

LEBANON MS

350 N 8th St

TSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The Lebanon Middle School will provide an educational experience that will optimize success for all students. We will honor best practices in teaching and learning so that all students learn at high levels. We will continually instruct our students so they are able to grow academically, behaviorally, and socially. Our students will rely on the foundation of their K-8 education as they set their own goals. Our children will be confident, skilled communicators who are prepared to compete both academically and socially in the school setting and beyond in order to become lifelong learners.

STEERING COMMITTEE

Name	Position	Building/Group
Nicholas Bullock	Principal	Lebanon Middle School
Staci O'Byle	Assistant Principal	Lebanon Middle School
Corey Wenger	Assistant Principal	Lebanon Middle School
Dan Rau	Assistant Principal	Lebanon Middle School
Jessica Evans	Director of Special Education	Lebanon School District
Molly Lucas	ELA Teacher	Lebanon Middle School
Jess Cabrera	Math Teacher	Lebanon Middle School
Guillermo Barroso	Community School Coordinator	CISPA
Heather Greenawalt	Math Teacher	Lebanon Middle School
Doreen Discuillo	Parent	Lebanon Middle School
Courtney Hershey	Parent	Lebanon Middle School
Irena Del Valle	Other	CISPA
Robin Lerch		Lebanon Middle School

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

We will audit the curriculum, practices, and resources to assess the alignment to the PA standards/Anchors. We will train all teachers in Learning Focused Lesson Planning to assure best practices are in place. Administration will conduct walk-through observations and keep these practices as a focus of observations.

Essential Practices
4: Foster Quality
Professional
Learning

Essential Practices
1: Focus on
Continuous
Improvement of
Instruction

Data team surveys will be conducted post Professional Development to determine impact on staff practices and student learning. Administration will conduct walk-through observations and keep these practices as a focus of observations.

Essential Practices
4: Foster Quality
Professional
Learning

Essential Practices
3: Provide
Student-Centered
Support Systems

Small Group instruction, 6th grade students will receive instruction utilizing Envision math resource. IXL will be utilized for students in all grade levels and ReflexMath will be available for students to continue fostering their math

Mathematics

Priority Statement

Outcome Category

skills.

Data teams will analyze the assessment data and conduct root cause analysis where necessary. Sip Consultant will analyze assessments to assure Higher Order Thinking/Depth of knowledge, high impact literacy strategies, high impact vocabulary strategies, and standards/anchor alignment. Administration will conduct walk-through observations and keep these practices as a focus of observations.

Essential Practices
1: Focus on
Continuous
Improvement of
Instruction

Essential Practices
1: Focus on
Continuous
Improvement of
Instruction

Collaboration including teachers, administrators, and SIP Consultant with a focus of developing Learning Focused Lesson plans that are aligned to the standards/anchors. Administration in conjunction with the SIP consultant will monitor the implementation of the Learning Focused Lesson Plans. Administration will conduct walk-through observations and keep these practices as a focus of observations.

Essential Practices
1: Focus on
Continuous
Improvement of
Instruction

6th grade math students will begin using new Math resource (Envision) aligned to PA core state standards. SuccessMaker program utilized to diagnose specific learning deficits. Practice of specific skills with IXL and ReflexMath.

Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy

Reduction in class size and portion of Imagine Learning software

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Closing the math gap.

IXL will be used as an intervention to assist students to make learning loss with the goal of increasing the number of students that are on grade level and become algebra ready by 8th grade. ReflexMath will also be utilized to target specific deficits through practice.

Vocabulary

Reexamine core vocabulary for each grade level and design instruction of vocabulary to increase skills acquisition and understanding as measured by pre to post anchor assessment data. Each core subject will have a list of academic and subject area vocabulary to incorporate into their instruction, assessments, and pacing guides.

Anchor Assessment in Practice

All common anchor assessment results will be compared pre-test to post-test to determine student needs, student growth, and level of mastery of content and skills.

Vocabulary and Writing

All assessments will contain high impact vocabulary and writing components.

Professional Development

Data team will survey the faculty to determine the impact of the PD on staff practices and student learning. Administration and staff will review feedback from each professional development opportunity to target specific staff learning needs.

Multi-tiered supports

Continue to implement PBIS and (MTSS new this year) Multi-tiered supports for academics and behavior. We will continue MTSS team and the team has been added to participate district wide.

6th Grade Math

Sixth grade students will receive targeted instruction in mathematics related to PA core state standards, PSSA

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

eligible content, and assessment anchors. Teachers will utilize SuccessMaker program, Envision math resource, ReflexMath, and IXL learning program to target specific student defecitis.

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

Reduce class size by adding five classroom teachers (three reading and two math), adding one ELD paraprofessional, and purchasing software to support students in reading, math, and language arts which provides professional development for teacher-use of the software.

2022-08-29 -
2023-06-08

Nicole Malinoski,
Secondary
Director of
Teaching and
Learning

\$ 497, 795 Title One Funds

Anticipated Outcome**Monitoring/Evaluation****Evidence-based Strategy**

Instructional Practice and Improvement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Closing the math gap.	IXL will be used as an intervention to assist students to make learning loss with the goal of increasing the number of students that are on grade level and become algebra ready by 8th grade. ReflexMath will also be utilized to target specific deficits through practice.
LFS and Collins Writing Training	All Teachers will be trained in the Learning Focused Lesson Plan by the Learning Focused School In-District Trainers and in the Collins' Writing strategy by our consultant. New staff members have received initial Collins Writing training and our Collins consult is coming beginning this fall to align our strategies across all content areas.
LFS Feedback	All teachers will receive feedback from administration in Frontline on their LFS Lessons including the Collins' Writing and practice to assure clear connections to the PA standards/anchors.
Vocabulary	Reexamine core vocabulary for each grade level and design instruction of vocabulary to increase skills acquisition and understanding as measured by pre to post anchor assessment data. Each core subject will have a list of academic and subject area vocabulary to incorporate into their instruction, assessments, and pacing guides.
Anchor Assessment in Practice	All common anchor assessment results will be compared pre-test to post-test to determine student needs, student growth, and level of mastery of content and skills.
Vocabulary and Writing	All assessments will contain high impact vocabulary and writing components.
Professional Development	Data team will survey the faculty to determine the impact of the PD on staff practices and student learning. Administration and staff will review feedback from each professional development opportunity to target specific staff learning needs.
Multi-tiered supports	Continue to implement PBIS and (MTSS new this year) Multi-tiered supports for academics and behavior. We will continue MTSS team and the team has been added to participate district wide.

Goal Nickname**Measurable Goal Statement (Smart Goal)****Action Step****Anticipated
Start/Completion****Lead
Person/Position****Materials/Resources/Supports
Needed**

Staff will receive ongoing training on a number of areas including Learning Focused Schools lesson planning, Collins writing training, MTSS, Envision math resources, and the continued use of data throughout all academic areas.

2022-08-30 -
2023-06-09

Nicholas
Bullock/LMS
Principal

*Collins writing trainer *Learning Focused Schools coaches/trainers *Envision Math representatives/trainers *Teaching staff, department heads *MTSS district level supports

Anticipated Outcome

*Review and monitoring of plan at multiple checkpoints throughout the school year (end of Trimester 1, 2, and 3) *At the end of each trimester, meetings will take place. The team will note the implementation of our action steps and areas to refine. *Meeting agenda notes will be taken with actionable steps on areas stated above.

Monitoring/Evaluation

The A-TSI team will meet together throughout the school year at stated defined checkpoints to monitor and evaluate progress.

Evidence-based Strategy

Reduction in class size and portion of Imagine Learning software

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Closing the math gap.

IXL will be used as an intervention to assist students to make learning loss with the goal of increasing the number of students that are on grade level and become algebra ready by 8th grade. ReflexMath will also be utilized to target specific deficits through practice.

Vocabulary

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Anchor Assessment in Practice

All common anchor assessment results will be compared pre-test to post-test to determine student needs, student growth, and level of mastery of content and skills.

Vocabulary and Writing

All assessments will contain high impact vocabulary and writing components.

Professional Development

Data team will survey the faculty to determine the impact of the PD on staff practices and student learning. Administration and staff will review feedback from each professional development opportunity to target specific staff learning needs.

Multi-tiered supports

Continue to implement PBIS and (MTSS new this year) Multi-tiered supports for academics and behavior. We will continue MTSS team and the team has been added to participate district wide.

6th Grade Math

Sixth grade students will receive targeted instruction in mathematics related to PA core state standards, PSSA eligible content, and assessment anchors. Teachers will utilize SuccessMaker program, Envision math resource, ReflexMath, and IXL learning program to target specific student defecitis.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Reduce class size by adding five classroom teachers (three reading and two math), adding one ELD paraprofessional, and purchasing software to support students in reading, math, and language arts which provides professional development for teacher-use of the software.	2022-08-29 - 2023-06-08	Nicole Malinoski, Secondary Director of Teaching and Learning	\$ 497, 795 Title One Funds

Anticipated Outcome

Monitoring/Evaluation



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>IXL will be used as an intervention to assist students to make learning loss with the goal of increasing the number of students that are on grade level and become algebra ready by 8th grade. ReflexMath will also be utilized to target specific deficits through practice. (Closing the math gap.)</p>	<p>Instructional Practice and Improvement</p>	<p>Staff will receive ongoing training on a number of areas including Learning Focused Schools lesson planning, Collins writing training, MTSS, Envision math resources, and the continued use of data throughout all academic areas.</p>	<p>08/30/2022 - 06/09/2023</p>
<p>All Teachers will be trained in the Learning Focused Lesson Plan by the Learning Focused School In-District Trainers and in the Collins' Writing strategy by our consultant. New staff members have received initial Collins Writing training and our Collins consult is coming beginning this fall to align our strategies across all content areas. (LFS and Collins Writing Training)</p>			
<p>All teachers will receive feedback from administration in Frontline on their LFS Lessons including the Collins' Writing and practice to assure clear connections to the PA standards/anchors. (LFS Feedback)</p>			
<p>Reexamine core vocabulary for each grade level and design instruction of vocabulary to increase skills acquisition and understanding as measured by pre to post anchor assessment data. Each core subject will have a list of academic and subject area vocabulary to incorporate into their instruction, assessments, and pacing guides. (Vocabulary)</p>			
<p>All common anchor assessment results will be compared pre-test to post-test to determine student needs, student growth, and level of mastery of content and skills.</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

(Anchor Assessment in Practice)

All assessments will contain high impact vocabulary and writing components.

(Vocabulary and Writing)

Data team will survey the faculty to determine the impact of the PD on staff practices and student learning. Administration and staff will review feedback from each professional development opportunity to target specific staff learning needs.

(Professional Development)

Continue to implement PBIS and (MTSS new this year) Multi-tiered supports for academics and behavior. We will continue MTSS team and the team has been added to participate district wide. (Multi-tiered supports)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>Reexamine core vocabulary for each grade level and design instruction of vocabulary to increase skills acquisition and understanding as measured by pre to post anchor assessment data. Each core subject will have a list of academic and subject area vocabulary to incorporate into their instruction, assessments, and pacing guides. (Vocabulary)</p>			
<p>All common anchor assessment results will be compared pre-test to post-test to determine student needs, student growth, and level of mastery of content and skills. (Anchor Assessment in Practice)</p>			
<p>Sixth grade students will receive targeted instruction in mathematics related to PA core state standards, PSSA eligible content, and assessment anchors. Teachers will utilize SuccessMaker program, Envision math resource, ReflexMath, and IXL learning program to target specific student defecitis. (6th Grade Math)</p>			
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<p>Data team will survey the faculty to determine the impact of the PD on staff practices</p>			

Measurable Goals

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Name**

**Professional
Development Step**

**Anticipated
Timeline**

and student learning. Administration and staff will review feedback from each professional development opportunity to target specific staff learning needs.
(Professional Development)

Continue to implement PBIS and (MTSS new this year) Multi-tiered supports for academics and behavior. We will continue MTSS team and the team has been added to participate district wide. (Multi-tiered supports)

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>Reexamine core vocabulary for each grade level and design instruction of vocabulary to increase skills acquisition and understanding as measured by pre to post anchor assessment data. Each core subject will have a list of academic and subject area vocabulary to incorporate into their instruction, assessments, and pacing guides. (Vocabulary)</p>			
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<p>Sixth grade students will receive targeted instruction in mathematics related to PA core state standards, PSSA eligible content, and assessment anchors. Teachers will utilize SuccessMaker program, Envision math resource, ReflexMath, and IXL learning program to target specific student defecitis. (6th Grade Math)</p>			
<p>All assessments will contain high impact vocabulary and writing components. (Vocabulary and Writing)</p>			
<p>Data team will survey the faculty to determine the impact of the PD on staff practices</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

and student learning. Administration and staff will review feedback from each professional development opportunity to target specific staff learning needs.
(Professional Development)

Continue to implement PBIS and (MTSS new this year) Multi-tiered supports for academics and behavior. We will continue MTSS team and the team has been added to participate district wide. (Multi-tiered supports)

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

School Board Minutes or Affirmation Statement

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

Chief School Administrator

Dr Arthur W Abrom

2022-08-31

School Improvement Facilitator Signature

Building Principal Signature

Mr. Nicholas A. Bullock

2022-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

On ELA test, English Language learners in all three grades scored at least above in growth. 6th grade had a growth score above at 1.75. 7th grade was well above at 4.44 and 8th grade was well above at 2.51

On math test, english language learners in 6th grade met the growth standard at 0.08, 7th grade was well above at 2.14 and 8th grade was above at 1.8.

In Science, lowest 33% of students scored well above the growth standard at 2.65.

ELA PVAAS: 7th grade showed evidence that the standard for growth was met overall in 2021.

ELA PVAAS: 6th and 8th grade students showed evidence that quintiles 1 and 2 met the standard for growth. First quintile in 7th grade also met the standard for growth in 2021.

ELA PVAAS: 1st, 2nd, 3rd, and 5th quintile showed that the group met the standard for PA Academic Growth in 2021 in 8th grade.

MATH PVAAS: Overall, students in grades 7 and 8 showed evidence the standard of growth was met for PA growth.

Challenges

Students in 6th grade scored below the PVAAS standard for growth. 8th grade students scored well below. Students in 7th demonstrated evidence they met the standard for growth in ELA.

On math test, students in 7th and 8th grade showed evidence the school met the standard for growth. 6th grade showed well below, which pulled the entire school down.

8th grade gifted students showed moderate evidence that the school did not meet the growth standard.

ELA PVAAS: Overall in 8th grade, school showed significant evidence the school did not meet the growth standard in 2021.

ELA PVAAS: Overall 6th grade ELA showed moderate evidence the school did not meet the growth standard in 2021.

ELA PVAAS: 2nd and 3rd quintile students in 7th grade ELA showed moderate evidence the groups did not meet the PA growth standard in 2021.

MATH PVAAS: 6th grade math showed significant evidence the grade did not meet the standard for PA growth overall in 2021.

Strengths

MATH PVAAS: 1st quintile students in 7th grade (over half the grade) showed moderate evidence that the group of students exceeded the PA standard for growth.

MATH PVAAS: 1st quintile students in 8th grade (over half the grade) showed evidence that the group of students met the PA standard for growth.

MATH PVAAS: 5th quintile students in 8th grade showed evidence that the academic standard for growth in PA was met for the Keystone Algebra test.

SCIENCE PVAAS: 1st quintile students (nearly half) showed moderate evidence that the group exceeded the PA standard for growth.

SCIENCE PVAAS: 4th quintile students showed evidence that they met the PA standard for academic growth.

SCIENCE PVAAS:

Career Readiness - All Student Group Exceeds Performance Standard Federal Percent Career Standards Benchmark 98.2% Statewide Average 86.2% Statewide Performance Standard 98.0%

Economically disadvantaged - 97.6% of students in this group exceeded the target.

Challenges

MATH Keystone: 2nd, 3rd, and 4th quintile groups showed Moderate evidence that the group did not meet the standard for PA Academic Growth.

MATH PVAAS: Only 5th quintile students in 6th grade math showed evidence that students met the PA standard for growth in 2021.

MATH Keystone: In 2021, students overall who took the math keystone showed significant evidence that the PA growth standard was not met.

SCIENCE PVAAS: Students overall in 2021 that took the science test showed moderate evidence that the growth standard was not met.

SCIENCE PVAAS: 2nd, 3rd, and 5th quintile students showed moderate evidence that the growth standard was not met.

Continuing the priority is a challenge with finding the time for implementation but it is in progress in Literacy classes, computer classes, and counseling lessons..

Trying to reach our non-traditional students such as expelled and virtual academy students.

Our highly transient population poses a challenge to meeting the expectations. The district and school are initiating a targeted plan

Strengths

Hispanic - 98.1% of students in this group exceeded the target.

Lebanon Middle School score of 98.2 is well above the 2030 goal of 92.4%.

English Language Learners and Students with Disabilities showed that they met or exceeded the standard for growth in English Language Arts.

All Groups met the growth standard for Science.

Economically disadvantaged students showed they met the growth standard in math overall.

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

Implement an evidence-based system of School-wide positive behavior interventions and supports. PBIS has been implemented for several years with students taking an active role in its functionality.

Use multiple professional learning designs to support the learning needs of staff.

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

Challenges

to increase student attendance.

Economically disadvantaged students in 6th grade and keystone math students scored well below the growth standard.

Students who were economically disadvantaged showed evidence they did not meet the growth standard overall in ELA.

Students with disabilities and English language learners performed much better in terms of growth as opposed to economically disadvantaged student subgroup.

Align curricular materials, lesson plans, and practice to the PA Standards.

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

Use a variety of high level assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. Functionality of assessments for staff to appropriately use diagnostic assessment tools to plan for student instruction.

Monitor and evaluate the impact of professional learning on staff practices and student learning. Appropriate monitoring of staff feedback to ensure alignment of staff learning needs and requirements.

Strengths

school community

Challenges

Most Notable Observations/Patterns

Students in 6th grade as well as students who took the Math keystone showed significant evidence that the growth standard was not met and they scored well below the growth standard. White students across all grade levels all scored well below the growth standard in math. English language learners and students with disabilities performed very well and generally met the growth standard across grade levels if not exceeding.

Challenges

Discussion Point

Priority for Planning

MATH PVAAS: 6th grade math showed significant evidence the grade did not meet the standard for PA growth overall in 2021.

MATH Keystone: 2nd, 3rd, and 4th quintile groups showed Moderate evidence that the group did not meet the standard for PA Academic Growth.

Students scored well below overall in math keystone, significant evidence the growth standard was not met.

Our highly transient population poses a challenge to meeting the expectations. The district and school are initiating a targeted plan to increase student attendance.

Challenges	Discussion Point	Priority for Planning
Align curricular materials, lesson plans, and practice to the PA Standards.	Teacher turn-over, Professional development, accountability protocols.	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Substitute Teacher Shortage, Time, Accountability protocols	
Use a variety of high level assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. Functionality of assessments for staff to appropriately use diagnostic assessment tools to plan for student instruction.	Lack of knowledge, Accountability protocols.	
Monitor and evaluate the impact of professional learning on staff practices and student learning. Appropriate monitoring of staff feedback to ensure alignment of staff learning needs and requirements.	Lack of follow through, Accountability protocols.	
Economically disadvantaged students in 6th grade and keystone math students scored well below the growth standard.		
Students with disabilities and English language learners performed much better in terms of growth as opposed to economically disadvantaged student subgroup.		
SCIENCE PVAAS: Students overall in 2021 that took the science test showed moderate evidence that the growth standard was not met.		

ADDENDUM B: ACTION PLAN

Action Plan: Reduction in class size and portion of Imagine Learning software

Action Steps	Anticipated Start/Completion Date
Reduce class size by adding five classroom teachers (three reading and two math), adding one ELD paraprofessional, and purchasing software to support students in reading, math, and language arts which provides professional development for teacher-use of the software.	08/29/2022 - 06/08/2023

Monitoring/Evaluation	Anticipated Output
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Material/Resources/Supports Needed	PD Step
\$ 497, 795 Title One Funds	yes



Action Plan: Instructional Practice and Improvement

Action Steps	Anticipated Start/Completion Date
Staff will receive ongoing training on a number of areas including Learning Focused Schools lesson planning, Collins writing training, MTSS, Envision math resources, and the continued use of data throughout all academic areas.	08/30/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
The A-TSI team will meet together throughout the school year at stated defined checkpoints to monitor and evaluate progress.	*Review and monitoring of plan at multiple checkpoints throughout the school year (end of Trimester 1, 2, and 3) *At the end of each trimester, meetings will take place. The team will note the implementation of our action steps and areas to refine. *Meeting agenda notes will be taken with actionable steps on areas stated above.
Material/Resources/Supports Needed	PD Step
*Collins writing trainer *Learning Focused Schools coaches/trainers *Envision Math representatives/trainers *Teaching staff, department heads *MTSS district level supports	yes
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Action Plan: Reduction in class size and portion of Imagine Learning software

Action Steps

Anticipated Start/Completion Date

Reduce class size by adding five classroom teachers (three reading and two math), adding one ELD paraprofessional, and purchasing software to support students in reading, math, and language arts which provides professional development for teacher-use of the software.

08/29/2022 - 06/08/2023

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

\$ 497, 795 Title One Funds

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>IXL will be used as an intervention to assist students to make learning loss with the goal of increasing the number of students that are on grade level and become algebra ready by 8th grade. ReflexMath will also be utilized to target specific deficits through practice. (Closing the math gap.)</p>	<p>Instructional Practice and Improvement</p>	<p>Staff will receive ongoing training on a number of areas including Learning Focused Schools lesson planning, Collins writing training, MTSS, Envision math resources, and the continued use of data throughout all academic areas.</p>	<p>08/30/2022 - 06/09/2023</p>
<p>All Teachers will be trained in the Learning Focused Lesson Plan by the Learning Focused School In-District Trainers and in the Collins' Writing strategy by our consultant. New staff members have received initial Collins Writing training and our Collins consult is coming beginning this fall to align our strategies across all content areas. (LFS and Collins Writing Training)</p>			
<p>All teachers will receive feedback from administration in Frontline on their LFS Lessons including the Collins' Writing and practice to assure clear connections to the PA standards/anchors. (LFS Feedback)</p>			
<p>Reexamine core vocabulary for each grade level and design instruction of vocabulary to increase skills acquisition and understanding as measured by pre to post anchor assessment data. Each core subject will have a list of academic and subject area vocabulary to incorporate into their instruction, assessments, and pacing guides. (Vocabulary)</p>			
<p>All common anchor assessment results will be compared pre-test to post-test to determine student needs, student growth, and level of mastery of content and skills.</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>(Anchor Assessment in Practice)</p> <p>All assessments will contain high impact vocabulary and writing components. (Vocabulary and Writing)</p> <p>Data team will survey the faculty to determine the impact of the PD on staff practices and student learning. Administration and staff will review feedback from each professional development opportunity to target specific staff learning needs. (Professional Development)</p> <p>Continue to implement PBIS and (MTSS new this year) Multi-tiered supports for academics and behavior. We will continue MTSS team and the team has been added to participate district wide. (Multi-tiered supports)</p>			
<p>IXL will be used as an intervention to assist students to make learning loss with the goal of increasing the number of students that are on grade level and become algebra ready by 8th grade. ReflexMath will also be utilized to target specific deficits through practice. (Closing the math gap.)</p> <p>Reexamine core vocabulary for each grade level and design instruction of vocabulary to increase skills acquisition and understanding as measured by pre to post anchor assessment data. Each core subject will have a list of academic and subject area vocabulary to incorporate into their instruction, assessments, and pacing guides. (Vocabulary)</p>	<p>Reduction in class size and portion of Imagine Learning software</p>	<p>Reduce class size by adding five classroom teachers (three reading and two math), adding one ELD paraprofessional, and purchasing software to</p>	<p>08/29/2022 - 06/08/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All common anchor assessment results will be compared pre-test to post-test to determine student needs, student growth, and level of mastery of content and skills. (Anchor Assessment in Practice)</p> <p>All assessments will contain high impact vocabulary and writing components. (Vocabulary and Writing)</p> <p>Data team will survey the faculty to determine the impact of the PD on staff practices and student learning. Administration and staff will review feedback from each professional development opportunity to target specific staff learning needs. (Professional Development)</p> <p>Continue to implement PBIS and (MTSS new this year) Multi-tiered supports for academics and behavior. We will continue MTSS team and the team has been added to participate district wide. (Multi-tiered supports)</p> <p>Sixth grade students will receive targeted instruction in mathematics related to PA core state standards, PSSA eligible content, and assessment anchors. Teachers will utilize SuccessMaker program, Envision math resource, ReflexMath, and IXL learning program to target specific student defecitis. (6th Grade Math)</p>		<p>support students in reading, math, and language arts which provides professional development for teacher-use of the software.</p>	
<p>IXL will be used as an intervention to assist students to make learning loss with the goal of increasing the number of students that are on grade level and become algebra ready by 8th grade. ReflexMath will also be utilized to target specific deficits through practice. (Closing the math gap.)</p>	<p>Reduction in class size and portion of Imagine</p>	<p>Reduce class size by adding five classroom teachers (three</p>	<p>08/29/2022 - 06/08/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Reexamine core vocabulary for each grade level and design instruction of vocabulary to increase skills acquisition and understanding as measured by pre to post anchor assessment data. Each core subject will have a list of academic and subject area vocabulary to incorporate into their instruction, assessments, and pacing guides. (Vocabulary)</p>	Learning software	<p>reading and two math), adding one ELD paraprofessional, and purchasing software to support students in reading, math, and language arts which provides professional development for teacher-use of the software.</p>	
<p>All common anchor assessment results will be compared pre-test to post-test to determine student needs, student growth, and level of mastery of content and skills. (Anchor Assessment in Practice)</p>			
<p>Sixth grade students will receive targeted instruction in mathematics related to PA core state standards, PSSA eligible content, and assessment anchors. Teachers will utilize SuccessMaker program, Envision math resource, ReflexMath, and IXL learning program to target specific student defecitis. (6th Grade Math)</p>			
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<p>Data team will survey the faculty to determine the impact of the PD on staff practices and student learning. Administration and staff will review feedback from each professional development opportunity to target specific staff learning needs. (Professional Development)</p>			
<p>Continue to implement PBIS and (MTSS new this year) Multi-tiered supports for academics and behavior. We will continue MTSS team and the team has been added to participate district wide. (Multi-tiered supports)</p>			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Ongoing Monthly PD - Review of Comprehensive Targeted Areas	All LMS Teaching Staff	*LFS Lesson Planning *Collins Writing *Envision Math/SuccessMaker *IXL *Data Committee Meetings *Implementation and Refinement of Common Assessments
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Each meeting will have agenda and notes. We will continually monitor the included topics and discover areas to improve while also building on strengths.	08/30/2022 - 06/09/2023	Nicholas Bullock

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

Language and Literacy Acquisition for All Students

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

2b: Establishing a Culture for Learning

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Lebanon Middle School Parent Connections	Review of current TSI plan and Title I documents with LMS stakeholders.	Evening parent meeting at LMS.	Lebanon Middle School Parents.	September 2022
The TSI plan will be posted on the Lebanon School District's website.	The availability to review the entire TSI plan.	Online posting.	LMS Stakeholders	September 2022
