

TREXLER MS

851 N 15th St

CSI School Plan | 2022 - 2023

VISION FOR LEARNING

Mission: Trexler Middle School is a connected community of learners, families, and educators that honors the unique needs and voices of students, celebrates this time in a child's life, and leads by example to foster strong moral character and academic excellence. Vision: Trexler students will thrive in high school and beyond, confront challenges with confidence, and create a path to happiness for themselves that will make them well-rounded members of the community. Trexler middle school teachers will: -Adapt instruction to meet student needs by frequently gathering evidence of learning, including through formative and summative assessment. -Plan for and implement opportunities for students to receive feedback from teacher and peers. -Plan for and provide opportunities for students to engage as a learning community, including implementing small group learning, discussions, and collaboration. -Create inclusive classroom environments by: communicating positively with students, modeling affective statements, working with co-teachers and support staff to meet the needs of all students -Actively encourage, model, and support academic risk-taking actions (e.g., making mistakes, trying new strategies). Trexler middle school students will: -Give and accept constructive feedback, including revising work or correcting mistakes when needed. -Act as members of a learning community, including: expressing their own ideas and thinking, building on others' ideas and thinking, supporting the learning of all students in the classroom -Take academic risks, including: active participation, even on challenging tasks, openly and honestly, sharing their thinking, asking questions

STEERING COMMITTEE

Name	Position	Building/Group
Bob Morrow	Principal	Trexler Middle School
Jamie Nattress	Other	Trexler Middle School - Assistant Principal
Ryan McCloskey	Education Specialist	Trexler Middle School - Supervisor of Instruction
Haley Kloap	Other	Trexler Middle School - School Counselor
Leslie Corbett	Teacher	Trexler Middle School
Michael Rex	Teacher	Trexler Middle School
Conchetta Marucci	Teacher	Trexler Middle School
Karyn Moll	Teacher	Trexler Middle School
Chelsea Buffaloe	Community Member	Community In Schools
Patricia Smith	Teacher	Trexler Middle School
Cely Santana-Oquendo	Other	Trexler Middle School - Assistant Principal
Jaimie Newhard	Other	Trexler Middle School - FACE Parent Liaison
Sabrina Schneider	Parent	Trexler Middle School

Name	Position	Building/Group
Tiffany Polek	District Level Leaders	Allentown School District, Central Office - Director of Student Services
Brian Siket	District Level Leaders	Allentown School District, Central Office - Executive Director of Special Education
Elizabeth Serrano	District Level Leaders	Allentown School District, Central Office - District Supervisor of Special Education (middle schools)
William Seng	Chief School Administrator	Allentown School District, Central Office - Executive Director of Middle School Transformation and Virtual Learning
Maria Spinosa Ebert	Education Specialist	Trexler Middle School - ESOL Supervisor of Instruction
Ralph Todd	Community Member	Allentown School District Foundation
Eric Ruiz	Teacher	Trexler Middle School
Loren Yerger	Education Specialist	Trexler Middle School - Instructional Coach
Jennifer Sutherland	Parent	Trexler Middle School - Family Member
Deborah Jones	Other	Catapult Learning - Transformation Partner
Venessa Ronketto	Other	Catapult Learning - Transformation Partner
Andrea Langkamer-Smith	Parent	Trexler Middle School - Family Member

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If: - Co-teachers have protected time and structures for planning to meet the needs of EL students; - Teachers in all content areas include an English language objective for every lesson that ensures students practice language acquisition skills including: speaking, writing, reading, and listening in every content course; - Teachers use language acquisition data (LAS Links) to inform instructional decisions; - The school provides professional learning (PD, training, coaching) to all staff and monitors impact for all that's above THEN: The number of EL students meeting their growth goal for English Language Proficiency will increase.	English Language Growth and Attainment
If: - Teacher actions are aligned to Trexler's instructional vision - Teachers use data to inform instructional decisions. Better understanding of STAR, PSSA, and IXL data sources to drive instruction and student needs. - Teachers ensure students practice skills on grade-level tasks - The school provides professional learning (PD, training, coaching), teachers for teachers and monitors impact for all that's above THEN: ELA proficiency will improve	English Language Arts
If: - Teacher actions are aligned to Trexler's instructional vision; -Teachers use data to inform instructional decisions; Better understanding of STAR, PSSA, IXL data sources to drive instruction and student needs. -Teachers ensure students practice skills on grade-level tasks; -The school provides professional learning (PD, training, coaching) for teachers and monitors the impact for all that's above THEN: math proficiency will improve	Mathematics
If: - School leadership clarifies expectations for school-wide culture and climate routines and procedures (i.e., morning, hallways, PBIS, etc.) - The school prioritizes and emphasizes the importance of relationships with students (i.e. through advisory period, homeroom, master schedule) - Teachers are attuned and aware of students' needs (academic, SEL, etc.) and effectively and quickly respond and intervene to meet those students' needs - The school provides professional learning (PD, training, coaching) to all staff and monitors the impact for all that's above THEN: Staff and students will establish positive relationships that will improve the school culture and climate	School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy

Job Embedded Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	By the end of SY22-23, Trexler students will improve overall proficiency by 11.6% in math as measured by the Star math assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In partnership with Transformation Partner, review team structures, review master schedule, and create a scope and sequence for professional development that ensures school-level conditions are in place to make progress towards math proficiency action steps. Ensure that there are supports and PD sessions in place for teachers who are implementing the looping model (or have changed grade levels), focusing on the vertical alignment of standards.	2022-07-01 - 2022-08-31	SOI, Math Intervention Specialist, Math Coach, Admin	Master Schedules, Scope and Sequence, Walkthrough Data, Star Data
Create a schedule for a morning meeting time that includes protected time for grade-level collaboration, vertical content collaboration, and co-planning with SpEd and ESOL teachers. Provide teachers with	2022-07-01 - 2022-08-16	SOI, Math Intervention Specialist,	Master Schedules, Scope and Sequence, Walkthrough Data, Star

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
examples of structured agendas and research-based protocols to maximize this time. Ensure administrators observe and provide feedback on the effective use of the collaboration time.		Math Coach, Admin	Data
Teachers learn and practice instructional best practices to address learning gaps.	2022-07-01 - 0003-06-15	Math teacher from each grade level, math team leads, ESOL and Sped representative, SOI, Admin	Instructional vision; sample math instructional models from high-performing schools and districts with similar demographics; curricular materials
Establish clear, consistent expectations for math interventions (i.e., I/E, small group instruction time), including guidance for specific time requirements or programs.	2022-09-01 - 2022-09-15	SOI, Math Intervention Specialist, Math Coach	Star, LAS Links, IXL; known process for interventions for students; established time for teachers to plan/adjust interventions; math and STEM materials
Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed (specifically intervention specialist groupings) so that interventions are responsive to real-time data. Part of these expectations will be the use of math and STEM interactive learning materials.	2022-10-01 - 2023-06-30	SOI, Math Intervention Specialist, Math Coach	Star, LAS Links, IXL; known process for interventions for students; established time for teachers to plan/adjust interventions; math and STEM materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
After administering benchmarks, the admin facilitates a school-wide data review, including disaggregated data for looped vs. non-looped classrooms and other student subgroups. After benchmarks, facilitate data analysis and reteach-planning workshops for teachers. Data analysis includes connections to walk-through data.	2022-09-01 - 2023-06-30	Admin, Math Teachers, SOI, Math Coach, Math Intervention Specialist, Partners	Star, LAS Links, IXL; data analysis process
Establish a coaching plan aligned to the instructional vision that includes regular observations with teachers, including math teachers and teachers implementing the looping model.	2022-07-01 - 2022-09-01	Admin, SOI, Math Coach, Math Intervention Specialist, Partners	Time to complete walk-throughs/observations; time for following up within 48 hours
Execute a coaching plan. Provide feedback within 48 hours of observation. Complete coaching cycles for each teacher monthly. The coaching plan includes a connection to student data.	2022-10-01 - 2023-06-30	Admin, SOI, Math Coach, Math Intervention Specialist, Partners	Time to complete walk-throughs/observations; time for following up within 48 hours
Establish a regular, periodic communication plan to families on student academic progress. Create a tiered approach for communication for families based on if students are or are not consistently meeting growth benchmarks. Roll out family communication plan to staff.	2022-07-01 - 2022-10-01	Admin, Math Teachers, SOI, Math Coach, Math	Time on professional development days/morning meeting times for this communication to occur

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Intervention Specialist, Partners	
Execute a plan for regular, periodic communication to families. Communicate with families based on student data at least quarterly.	2022-10-15 - 2023-06-30	Math Teachers, math intervention specialist, Math coach	morning meeting times for this communication to occur

Anticipated Outcome
- Published assessment calendar that includes summative assessments and timelines for data analysis and reteach - Published protocols for peer lesson reviews - Published school-specific guidance for math classrooms - Published morning meeting schedule - Coaching plan

Monitoring/Evaluation
The Priority 1 admin lead will facilitate monthly progress monitoring routines with a representative math team, including grade-level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators and take any necessary action to address areas of opportunity: -math benchmark assessment data (Star) -math summative assessment data (unit tests, fluency) -math classroom observation data (amount of observations, leading or lagging implementation trends)

Evidence-based Strategy

Job Embedded Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	By the end of SY22-23, Trexler students will improve overall proficiency by 8.3% in ELA as measured by the Star ELA assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In partnership with Transformation Partner, review team structures, review master schedule and create a scope and sequence for professional development that ensures school-level conditions are in place to make progress towards ELA proficiency action steps. Ensure that there are supports and PD sessions in place for teachers who are implementing the looping model (or have changed grade levels), focusing on the vertical alignment of standards.	2022-07-01 - 2022-08-31	SOI, ELA Intervention Specialist, ELA Coach. Admin	Master Schedules, Scope and Sequence, Walkthrough Data, Star Data
Create a schedule for a morning meeting time that includes protected time for grade-level collaboration, vertical content collaboration, and co-planning with SpEd and ESOL teachers. Provide teachers with examples of structured agendas and research-based protocols to maximize this time. Ensure administrators observe and provide feedback on the effective use of the collaboration time. Morning meeting time has a schedule, but now moving to ensure that time is used well (data-driven, utilizing coaches).	2022-07-01 - 2022-08-16	SOI, ELA Intervention Specialist, ELA Coach, Admin	Master Schedules, Scope and Sequence, Walkthrough Data, Star Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers learn and practice instructional best practices to address learning gaps.	2022-07-01 - 2023-06-30	ELA teacher from each grade level, ELA team leads, ESOL and Sped representative, SOI, Admin	Instructional vision; sample math instructional models from high-performing schools and districts with similar demographics; curricular materials
Establish clear, consistent expectations for ELA interventions (i.e., I/E, small group instruction time), including guidance for specific time requirements or programs.	2022-07-01 - 2022-08-16	SOI, ELA Intervention Specialist, ELA Coach, Admin	Master Schedules, Scope and Sequence, Walkthrough Data, Star Data
Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed so that interventions are responsive to real-time data.	2022-10-01 - 2022-06-30	SOI, ELA Intervention Specialist, ELA Coach	Star, LAS Links, IXL; known process for interventions for students; established time for teachers to plan/adjust interventions;
After summative ELA assessments (quarterly benchmarks) are administered, the admin completes a data review, including disaggregated data for looped vs. non-looped classrooms and other student subgroups. After summative assessments, facilitate data analysis and reteach-planning workshops for teachers. Support teachers in creating reteach assessments to determine the effectiveness of	2022-09-01 - 2023-06-30	Admin, ELA Teachers, SOI, ELA Coach, ELA Intervention Specialist,	Star, LAS Links, IXL; data analysis process

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
reteaching on student understanding.		Partners	
Establish a coaching plan aligned to the instructional vision that includes regular observations with teachers, including ELA teachers and teachers implementing the looping model.	2022-07-01 - 2023-06-30	Admin, SOI, ELA Coach, ELA Intervention Specialist, Partners	Walkthrough data
Execute a coaching plan. Provide feedback within 48 hours of observation. Complete coaching cycles for each teacher monthly. The coaching plan includes a connection to student data.	2022-10-01 - 2023-06-30	Admin, SOI, Math Coach, ELA Intervention Specialist, Partners	Time to complete walk-throughs/observations; time for following up within 48 hours
Establish a regular, periodic communication plan to families on student academic progress. Create a tiered approach for communication for families based on if students are or are not consistently meeting growth benchmarks.	2022-07-01 -	Admin, ELA Teachers, SOI, ELA Coach, ELA Intervention Specialist, Partners	Time on professional development days/morning meeting times for this communication to occur
Execute a plan for regular, periodic communication to families. Communicate with families based on student data at least quarterly.	2022-10-15 - 2023-06-30	ELA Teachers, ELA intervention	morning meeting times for this communication to occur

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		specialist, ELA coach	

Anticipated Outcome

- Published assessment calendar that includes summative assessments and timelines for data analysis and reteaches - Published school-specific expectations for ELA classrooms. - Dedicated coaching and support for the content area, SPED, EL, and paraprofessionals using standards-aligned material - Structured morning meeting agenda

Monitoring/Evaluation

The Priority 2 admin lead will facilitate monthly progress monitoring routines with a representative ELA team, including grade-level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators and take any necessary action to address areas of opportunity: -ELA benchmark assessment data (Star) -ELA formative assessment data (unit tests, fluency) -ELA classroom observation data (amount of observations, leading or lagging implementation trends)

Evidence-based Strategy

School climate and culture (Restorative Practices)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Climate and Culture	By the end of the year, Trexler will score at least a 11 out of a possible 15 points on their Climate and Culture

Goal Nickname	Measurable Goal Statement (Smart Goal)			
	scorecard.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Building on an existing relationships with Transformation partners and ongoing Climate and Culture structures, build project plans for action steps aligned to Climate and Culture scorecard.	2022-07-01 - 2023-10-01	Transformation partner, Admin team	CSI plan, scope and sequence of Transformation Partner support	
Conduct historical analysis of student behavior data, including data disaggregated by student race and ethnicity. Determine key takeaways and recommendations for addressing any surfaced inequitable trends. Share with stakeholders.	2022-07-01 - 2022-11-01	Admin, RLT Team, Dr. Anderson	3-5 years of student behavior data; time for analysis; data visualizations	
Schedule spiraling culture and climate-specific professional development sessions throughout the year in the PD scope and sequence, including, but not limited to, relationship-building, trauma-informed teaching, anti-racist teaching, and community building. `	2022-07-01 - 2023-06-30	Admin team, RLT leaders	Historical PD scope and sequences/agendas; list of local organizations to partner with for professional learning opportunities; example PD scope and sequence from schools with exemplary culture and climate	
Refine BARK expectations for schoolwide student behaviors, including, but not limited to, policies on hallway passes, locker usage, uniforms,	2022-08-23 - 2023-06-30	Admin, RLT Team, BARK	BARK expectations documents	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
etc. Ensure expectations are publicly posted around the school. Provide teachers with written guidance on addressing students who are not meeting expectations.		Committee	
Student-facing lessons for the most high-leverage BARK expectations. Protect time for all lessons to be taught to all grade levels within the first two weeks of school.	2022-08-30 - 2022-09-09	Admin, RLT Team	BARK expectations documents
Weekly use of Social Emotional Lessons and circles during structured time.	2022-09-01 - 2023-06-30	Admin, RLT Team	SEL district and school documentation
Refine and explicitly communicate guidance for teacher actions in common area spaces (e.g., greeting students in hallways, upon entry into the building, and when in the cafeteria).	2022-08-01 - 2022-09-30	Admin	Examples of guidance for teacher actions from schools with exemplary culture and climate
Refine and explicitly communicate school-wide expectations for interactions between teachers and students (e.g., speaking voices only, calling students by their preferred name).	2022-08-01 - 2022-09-30	Admin, RLT Team	BARK expectations documents
In the first month of school, the admin team actively models how to address students who are not yet meeting BARK expectations.	2022-08-29 - 2022-09-30	Admin	Schoolwide expectations developed by staff RLT team
When completing walkthroughs or observations, observe Restorative Practices in action. Identify strong examples of Restorative Practices and provide teachers with peer observation opportunities as needed.	2022-09-01 - 2023-06-30	Admin, RLT Team	Scheduled time for admin to perform walkthroughs; Restorative Practices rubric

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify teachers who need additional support with Restorative Practices and follow up as needed with the Restorative Leadership Team (RLT).			or look-fors
Establish a quarterly routine for recognizing students for growth, achievement, and BARK excellence. Include families in the celebration and recognition (e.g., yard signs, inviting to assemblies, home visits).	2022-07-01 - 2023-06-30	Admin	Dedicated time for recognition; Benchmarks/criteria for what will qualify a student to be recognized
Gather input on the BARK system and state of climate/culture from a representative student advisory council that meets at regular intervals (e.g., monthly).	2022-09-01 - 2023-06-30	Admin, RLT Team	Dedicated time for recognition; Benchmarks/criteria for what will qualify a student to be recognized as a student leader. (Ex: leadership essay)
Establish a quarterly data monitoring routine that analyzes key climate and culture indicators, including attendance, student perception data from surveys, and discipline data, with disaggregated data for students in the looping teams.	2022-07-01 - 2023-06-30	Admin	Dedicated time for recognition; Benchmarks/criteria, Survey Data
Create a monthly calendar for parent communication meetings with a rotating topic schedule focused specifically on school priority needs. (Ex: math night, science night, poem reading, reading focus, SEL	2022-08-29 - 2023-06-30	Admin (AP) + community in schools	BARK/RLT/SEL Committee/Teaching Staff/Student Honor Society

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
opportunities, language priorities.) Presentations by adults will be held informational only, focusing on student work and performance.		partner	and Student Council Input. Follow monthly focus nights.

Anticipated Outcome

- Professional development scope and sequence includes regular and comprehensive culture and climate PD opportunities - Schoolwide PBIS system, including visuals in classrooms and common areas - Restorative practice meetings and circles are happening at regular intervals in all classrooms - Published plan for family communication on student progress with tiered communication breakdown

Monitoring/Evaluation

The Priority 3 admin lead will facilitate monthly progress monitoring routines with a representative team of teachers and staff members, including grade-level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators and take action as needed to address any areas of opportunity: attendance/behavior data, disaggregated by the teacher, student groups, and Tier II and Tier III Restorative Practices data (how often, how effective) data from culture walkthroughs

Evidence-based Strategy

Conduct formative assessments to use with English Learners to determine which students need additional support and provide focused interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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EL	By the end of SY22-23, 15% more students (than SY21-22, May test) will meet or exceed expected growth as measured by the LAS Links assessment.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Building on an existing relationships with Transformation partners and ongoing EL structures, build project plans for action steps aligned to English Language Growth and Attainment targets.	2022-07-01 - 2022-10-01	Transformation Partner	action plan
Engage students, staff, and families to determine any necessary changes to current practice so that ELs and students with IEPs are best positioned to receive the supports they need	2022-07-01 - 2023-10-30	ESOL SOI, ESOL teachers, Special Ed Facilitator, SpEd teacher representatives, Guidance, Home and School Liasion	"list of SpEd/EIs and their caseworkers scheduled meeting by 10/30 to "
Content teachers and ESOL teachers have protected collaborative time to review the proficiency status, and individualized goals and make a plan in support of each EI to reach that goal.	2022-07-01 - 2023-06-30	ESOL SOI, ESOL teachers, teachers in ESOL classrooms	ELA teacher of EIs, ESOL teachers, ESOL SOI
Plan professional development for all staff on best practices, EI assessments, and transferable modifications, including the use of English language objectives and strategies to ensure students have time and tasks that allow them to practice	2022-07-01 - 2022-08-01	ESOL SOI, ESOL teachers , Content Teacher of EIs	ESOL SOI, ESOL teachers, all faculty

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
language production			
Execute professional development for all staff on best practices, EI assessments, and transferable modifications, including the use of English language objectives and strategies to ensure students have time and tasks that allow them to practice language production	2022-08-02 - 2023-01-01	ESOL SOI, ESOL teachers , Content Teacher of Els	ESOL SOI, ESOL teachers, all faculty
Update schoolwide lesson planning template to include planning for English language objectives with PD	-	ESOL SOI, Admin team, ESOL teachers	ESL walkthrough form on PaEtep
conduct ESL-specific walkthroughs to gauge implementation and effectiveness of the use of English language objectives in core content classrooms.	2022-09-01 - 2023-05-31	ESOL SOI, Admin team, ESOL teachers	ESL walkthrough form on PaEtep
Implement effective use of language interventions software based on the needs of the Els as noted in the progress monitoring data with ongoing PD and monitoring to measure growth in targeted domains.	2022-07-01 - 2023-12-30	ESOL SOI, ESOL teachers, content teacher representatives	"Middlebury and other instructional software "
Ensure regular data analysis takes place using EI progress monitoring and include protected time for data analysis for ESOL teachers and core content teachers.	2022-07-01 - 2023-06-30	ESOL SOI, Admin team, ESOL teachers, instructional coaches	"individual learning plan quarterly grades for each EI"
Ensure families of EL students have access to and an understanding of periodic updates on the academic and language acquisition progress of their students every quarter	2022-07-01 - 2023-06-30	ESOL SOI, Parent Liason, ESOL teachers, Content	"Access to LMS to upload the information so parents can access it Parent Night to

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Teachers on EL teams	explain the language acquisition process and share how we monitor the students "
Provide free ESL classes for parents of Trexler students	2022-09-15 - 2023-06-30	ESOL SOI, Admin Team, ESOL teachers, ESOL Admin Team , instructional coaches	"ESOL teacher Title III money survey to parents "
Provide content teacher PD in best practices to engage the Els in their classes. In addition, provide resources and space to reflect and share strategies.	2022-07-01 - 2022-11-01	ESOL SOI, ESOL teachers, Admin Team, Content Teachers	"best practices resource bank "

Anticipated Outcome

- Professional development scope and sequence includes a clear focus on EL development for all teachers, including content teachers - Protected time for co-teaching collaboration in regular morning meeting rotation schedule - Data analysis is frequent. All data is disaggregated by EL status.

Monitoring/Evaluation

- The Priority 4 admin lead (ESOL SOI) will facilitate monthly progress monitoring routines with a representative team of teachers and staff members that includes grade-level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators and take action as needed to address any areas of opportunity: - Core content assessment data, disaggregated by a student group - LAS Links assessment data - Walkthrough data

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

SY19-20: 97.4% career standards benchmark

Continuously monitor implementation of the school improvement plan and adjust as needed

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

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

SY21-22: Between Q1 and Q2 of 21-22, our 6th Grade At-Above Benchmark in Reading grew by 8% from 14.9% to 22.9% according to the Star ELA assessment.

SY18-19: English Learners are the only student group to increase rates of proficiency in ELA from SY17-18 to SY18-19.

SY18-19: Black students made 9 points of growth in both ELA and science from SY17-18 to SY18-19.

SY18-19: English Learners showed a 4.4% increase in proficiency from the SY17-18 to the SY18-19 with 14.4% proficiency overall on

Challenges

SY21-22: Trexler has a career standards benchmark 48.1%; Trexler is not meeting the statewide average of 86.2%

SY20-21: According to the Winter 2 ELA Star assessment, 19.6% of Trexler students are proficient in ELA. Students scoring Below Basic increased by 9.1% over the course of the school year.

SY20-21: According to Winter 2 Star Math assessment, 11.2% of Trexler students are proficient in math. 72.4% of Trexler students are "Below Basic" in math.

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically - SY20-21 data: According to the Q3 student survey, 67% of students agree or strongly agree with the statement, "If I need to talk to someone, there is an adult in this school that I trust."

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

Strengths

the PSSA ELA.

SY18-19: Trexler students made the most growth in science (53), 3 points above the growth score for ELA and math.

SY21-22: Between Q1 and Q2, our 6th grade proficiency in math increased from 3.4% to 14% as measured by Star.

SY21-22: 6th grade increased their Speaking score by 5.48%. 7th grade increased their Speaking score by .77%. from Q1 to Q2.

SY21-22: EL subgroup 3.5% proficient in math in the winter 1 testing window (an increase from 1.1% in fall) based on Star math.

SY 21-22: Between Q1 and Q2 of 21-22, our group of students identifying as Hispanic At-Above Benchmark grew from 17.9% to 19.3% on Star ELA.

SY21-22: Trexler is working to improve STEM offerings for 6,7, and 8 grade science students.

SY21-22: Trexler saw an increase in overall ELA proficiency from Fall (19.2%) to winter 1 (20.2%) to winter 2 (21.4%) according to Star ELA.

SY21-22: The number of students showing high growth from Fall to Winter testing windows increased from 25.1% in the 20-21 school year to 34.8% in the 21-22 school year.

Challenges

No Essential Practices are currently exemplary.

Collectively shape the vision for continuous improvement of teaching and learning. The school has a defined theory of action or vision along with established goals and interim benchmarks, but a sense of ownership for the success of all students lies primarily with school leaders and some staff.

SY20-21: Trexler's ELA proficiency is 8.3% [SY18-19: 31.5%]

SY20-21: Percent English Language Growth and Attainment is 2.6% [SY19-20: 14.7%] [SY18-19: 14.4%]

SY20-21: Trexler's Math proficiency is 2.4% [SY18-19: 12.6%]

SY21-22: The number of students testing proficient from winter 1 to winter 2 decreased by 2.2%.

20-21: According to Winter 2 Star Math assessment, 11.2% of Trexler students are proficient in math. 72.4% of Trexler students are "Below Basic" in math.

SY20-21: According to the Winter 2 ELA Star assessment, 19.6% of Trexler students are proficient in ELA. Students scoring Below Basic increased by 9.1% over the course of the school year.

SY20-21: From 2018/19 to 2019/20, ELs maintained or increased from a proficiency level of 14.4% to 14.7% with a decrease to 2.6%

Strengths

SY21-22: The number of students showing high growth from Fall to Winter testing windows increased from 25% in the 20-21 school year to 42.7% in the 21-22 school year as measured by Star.

SY21-22: Trexler student proficiency increased 7.1% from the Fall baseline to the Winter #1 testing window as measured by Star.

Challenges

for SY20-21.

SY18-19: English Learners showed the largest decrease in growth in math (from 79 in SY17-18 to 53 in SY18-19).

SY18-19: Regular attendance of Special Education students (70.8%) falls nearly 10% below Trexler's average (80.3%).

SY18-19: Special Education students make up 22.7% enrollment and experience 25.9% of out of school suspensions.

SY18-19: Hispanic students achieve proficiency at rates below Trexler's school average on the PSSA in all content areas (ELA 33%, math 11.9% and science 22.5%).

SY18-19: 73.4% of Trexler students are not proficient in science.

SY18-19: Trexler is not meeting the statewide growth standard for science.

SY21-22: Trexler students saw a reduction in proficiency from Fall window #1 in the 20-21 school year (20.7%) to 19.2% in the Fall window in the 21-22 school year according to Star ELA.

SY21-22: 6th grade growth is only 1.7% greater than 7th grade's growth on Star math, although 6th grade has double the instruction time.

Most Notable Observations/Patterns

The team names the opportunity to improve systems, broadly. The concept that, “Every system is perfectly designed to get the results it gets” is a concept to return to as the team begins to analyze the root causes of priority challenges. The team discussed how culture and climate go beyond practices, policies, and protocols. There is an adaptive element. Conversations regarding how adult mindsets and actions impact the student experience will be important. Listening and positive communication must continue throughout the process, no matter how many times we have to revisit the needs of our school community. The team notes that collective responsibility, trust, and buy-in of all staff will be critical to implementing improvement efforts. How the CSI plan is shared, both in communication and process, will matter a lot. Continued reminders of the work needed to improve student experiences and provide the “safe” place they need to succeed. Special Ed and ELs are listed separately, but there are some students in each grade who are in both of these student groups. While some students may be reaping benefits from co-teaching, there is a need to examine what else can be done to better meet learner needs, especially those in multiple student groups. The team identified that the way staff talks about the district, the building, the work, each other, students and families matters and sticks. The team also understands that continued changes in mindset is needed to improve students academic and emotional needs.

Challenges	Discussion Point	Priority for Planning
SY20-21: Percent English Language Growth and Attainment is 2.6% [SY19-20: 14.7%] [SY18-19: 14.4%]	Implementation challenge: Lack of systematic approach to implementation Additional discussion: Focus on proficient students but not on the growth of all students. The foundation of using Las Links as progress monitoring has been set but only ESL teachers understand the data. Content teachers have not had training on Las Links. We have many educational platforms but we do not have a lot of training and direction on when and how to use them.	

Challenges	Discussion Point	Priority for Planning
20-21: According to Winter 2 Star Math assessment, 11.2% of Trexler students are proficient in math. 72.4% of Trexler students are "Below Basic" in math.	Implementation challenge: Lack of protected time/capacity for the team driving the strategy to meet or carry out action steps Lack of systematic approach to implementation Additional discussion: Lack of protected time/capacity for the team driving the strategy to meet or carry out action steps. The top priority is climate and culture and the team is spread too thin among too many focuses.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically - SY20-21 data: According to the Q3 student survey, 67% of students agree or strongly agree with the statement, "If I need to talk to	Implementation challenge: Inconsistent follow through on action steps. limited belief/mindset Limited belief/mindset Additional discussion: Inconsistent follow through with behaviors and individual needs. There is a lack of consistent time and a culture of negativity. Processes and restorative approach being done with fidelity and with consistency.	

Challenges	Discussion Point	Priority for Planning
someone, there is an adult in this school that I trust.”		
SY20-21: According to the Winter 2 ELA Star assessment, 19.6% of Trexler students are proficient in ELA. Students scoring Below Basic increased by 9.1% over the course of the school year.	Implementation challenge: Lack of systematic approach to implementation Additional discussion: We have recently purchased many high-interest novels per the suggestions both teachers and students. That will hopefully generate more student interest in reading. Teachers communicate with their students throughout the year to add literature that is both on student reading levels and interest. STAR does not measure Text Dependent Analysis, which has been a focus of our ELA alignment at Trexler. The alignment of daily lessons with iXL reinforcement is currently not as effective as it could be, something we are working on. With IXL having the capacity to challenge students on their individual levels it is important that our teachers are able to use this program to its full capacity. Effective co-teaching models are being employed by some teachers, but not all. We are working to push teachers to utilize station teaching and team teaching. Walkthroughs have focused on groups and teachers giving more opportunities for student talk. We do not currently have an aligned strategy/practice for vocabulary acquisition employed by all teachers. This is a current focus of our ELA priority group We are currently working on providing ELA & Social Studies teachers with PSSA / SAS aligned warm-ups for each class. Currently, we have not provided that resource.	