |
| Students are being educated on pathways for their future and provided information on occupations, skills set and salary. | False |
| EWS and data being reviewed and shared to develop small groups | False |
| Connecting families with resources to assist SEL needs | False |
| Students were referred for evaluations in a timely manner | False |
| Additional online resources available to address individual student need as well as Spring Math, Extra Math and IXL | True |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school * | True |
| 2023-24 school year showed an increase in general attendance | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength | Check for Consideration in Plan |
|---|---|
| According to the 2022-23 Math PSSA, the following student groups did not meet the interim goal/Improvement target: Black (4.2%), Hispanic (6%), 2 or more races (10.5%), Economically Disadvantaged (4.5%), English Learner (0%), and Students with Disabilities (3%) | True |
| According to the 2022-23 Math PSSA, the All student did not meet the interim goal/Improvement target (State average 38.3%) with a percentage proficient/advanced score of 13.5%. | False |
| According to the 2022-23 ELA PSSA, the All student did not meet the interim goal/Improvement target (State average 54.5%) with a percentage proficient/advanced score of 29.7%. | False |
| According to the PAFR Index, the all student group did not meet the performance standard for regular attendance. Their percentage was 58.0% | True |

| | |
|---|---|
| According to the 2022-23 ELA PSSA, the following student groups did not meet the interim goal/Improvement target:  Black (14.6%) and Economically Disadvantaged (18.9%) | True |
| Data being used consistently to inform instructional practices | False |
| Need to continue to engage students in conversations and presentations so all students will understand and associate income level with education. | False |
| Implementation of high impact instructional strategies focused on literacy and aligned to standards across curriculum thereby providing daily opportunities for writing activities, academic journaling, and student engagement | False |
| Meeting diverse needs of students - academic, behavior and social emotional | True |
| Need to increase a better understanding of cultural understanding and relevance | False |
| Class sizes are large and are disproportionate with the number of students with disabilities. | False |
| Data being used consistently to inform instructional practices across all area content | False |
| Teachers understanding how to meet academic, behavioral and social emotional needs | False |
| Lack of technology hindered access to programs | False |
| Barrier in making math relevant to real world application | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | True |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically | True |
| Science curriculum is out-dated and work being done to align with new STEELS Standards | False |
| Student low self esteem and lack of confidence - have hard to reach families | False |
| High number of students with disabilities - classes are disproportionate as a result | False |
| Lack of technology access outside of school to enhance education | False |
| Identify and address individual student learning needs * | False |
| Sharing a math specialist with Scott MS limits use | False |
| Lack of materials for hands-on experiments - not setup to perform lab work | False |
| Not consistent with curriculum implementation among classes | False |
| Unable to participate in college campus visits | False |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Based on data collected from staff and students, climate and culture has shown improvement but work is still needed in order to promote the use of proactive statements  and implementation of Restorative Practices principles throughout the school. In order to increase achievement, teachers need the opportunity to collaborate to analyze data, discuss instructional strategies, and meet the individual needs of students through consistent EWS and data team meetings that are structured and focused on building relationships, making connections, and cross-curricular. Follow up and oversight needs to occur to ensure EWS and RP strategies are being implemented with fidelity as evidenced through walkthrough and observational data.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|---|---|---|
| According to the 2022-23 Math PSSA, the following student groups did not meet the interim goal/Improvement target: Black (4.2%), Hispanic (6%), 2 or more races (10.5%), Economically Disadvantaged (4.5%), English Learner (0%), and Students with Disabilities (3%) | | False |
| According to the PAFR Index, the all student group did not meet the performance standard for regular attendance. Their percentage was 58.0% | | False |
| According to the 2022-23 ELA PSSA, the following student groups did not meet the interim goal/Improvement target:  Black (14.6%) and Economically Disadvantaged (18.9%) | | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Current schedule does not allow for collaboration. Data needs to be shared and understood by teachers among all areas. | True |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically | School culture and climate survey results indicate there is still a need to improve culture for staff and students. Clear, consistent expectations must be communicated and ongoing training and support needs to be provided for restorative practices | True |
| Meeting diverse needs of students - academic, behavior and social emotional | | False |

### Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|---|
| PBIS process in place which will build relationships between students and teachers | |
| EWS process in place which includes regularly looking at data | |

| | |
|---|---|
| Reading specialist worked with ELA students for small group, more intensive tier 2 intervention & worked with non-identified African America students | |
| According to the 2022-23 PVAAS ELA data, the all student group met the standard demonstrating growth interim goal with a percentage of 77.0% | Study of student assessment data focusing on growth and achievement followed by adapting  instruction to meet the needs of our students   * Core curriculum will be implemented with fidelity    * Progress monitoring will allow for a plan for interventions to be implemented *Universal screener will allow teachers to identify the strength and weakness of student's skills and identify where they are ready to learn.  *The  ELA and Math block is 90 minutes everyday and some IEP students will have an additional ELA and/or Math extension class for 45 minutes. |
| According to the 2022-23 PVAAS Math data, the all student group met the standard demonstrating growth interim goal with a percentage of 78.0% | |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community * | Materials and curriculum in place that is aligned to the standards. Data is available and used to build small groups |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports * | Regular MTSS and PBIS meetings are in place and math coach and reading specialists are leads. |
| Additional online resources available to address individual student need as well as Spring Math, Extra Math and IXL | |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school * | |

## Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|---|---|
| | If data literacy increases among all staff using Data Wise protocols, the collection and analysis of diagnostic, formative, and summative assessments will allow collaborative conversations during scheduled planning |

| | opportunities to be discussed in a collaborative manner (EWS, data team meetings) to inform instructional practices and meet individual needs of students. |
| --- | --- |
| | If administrators, staff, and students understand the positive results on climate and culture through the implementation of Restorative Practices and the alignment of PBIS, school improvement action steps and EWS protocols and strategies, then a cohesive system for which staff and students feel valued, safe, and open to active engagement in their teaching and learning will be in place. |

## Goal Setting

**Priority: If administrators, staff, and students understand the positive results on climate and culture through the implementation of Restorative Practices and the alignment of PBIS, school improvement action steps and EWS protocols and strategies, then a cohesive system for which staff and students feel valued, safe, and open to active engagement in their teaching and learning will be in place.**

| Outcome Category | | | |
|---|---|---|---|
| Regular Attendance | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 14, 2025, 80% of students will demonstrate regular attendance. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Attendance | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 90% of students will demonstrate regular attendance. | Between October 1 and December 31, 2024, 85% of students will demonstrate regular attendance. | Between January 1 and March 30, 2025, 82% of students will demonstrate regular attendance. | By June 14, 2025, 80% of students will demonstrate regular attendance. |

| Outcome Category | | | |
|---|---|---|---|
| School climate and culture | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| The number of office behavioral referrals for the 2024-25 school year will decrease 5% from 1,076 to 1,022 total. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Behavior Referrals | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Quarter 1 will have 255 or less behavioral referrals. | Quarter 2 will have 256 or less behavioral referrals or no more than 510 cumulatively from beginning of year. | Quarter 3 will have 256 or less behavioral referrals or no more than 765 cumulatively from beginning of year. | The number of office behavioral referrals for the 2024-25 school year will decrease 5% from 1,076 to 1,022 total. |

**Priority: If data literacy increases among all staff using Data Wise protocols, the collection and analysis of diagnostic, formative, and summative assessments will allow collaborative conversations during scheduled planning opportunities to be discussed in a collaborative manner (EWS, data team meetings) to inform instructional practices and meet individual needs of students.**

| Outcome Category | | | |
|---|---|---|---|
| English Language Arts | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| North Brandywine Middle School will show a 5% increase in their proficiency as measured by the Language Arts PSSA. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Reading | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Gather baseline data using the ELA CDT and IXL assessments | 50% of our students will be working in Intermediate or higher on Lexia for Word Study, Grammar and Comprehension | 60% of our students will be working in Intermediate or higher on Lexia for Word Study, Grammar and Comprehension | North Brandywine Middle School will show a 5% increase in their proficiency as measured by the Language Arts PSSA. |

| Outcome Category | | | |
|---|---|---|---|
| Mathematics | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| North Brandywine Middle School will show a 5% increase in their proficiency as measured by the Math PSSA. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Gather baseline data using the Math CDT and IXL assessments | 35% of our students will have an average weekly skills proficiency score of 2 or higher as measured in IXL. | 45% of our students will have an average weekly skills proficiency score of 2 or higher as measured in IXL. | North Brandywine Middle School will show a 5% increase in their proficiency as measured by the Math PSSA. |

## Action Plan

### Measurable Goals

| | |
|---|---|
| Attendance | Behavior Referrals |
| Reading | Math |

### Action Plan For: Early Warning System

| **Measurable Goals:** |
|---|
| • By June 14, 2025, 80% of students will demonstrate regular attendance. <br> • North Brandywine Middle School will show a 5% increase in their proficiency as measured by the Math PSSA. <br> • North Brandywine Middle School will show a 5% increase in their proficiency as measured by the Language Arts PSSA. <br> • The number of office behavioral referrals for the 2024-25 school year will decrease 5% from 1,076 to 1,022 total. |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| An implementation lead and team will be chosen to oversee this action plan | | 2024-07-01 | 2024-08-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal | Action plan | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implementation lead schedules bi-weekly check ins with implementation team to determine status of each action step, successes and challenges to solve. | | 2024-07-01 | 2024-08-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, SIP Team | Bi-Weekly Monitoring template with actions steps | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monthly implementation monitoring meetings will be scheduled and the calendar and rolling agenda will be provided to SIP team members | | 2024-07-01 | 2024-08-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal | Calendar invites, rolling agenda | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Determine EWS team members and schedule monthly meetings | | 2024-07-01 | 2024-08-16 |

| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
|---|---|---|---|
| Principal | Calendar invite, Agenda | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Develop protocols and framework for review and analysis of student work | | 2024-08-01 | 2024-10-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal/CCIU | Protocol/framework | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Schedule time for teachers to review student work and identify strengths and barriers. | | 2024-08-01 | 2024-10-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal | Calendar invites, agenda | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Principal will develop and share a walkthrough focus checklist with staff and check for understanding | | 2024-08-05 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal | Walkthrough checklist | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Share school improvement plan, including evidence-based strategy and action steps with staff at beginning of the school year | | 2024-08-13 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal | SIP | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| BOY overview of EWS for staff & administrators | | 2024-08-13 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| EWS Lead | EWS procedures, agenda, sign in sheet | Yes | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Structured Study of Student Work PD | | 2024-08-13 | 2024-11-08 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal/CCIU | Student work samples, PD presentation, sign in sheet | Yes | |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| PD for the EWS team to clarify purpose, roles, and protocols, including an overview for all staff | | 2024-08-13 | 2024-11-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| EWS Lead | EWS procedures, presentation | Yes | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Principal creates a calendar to prioritize monthly focused walkthroughs for quarter one | | 2024-08-14 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal | Focus list, calendar schedule | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Model of strategy scheduled during faculty meetings | | 2024-08-14 | 2025-06-10 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal | Staff meeting calendar, strategy list | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Opportunities for Peer observations will be provided - a minimum of 1 time per semester with time allotted for teachers to discuss what was observed. | | 2024-08-14 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal | Schedule | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Identify the criteria and specific indicators for academics, behavior, and attendance with the team and determine who will be responsible for pulling data on a monthly basis. | | 2024-08-19 | 2024-09-27 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, EWS Team | Data | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Review thresholds for each indicator (e.g., number of absences triggering an alert). | | 2024-08-19 | 2024-09-27 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| EWS Team | Data | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |

| Administer and analyze BOY Benchmark assessments for students in Math and Reading | | 2024-08-19 | 2024-10-18 |
|---|---|---|---|
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Teachers | BM Assessments | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Review PBIS procedures and process to ensure it includes a focus on prevention strategies and how teachers seek assistance | | 2024-09-02 | 2024-11-15 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| PBIS Lead | PBIS Procedures | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Schedule Problem Solving team meetings to analyze data at the individual student level for students who are not responding positively to supports/interventions in place. | | 2024-09-02 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal | Student data, PST Protocols | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Administer and analyze MOY Benchmark assessments for students in Math and Reading | | 2024-12-02 | 2025-02-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Teachers | BM Assessments | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| By mid-year, review the EWS process and assess the impact on student performance and well-being. Use results to make adjustments | | 2024-12-16 | 2025-02-21 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| EWS Team | EWS Data | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Administer and analyze EOY Benchmark assessments for students in Math and Reading | | 2025-04-01 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Teachers | BM Assessments | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| End of the year analysis on the overall impact of the EWS on student performance and well-being. | | 2025-05-15 | 2025-06-23 |

| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
|---|---|---|---|
| EWS Team | EWS Data | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Implementing an early warning system will lead to improved student outcomes by identifying at-risk students early and providing timely interventions based on data collection and analysis. Anticipated outcomes include increased academic participation and performance, as well as increased student attendance and decrease in discipline referrals. | Action steps will be monitored bi-weekly and through monthly SIP team meetings to evaluate progress on action steps. Weekly and monthly EWS meetings will occur where individual students identified as "at risk" are identified and provided a connect staff member and strategies to increase performance in areas such as academics, behavior, and attendance. |

## Action Plan For: Restorative Practices

| Measurable Goals: |
|---|
| • By June 14, 2025, 80% of students will demonstrate regular attendance.<br>• The number of office behavioral referrals for the 2024-25 school year will decrease 5% from 1,076 to 1,022 total. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| An implementation lead and team will be chosen to oversee this action plan | | 2024-07-01 | 2024-08-16 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal | Action plan | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Implementation lead schedules bi-weekly check ins with implementation team to determine status of each action step, successes and challenges to solve. | | 2024-07-01 | 2024-08-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal, SIP Team | Bi-Weekly Monitoring template with actions steps | No | |
| Action Step | | Anticipated Start/Completion Date | |

| Monthly implementation monitoring meetings will be scheduled and the calendar and rolling agenda will be provided to SIP team members | 2024-07-01 | 2024-08-30 |
|---|---|---|
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal | Calendar invites, rolling agenda | No | |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Offer 2-day Foundations of Restorative Practices PD for educators over summer June 10-11, July 17-18, August 5-6 | | 2024-06-10 | 2024-08-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Pupil Service Supervisor, SIF | IIRP Foundations of RP PD, Books, Hourly rate for teachers, trainer fee | Yes | |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Restorative Justice Conferencing PD for administrators | | 2024-07-30 | 2024-07-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Pupil Service Supervisor, SIF | IIRP Restorative Justice PD, Books, Trainer fee | Yes | |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Share school improvement plan, including evidence-based strategy and action steps with staff at beginning of the school year | | 2024-08-13 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, SIP Team | SIP | No | |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Ensure school is restorative by creating signage to hang throughout the school to promote restorative conversations. | | 2024-07-01 | 2024-10-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, SIP Team | Posters, signage - CSI Funds | No | |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Ensure staff, including office staff, understand RP principles and why it is being implemented (e.g., faculty meeting) | | 2024-08-13 | 2024-09-27 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, RP Coach | RP 1-pager | No | |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Expectations explicitly communicated to staff around the use of RP and resources along the continuum. | | 2024-08-13 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, RP Coach | CASD Code of Conduct, NBMS procedures | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Develop and share process for communicating when one of their students participates in a restorative intervention | | 2024-07-22 | 2024-10-25 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, RP Coach, Pupil Service Supervisor | Communication Tool | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Work with the Pupil Service Supervisor to schedule RP Foundation PD for staff who have not yet been trained | | 2024-08-12 | 2024-12-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, Pupil Service Supervisor | IIRP RP PD | Yes | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Overview of Restorative Practices for staff at beginning of year and gather data from staff on who has received the foundations training over the summer. | | 2024-08-13 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal/Asst Principal | RP overview, Attendance sheets | Yes | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Plan an inspiration and reflection activity for each staff meeting (e.g., Small shifts, Big Gifts; Weekly Win) | | 2024-07-22 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, SIF | Activities, staff meeting agendas | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Create beginning of year team building activities for staff and students - focus on culture and relationship building | | 2024-07-22 | 2024-08-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |

| Principal, SIF | Team building activities | No | |
|---|---|---|---|
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Increase buy-in for the use of RP protocols through staff participation in adult circles and staff shout outs | | 2024-08-19 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, RP Coach | Staff Circle plans | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Review PBIS procedures and process to ensure it includes a focus on prevention strategies and how teachers seek assistance | | 2024-09-02 | 2024-11-15 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| PBIS Lead | PBIS procedures | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Learning walks will be conducted monthly during WIN (or other designated time) to observe the implementation of Circles and provide support | | 2024-09-09 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, RP Coach, Pupil Service Supervisor | Observation tool | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monthly, the school team will review discipline and restorative conference data and disaggregate by student group identifying trends and possible inequities | | 2024-09-02 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, EWS, PBIS, RP Coach | Data | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Quarterly, present data to staff and elicit input and feedback | | 2024-10-01 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal, EWS, PBIS, RP Coach | Data | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Equity and Social Justice PD for all staff on having courageous conversations surrounding implicit bias, identity, microaggressions, and how systems outside of school may affect school inequity | | 2024-10-01 | 2025-01-31 |

| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
|---|---|---|---|
| Principal, CCIU | PD presentation, sign in sheet | Yes | |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Mid-year staff survey to gather strengths and needs around school climate and discipline. | | 2024-12-16 | 2025-02-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| SIP Team | Staff survey | No | |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Mid-year student survey to gather strengths and needs around school climate and discipline and offer an opportunity for student voice | | 2024-12-16 | 2025-02-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| SIP Team | Student survey | No | |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Provide families information around RP and opportunities to participate in activities | | 2024-11-01 | 2025-04-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| SIP Team | Flyers, Monday Message | No | |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Communication to School Board on RP implementation and affect on culture/climate | | 2025-03-03 | 2025-05-05 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Principal | School Board presentation | No | |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| EOY analysis of year 1 implementation of RP – identify trends, successes, barriers, and next steps to inform year 2 implementation. | | 2025-06-02 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| SIP Team | 24-25 data & 25-26 SIP draft | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Implementing restorative practices will lead to improved relationships, reduced conflict, and increased use of proactive | Action steps will be monitored bi-weekly and through monthly SIP team meetings to evaluate progress on action steps. RP implementation will |

| | |
|---|---|
| strategies, contributing to a more supportive and inclusive school climate. As a result, academic performance and attendance will increase and use of suspension will decrease, which will lead to an increase in positive climate and cultural change. | be monitored through administrative observations, analysis of mid-year staff and student survey data, and monthly EWS team meetings, which include the review of data such as attendance, and discipline referrals. Data will also be collected and reviewed on the use and effectiveness of the RP Center on a monthly basis. |

## Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| Early Warning System | BOY overview of EWS for staff & administrators |
| Early Warning System | Structured Study of Student Work PD |
| Early Warning System | PD for the EWS team to clarify purpose, roles, and protocols, including an overview for all staff |
| Restorative Practices | Offer 2-day Foundations of Restorative Practices PD for educators over summer June 10-11, July 17-18, August 5-6 |
| Restorative Practices | Restorative Justice Conferencing PD for administrators |
| Restorative Practices | Work with the Pupil Service Supervisor to schedule RP Foundation PD for staff who have not yet been trained |
| Restorative Practices | Overview of Restorative Practices for staff at beginning of year and gather data from staff on who has received the foundations training over the summer. |
| Restorative Practices | Equity and Social Justice PD for all staff on having courageous conversations surrounding implicit bias, identity, microaggressions, and how systems outside of school may affect school inequity |

## EWS

| Action Step |
|---|
| • BOY overview of EWS for staff & administrators<br>• PD for the EWS team to clarify purpose, roles, and protocols, including an overview for all staff |
| **Audience** |
| Teachers and Principals |
| **Topics to be Included** |
| Overview of the Early Warning System process and to ensure understanding for the EWS team of purpose, roles, and protocols to be used. Criteria will shared with all staff. |
| **Evidence of Learning** |
| Effective EWS team meetings occur with the appropriate people at the table, accurate data available to be analyzed, and proper tracking of individual student strategy implementation and progress. |

| Lead Person/Position | Anticipated Start | Anticipated Completion |
|---|---|---|
| Principal, EWS Lead | 2024-08-13 | 2024-10-31 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Workshop(s) | Beginning of year and as needed for a refresher |
| **Observation and Practice Framework Met in this Plan** | |
| | |
| **This Step Meets the Requirements of State Required Trainings** | |
| | |

## Structured Study of Student Work

| Action Step |
|---|
| • Structured Study of Student Work PD |
| **Audience** |
| Teachers |
| **Topics to be Included** |
| Participants will use protocols to examine student work and student data in a collaborative PD session. Participants will discuss qualities of great student work, learn facilitation skills that promote participation, and engage in protocols. |
| **Evidence of Learning** |
| Teachers are analyzing student work and as a result instructional practices are adjusted to meet student needs using a student-centered approach |

| Lead Person/Position | Anticipated Start | Anticipated Completion |
|---|---|---|
| Principal, CCIU | 2024-08-13 | 2024-10-30 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Workshop(s) | One time and refreshers as needed |
| **Observation and Practice Framework Met in this Plan** | |
| | |
| **This Step Meets the Requirements of State Required Trainings** | |
| | |

## Restorative Practices

| Action Step |
|---|
| • Offer 2-day Foundations of Restorative Practices PD for educators over summer June 10-11, July 17-18, August 5-6 |
| • Work with the Pupil Service Supervisor to schedule RP Foundation PD for staff who have not yet been trained |

| |
|---|
| • Overview of Restorative Practices for staff at beginning of year and gather data from staff on who has received the foundations training over the summer. |
| **Audience** |
| Teachers |
| **Topics to be Included** |
| Foundations of Restorative Practices using the IIRP framework. |
| **Evidence of Learning** |
| Implementation of affirmative statements, circles, and proactive strategies, which will decease behavioral referrals/incidents and build relationships with students and staff. |

| Lead Person/Position | Anticipated Start | Anticipated Completion |
|---|---|---|
| RP Coach, Principal | 2024-06-06 | 2024-12-20 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Inservice day | Ongoing to ensure all staff receive foundations of RP |
| **Observation and Practice Framework Met in this Plan** | |
| | |
| **This Step Meets the Requirements of State Required Trainings** | |
| | |

## Restorative Justice

| |
|---|
| **Action Step** |
| • Restorative Justice Conferencing PD for administrators |
| **Audience** |
| Principals, Supervisors |
| **Topics to be Included** |
| Restorative Justice Conferencing training using the IIRP framework |
| **Evidence of Learning** |
| Re-entry circles in place and a reduction of out of school suspensions and expulsions |

| Lead Person/Position | Anticipated Start | Anticipated Completion |
|---|---|---|
| RP Coach, Pupil Service Director | 2024-07-30 | 2024-07-31 |

## Learning Format

| Type of Activities | Frequency |
|---|---|

| Workshop(s) | 2 day PD in July |
|---|---|
| **Observation and Practice Framework Met in this Plan** | |
| | |
| **This Step Meets the Requirements of State Required Trainings** | |
| | |

## Equity PD

| **Action Step** | | |
|---|---|---|
| • Equity and Social Justice PD for all staff on having courageous conversations surrounding implicit bias, identity, microaggressions, and how systems outside of school may affect school inequity | | |
| **Audience** | | |
| Principals, Teachers | | |
| **Topics to be Included** | | |
| Training on having courageous conversations surrounding implicit bias, identity, microaggressions, and how systems outside of school may affect school inequity | | |
| **Evidence of Learning** | | |
| Ability to change practices to ensure we are not being bias and using microaggressions by creating a more equitable school environment | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Principals, CCIU | 2024-10-01 | 2025-01-31 |

## Learning Format

| **Type of Activities** | **Frequency** |
|---|---|
| Workshop(s) | One time and refresher as needed |
| **Observation and Practice Framework Met in this Plan** | |
| | |
| **This Step Meets the Requirements of State Required Trainings** | |
| | |