

## **MARSHALL ACADEMY**

301 Hale Ave

Schoolwide Title 1 School Plan | 2021 - 2022

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## **VISION FOR LEARNING**

Our diverse school community is focused on college and career readiness. Students use project based learning to enhance communication, collaboration, creativity, critical thinking and computational skills while solving the problems of today.

## STEERING COMMITTEE

Name	Position	Building/Group
Ryan Jones	Principal	Marshall
Amy Grab	Assistant Principal	Marshall
Sara Kershner	Education Specialist	Marshall
Amy Falvey	ELA Teacher	Marshall
Ellen Mearns	Teacher	Marshall
Deborah Diernbach	Teacher	Marshall
Dean Diernbach	Teacher	Marshall
Alyssa Jett	Teacher	Marshall
Capri Morey	Teacher	Marshall
Stacey Bruker	Teacher	Marshall
Megan Pancoast	Teacher	Marshall
Adam Alumbaugh	Teacher	Marshall
Melvera Deanel-Austin	Parent	Marshall

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Taju Burden	Parent	Marshall
Anthony Lee	Parent	Marshall
Shayna Mosley	Parent	Marshall
Christine Ludwick	Community Member	Marshall
Kijuana Wilson	Community Member	Marshall
Yolanda Haywood Gross	Community Member	Marshall
Bethune Brown	Parent	Marshall
Ed Gooch	District Level Leaders	Marshall
Ashley Williams	Parent	Marshall

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
An evidence-based system of identifying students' academic needs and monitoring the progress of interventions needs to be implemented.	Essential Practices 3: Provide Student-Centered Support Systems
MSA has a school-wide positive behavior system and intervention and supports. Positive behavior is rewarded through PRIDE points and Huddle and behavior is collected and monitored in SWIS, but lack Tiered behavioral and academic interventions.	Essential Practices 3: Provide Student-Centered Support Systems

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Professional Development Content focused on Datawise <a href="https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report">https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</a>	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Datawise	By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify Grade-Band Datawise Team Member	2021-07-01 - 2021-09-01	Datawise Leadership Team	Staff list, budget considerations if OST
Create schedule for Datawise team to meet at least every two weeks for 60 min. per meeting. (One meeting will be the Monthly coaching meeting.)	2021-08-16 - 2021-09-09	Grade-Band Team Member and Datawise Leadership Team	Coordination among schools for Monthly Coaching calls.
Attend (3) 1 day Datawise Workshops	2021-09-09 - 2022-06-04	Datawise Leadership Team	Potential coverage for teachers depending on the team makeup
Participate in four monthly coaching sessions	2021-09-01 - 2021-12-31	Datawise Leadership Team/ Grade-band Team members	"-Access to a Data Wise coach and regular opportunities to reflect on progress, prepare for next steps, and receive targeted coaching and feedback as they enact key tasks for Steps 1-5 -Sacred time to collaborate among and between schools -Teams document journeys through Step 5 and surface a Learner-Centered Problem and Problem of Practice"
Participate in at least 4 monthly Datawise team meetings (Sept-Dec)	2021-09-01 - 2021-12-31	Datawise Leadership Team/ Grade-band Team	Running agenda

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		members	
Mid-Cycle Workshops	2021-12-01 - 2022-01-31	Datawise Leadership Team/ Grade-band Team members	"-At critical point in improvement process [as teams move from preparation and inquiry to action], teams reflect on progress, share and receive coaching on journeys, and prepare for action and implementation -Teams have opportunity to assess and refine their Learner-Centered Problems and Problems of Practice -All teams learn the key tasks for Steps 6-8 of the Data Wise Improvement Process and make a plan for confirming their problem of practice, developing and implementing an action plan, and collecting data to assess progress "
Participate in at least 4 monthly Datawise team meetings (Dec-June)	2021-12-01 - 2022-06-04	Datawise Leadership Team/ Grade-band Team members	Running agenda
Participate in four monthly coaching sessions (Steps 6&8)	2022-02-01 - 2022-06-15	Datawise Leadership Team/ Grade-band Team members	"-Access to a Data Wise coach and regular opportunities to reflect on progress, prepare for next steps, and receive targeted coaching and feedback as they enact key tasks for Steps 6-8, the Act Phase -Sacred time to collaborate among and between school teams -Teams document their journeys through the full Data Wise Improvement Process and assess changes in practice and student learning"
<b>Anticipated Outcome</b>			
By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment.			

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## Monitoring/Evaluation

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STAR reading and math tests

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## Evidence-based Strategy

Professional Development Content focused on MTSS and Check and Connect .  
[http://checkandconnect.umn.edu/model/components\\_elements.html](http://checkandconnect.umn.edu/model/components_elements.html)

## Measurable Goals

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### Goal Nickname

### Measurable Goal Statement (Smart Goal)

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Check and Connect

By June 30, 2022, there will be a 50% reduction in the number of discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Tier 1 deeper dive and subsequent review & individual reflection/ goal setting for Tier 1 for the 2021-22 school year. (Classroom management goal setting and understanding of required documentation & procedures prior to completing a Minor and/or Major ODR).	2021-09-02 - 2021-10-29	All staff/ Assistant Principal	Building Administration/ MTSS PowerPoint
Check & Connect (Tier 2) Lead Group training (C&C Coach)	2021-10-25 -	All staff/ Assistant	Building Administration/ Tier 1

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2021-12-25	Principal	Deeper Dive/ Teacher individual goal setting in accordance with Tier 1 supports/interventions which will pinpoint individual classroom management and/or instructional strategies/activities.
Outline basic Check&Connect mentor requirements and expectations	2021-10-25 - 2021-12-25	Lead group/ Check&Connect Trainer from IU/ Assistant Principal	-Check & Connect manuals/ Intermediate Unit Contact to lead PD
Tier 2 deeper dive and analysis of possible interventions/support - Overview of Check & Connect program/ Volunteer opportunities	2021-11-01 - 2021-12-25	Lead group/ Building Administrator(s)	IU Contact (combined with above step)
Form Check&Connect mentor group from teacher volunteers	2022-01-03 - 2022-01-28	All staff/ Building Administrator(s)	Building Administration/ Lead group
Check & Connect mentor training (off-campus)	2022-01-03 - 2022-01-28	"Lead group/ Building Administrator(s) Volunteers/ Check&Connect Coach"	-Sign-up sheet on Google Platform with consequent meeting times/ training



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify Tier 2 students for program based on academic or behavioral data (SWIS, Administrative Observations) and contact parents of prospective mentees	2022-01-03 - 2022-01-28	Volunteer Mentors/ Check&Connect Coach	-Check and connect manuals for mentors/ training at IU/ subsequent teacher coverage for training days
Check&Connect Meet and Greet Breakfast -to pair mentors & mentees	2022-01-03 - 2022-01-28	Assistant Principal/ Lead group/ Check&Connect Coach	-Discuss quantitative & qualitative, academic and behavioral data to chose potential mentees for Check&Connect Mentoring Program (must have parental permission). Number of mentees varies per confirmed & trained mentors.
Mentors meet with their mentee at least once a week (breakfast/ lunch) to form a positive relationship.	2022-01-31 - 2023-06-04	"Mentors Mentees Check&Connect Coach/Assistant Principal"	Build a positive & supportive relationship with mentee. Earn their trust by showing that you care (positive data, accomplishments).
Mentors check in at least monthly with their mentee's family (meet off-campus, build relationships)	2022-01-31 - 2022-06-04	Mentors/Mentees	Build a positive & supportive relationship with mentee's families. Earn their trust by showing that you care (positive data, accomplishments).
Mentors check in once a month to analyze program	2022-01-31 -	Mentors/	Mentor will share positive data with

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
implementation and strategies	2022-06-04	Mentees Parents/guardians	parent and begin/continue to build a trusting and supportive relationship with the mentee's family.

### Anticipated Outcome

By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

### Monitoring/Evaluation

SWISS Data

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment. (Datawise)	Professional Development Content focused on	Attend (3) 1 day	09/09/2021
	Datawise	Datawise	-
	<a href="https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report">https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</a>	Workshops	06/04/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment. (Datawise)	Professional Development Content focused on Datawise <a href="https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report">https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</a>	Mid-Cycle Workshops	12/01/2021 - 01/31/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, there will be a 50% reduction in the number of discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions. ( Check and Connect)	Professional Development Content focused on MTSS and Check and Connect . <a href="http://checkandconnect.umn.edu/model/components_elements.html">http://checkandconnect.umn.edu/model/components_elements.html</a>	Tier 1 deeper dive and subsequent review & individual reflection/ goal setting for Tier 1 for the 2021-22 school year. (Classroom management goal setting and understanding of required documentation & procedures prior to completing a Minor and/or Major ODR).	09/02/2021 - 10/29/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, there will be a 50% reduction in the number of discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions. ( Check and Connect)	Professional Development Content focused on MTSS and Check and Connect .	Check & Connect (Tier 2) Lead	10/25/2021
	<a href="http://checkandconnect.umn.edu/model/components_elements.html">http://checkandconnect.umn.edu/model/components_elements.html</a>	Group training (C&C Coach)	- 12/25/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, there will be a 50% reduction in the number of discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions. ( Check and Connect)	Professional Development Content focused on MTSS and Check and Connect . <a href="http://checkandconnect.umn.edu/model/components_elements.html">http://checkandconnect.umn.edu/model/components_elements.html</a>	Tier 2 deeper dive and analysis of possible interventions/support - Overview of Check & Connect program/ Volunteer opportunities	11/01/2021 - 12/25/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, there will be a 50% reduction in the number of discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions. ( Check and Connect)	Professional Development Content focused on MTSS and Check and Connect . <a href="http://checkandconnect.umn.edu/model/components_elements.html">http://checkandconnect.umn.edu/model/components_elements.html</a>	Check & Connect mentor training (off-campus)	01/03/2022 - 01/28/2022



## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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School Board Minutes or Affirmation Statement

2021-06-21

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

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Superintendent/Chief Executive Officer

Christopher Celmer

2021-06-24

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School Improvement Facilitator Signature

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Building Principal Signature

Ryan Jones

2021-06-21

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Students showed an increase in performance from previous year (17-18) of: Black-20% Economically Disadvantaged- 18.8%

Attendance is 84% (20-21) which is down from 91% in previous year but is strong for remote learning

The majority of staff at Marshall feel supported by building level administration

Survey data shows that the majority of students feel like they are treated with respect by adults and that the adults in the building believe that they can be successful. This belief in student ability is also echoed in staff survey results. The majority of students also feel like the work they do makes them think.

The subgroups of Hispanic and English Learners showed an increase in Mathematics of .4% (18-19)

Align curricular materials and lesson plans to the PA Standards

Use systematic, collaborative planning process to ensure instruction is coordinated, alienated, and evidence-based

### Challenges

Students showed a decrease in performance in ELA from previous year (17-18) of: Black-16.8% Hispanic-12.3% Economically Disadvantaged-7.1% English Learner-1.8% Students with Disabilities- 6.4%

Students showed a decrease in performance in Math from previous year of: Black-13.2% Economically Disadvantaged- 5.6% Students with Disabilities- 8.3%

There is a significant lack of growth from all grade levels in the area of mathematics on local assessments (20-21).

All subgroups demonstrated a decrease in performance from the previous year in English Language Arts/ Literature ranging from 16.8% to a 1% drop-off (18-19). This lack of growth in ELA can show a direct negative impact to the growth in other subject areas.

Identify and address individual student learning needs

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

## Strengths

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

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

Over half of 5th grade students in (20-21) are meeting growth expectations at MOY. This is a 12% improvement from the 19-20 SY.

Data indicates that over half of the 5th grade students tested at MOY in math are At/Above Benchmarks. This will be a strong foundation to build on for increasing growth and achievement in the upper grade levels. (20-21)

Students showed a 10% increase in growth performance from 17-18 school year to the 18-19 school year. This growth was demonstrated by all students, including the Black and Economically Disadvantaged Sub-group.

## Challenges

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

Implement evidence-based strategies to engage families to support learning

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

Students in 6th-8th grades are showing increasingly less growth during the MOY 20-21 SY benchmarks.

The growth in all grade levels on Star Assessments greatly decreases between 5th and 6th grades and 7th and 8th grades. (20-21)

All student groups in the areas of ELA and Mathematics showed a decrease in performance from the 17-18 to the 18-19 school year. In both areas the drop in performance was an approximate 6% drop. The lack of progress in these two areas could directly impact the continued progress in the area of Science.

## Most Notable Observations/Patterns

The team's most notable observations were that the data both the STAR assessments and the Pa Future Ready Index demonstrated a need to create a systematic way to identify student needs and monitor the progress of interventions. In creating a system and plan for improvement that plan should be constantly monitored for success or the need to adapt the plan based on the needs identified with the students and the school.

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### Challenges

### Discussion Point

### Priority for Planning

Identify and address individual student learning needs

STAR assessments (20-21) and PA Future Ready (based 18-19 State Assessment) index data indicates that there are groups of students that are not meeting growth goals.

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

MSA has a school-wide positive behavior system and intervention and supports. Positive behavior is rewarded through PRIDE points and Huddle and behavior is collected and monitored in SWIS, but lacks Tiered behavioral and academic interventions.

Implement evidence-based strategies to engage families to support learning

## ADDENDUM B: ACTION PLAN

Action Plan: Professional Development Content focused on Datawise <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

Action Steps	Anticipated Start/Completion Date
Identify Grade-Band Datawise Team Member	07/01/2021 - 09/01/2021

  

Monitoring/Evaluation	Anticipated Output
STAR reading and math tests	By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment.

  

Material/Resources/Supports Needed	PD Step
Staff list, budget considerations if OST	no

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

Create schedule for Datawise team to meet at least every two weeks for 60 min. per meeting. (One meeting will be the Monthly coaching meeting.)

08/16/2021 - 09/09/2021

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

STAR reading and math tests

By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment.

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

Coordination among schools for Monthly Coaching calls.

no



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

Attend (3) 1 day Datawise Workshops

09/09/2021 - 06/04/2022

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

STAR reading and math tests

By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment.

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

Potential coverage for teachers depending on the team makeup

yes





<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Participate in four monthly coaching sessions	09/01/2021 - 12/31/2021
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
STAR reading and math tests	By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment.
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
"-Access to a Data Wise coach and regular opportunities to reflect on progress, prepare for next steps, and receive targeted coaching and feedback as they enact key tasks for Steps 1-5 -Sacred time to collaborate among and between schools -Teams document journeys through Step 5 and surface a Learner-Centered Problem and Problem of Practice"	no



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

Participate in at least 4 monthly Datawise team meetings (Sept-Dec)

09/01/2021 - 12/31/2021

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

STAR reading and math tests

By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment.

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

Running agenda

no



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Mid-Cycle Workshops	12/01/2021 - 01/31/2022
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
STAR reading and math tests	By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment.
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
<p>"-At critical point in improvement process [as teams move from preparation and inquiry to action], teams reflect on progress, share and receive coaching on journeys, and prepare for action and implementation -Teams have opportunity to assess and refine their Learner-Centered Problems and Problems of Practice -All teams learn the key tasks for Steps 6-8 of the Data Wise Improvement Process and make a plan for confirming their problem of practice, developing and implementing an action plan, and collecting data to assess progress "</p>	yes

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

Participate in at least 4 monthly Datawise team meetings (Dec-June)

12/01/2021 - 06/04/2022

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

STAR reading and math tests

By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment.

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

Running agenda

no



Action Steps	Anticipated Start/Completion Date
Participate in four monthly coaching sessions (Steps 6&8)	02/01/2022 - 06/15/2022

Monitoring/Evaluation	Anticipated Output
STAR reading and math tests	By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment.

Material/Resources/Supports Needed	PD Step
"-Access to a Data Wise coach and regular opportunities to reflect on progress, prepare for next steps, and receive targeted coaching and feedback as they enact key tasks for Steps 6-8, the Act Phase -Sacred time to collaborate among and between school teams - Teams document their journeys through the full Data Wise Improvement Process and assess changes in practice and student learning"	no

**Action Plan: Professional Development Content focused on MTSS and Check and Connect .**  
[http://checkandconnect.umn.edu/model/components\\_elements.html](http://checkandconnect.umn.edu/model/components_elements.html)

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

Tier 1 deeper dive and subsequent review & individual reflection/ goal setting for Tier 1 for the 2021-22 school year. (Classroom management goal setting and understanding of required documentation & procedures prior to completing a Minor and/or Major ODR).

09/02/2021 - 10/29/2021

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

SWISS Data

By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

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

Building Administration/ MTSS PowerPoint

yes



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Check & Connect (Tier 2) Lead Group training (C&C Coach)	10/25/2021 - 12/25/2021

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
SWISS Data	By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
Building Administration/ Tier 1 Deeper Dive/ Teacher individual goal setting in accordance with Tier 1 supports/interventions which will pinpoint individual classroom management and/or instructional strategies/activities.	yes



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

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Outline basic Check&Connect mentor requirements and expectations

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10/25/2021 - 12/25/2021

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

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SWISS Data

By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

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

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-Check & Connect manuals/ Intermediate Unit Contact to lead PD

no

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

Tier 2 deeper dive and analysis of possible interventions/support - Overview of Check & Connect program/ Volunteer opportunities

11/01/2021 - 12/25/2021

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

SWISS Data

By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

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

IU Contact (combined with above step)

yes



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

Form Check&Connect mentor group from teacher volunteers

01/03/2022 - 01/28/2022

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

SWISS Data

By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

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

Building Administration/ Lead group

no



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

Check &amp; Connect mentor training (off-campus)

01/03/2022 - 01/28/2022

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

SWISS Data

By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

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

-Sign-up sheet on Google Platform with consequent meeting times/ training

yes



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

Identify Tier 2 students for program based on academic or behavioral data (SWIS, Administrative Observations) and contact parents of prospective mentees

01/03/2022 - 01/28/2022

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

SWISS Data

By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

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

-Check and connect manuals for mentors/ training at IU/ subsequent teacher coverage for training days

no



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Check&Connect Meet and Greet Breakfast -to pair mentors & mentees	01/03/2022 - 01/28/2022

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
SWISS Data	By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
-Discuss quantitative & qualitative, academic and behavioral data to chose potential mentees for Check&Connect Mentoring Program (must have parental permission). Number of mentees varies per confirmed & trained mentors.	no



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

Mentors meet with their mentee at least once a week (breakfast/ lunch) to form a positive relationship.

01/31/2022 - 06/04/2023

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

SWISS Data

By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

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

Build a positive & supportive relationship with mentee. Earn their trust by showing that you care (positive data, accomplishments).

no

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

Mentors check in at least monthly with their mentee's family (meet off-campus, build relationships)

01/31/2022 - 06/04/2022

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

SWISS Data

By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

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

Build a positive & supportive relationship with mentee's families. Earn their trust by showing that you care (positive data, accomplishments).

no



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

Mentors check in once a month to analyze program implementation and strategies

01/31/2022 - 06/04/2022

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

SWISS Data

By June 30, 2022, there will be a 50% reduction in the number discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions.

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

Mentor will share positive data with parent and begin/continue to build a trusting and supportive relationship with the mentee's family.

no





## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment. (Datawise)	Professional Development Content focused on Datawise <a href="https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report">https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</a>	Attend (3) 1 day Datawise Workshops	09/09/2021 - 06/04/2022
By June 30, 2022, 90% of Students will achieve a SGP of 66 or higher in both math and reading on the STAR assessment. (Datawise)	Professional Development Content focused on Datawise <a href="https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report">https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</a>	Mid-Cycle Workshops	12/01/2021 - 01/31/2022
By June 30, 2022, there will be a 50% reduction in the number of discipline referrals of students that were identified at the middle of the year as	Professional Development Content focused on MTSS and Check and Connect . <a href="http://checkandconnect.umn.edu/model/components_elements.html">http://checkandconnect.umn.edu/model/components_elements.html</a>	Tier 1 deeper dive and susequent review & individual reflection/ goal setting for Tier 1 for the 2021-22 school	09/02/2021 - 10/29/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
needing Tier 2 behavior interventions. ( Check and Connect)		year. (Classroom management goal setting and understanding of required documentation & procedures prior to completing a Minor and/or Major ODR).	
By June 30, 2022, there will be a 50% reduction in the number of discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions. ( Check and Connect)	Professional Development Content focused on MTSS and Check and Connect . <a href="http://checkandconnect.umn.edu/model/components_elements.html">http://checkandconnect.umn.edu/model/components_elements.html</a>	Check & Connect (Tier 2) Lead Group training (C&C Coach)	10/25/2021 - 12/25/2021
By June 30, 2022, there will be a 50% reduction in the number of discipline referrals of students that were identified at the	Professional Development Content focused on MTSS and Check and Connect . <a href="http://checkandconnect.umn.edu/model/components_elements.html">http://checkandconnect.umn.edu/model/components_elements.html</a>	Tier 2 deeper dive and analysis of possible interventions/support - Overview of Check	11/01/2021 - 12/25/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
middle of the year as needing Tier 2 behavior interventions. ( Check and Connect)		& Connect program/ Volunteer opportunities	
By June 30, 2022, there will be a 50% reduction in the number of discipline referrals of students that were identified at the middle of the year as needing Tier 2 behavior interventions. ( Check and Connect)	Professional Development Content focused on MTSS and Check and Connect . <a href="http://checkandconnect.umn.edu/model/components_elements.html">http://checkandconnect.umn.edu/model/components_elements.html</a>	Check & Connect mentor training (off-campus)	01/03/2022 - 01/28/2022

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Wise Launch	Datawise Grade-Band Team Members	Introduction to Datawise protocols Identifying Learner-Centered Problem Identifying Problems of Practice

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Grade-Band Teams Rolling Agendas	09/01/2021 - 06/04/2022	Datawise Leadership Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
Mid-Cycle Workshop	Grade-band Datawise Team Members	At critical point in improvement process [as teams move from preparation and inquiry to action], teams reflect on progress, share and receive coaching on journeys, and prepare for action and implementation -Teams have opportunity to assess and refine their Learner-Centered Problems and Problems of Practice -All teams learn the key tasks for Steps 6-8 of the Data Wise Improvement Process and make a plan for confirming their problem of practice, developing and implementing an action plan, and collecting data to assess progress

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Refined Learner-Centered Problems and Practice from Teams	12/01/2021 - 01/31/2022	Datwise Team Leadership Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Overview	All MMSA Staff	Overview of Multi-Tiered System of Support -Tier 1, Tier 2, Tier Intervention Defined -Introduction to Check and Connect

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Survey Identification of Interventions and Tiers	09/02/2021 - 10/29/2021	Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior	Teaching Diverse Learners in an Inclusive Setting Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
MTSS Tier 2 Interventions	All Staff	-MTSS Overview Review -Tier 1 Intervention Review - Tier 2 Intervention Training and Implementation

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Tier 2 Intervention Plan and Student Identified	11/01/2021 - 12/25/2021	Assistant Principal

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2c: Managing Classroom Procedures	Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Check and Connect Mentor Training	Mentors	Check and Connect Protocols and Expectations

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Mentor Logs	01/03/2022 - 01/28/2022	Assistant Principal

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

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

1a: Demonstrating Knowledge of Content and Pedagogy

Teaching Diverse Learners in an Inclusive Setting

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Introduction to Check and Connect

Volunteer Mentors

Implementation of Check and Connect

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Professional Development Survey Completion of Check and Connect Sheet

10/25/2021 - 12/25/2021

Assistant Principal

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

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

1a: Demonstrating Knowledge of Content and Pedagogy

Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Public Review of Improvement Plan	The Improvement Plan will be posted for public review	Website	All Stakeholders	5/21/21-6/18/21
Overview of Improvement Plan	Review of Data Priorities and Goals	Faculty Meeting	Faculty	5/19/21
Presentation of School-wide goals and action steps to parents and community	Review of Data, Priorities and goals, questions, feedback	Forum	Parents and Community	6/3/21
Faculty Communication Cycle	Review of Improvement Plan Implementation Progress and on-track measures	Faculty Meeting	Faculty	Ongoing
Principal Chat and Chews	Review of Improvement Plan Implementation Progress and on-track measures. Parent and Staff Survey of Vision Statement Achievement.	Parent and Community Forum	Parents and Community	Quarterly
Vision Banner	The MMSA vision will be posted around the building for students to see and staff to refer to.	Vision Banners	Students	First Day of school/ On-going
Student/Parent Handbook	The MMSA vision will be printed in a handbook for students and parents to discuss.	Handbook	Students/Parents	First Day of school/ On-going



<b>Communication Step</b>	<b>Topics of Message</b>	<b>Mode</b>	<b>Audience</b>	<b>Anticipated Timeline</b>
Monthly Student meetings	MMSA administration will review the vision with students	Huddle	Students	Monthly 2021-2022 school year

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