

FRANCIS D RAUB MS

102 S Saint Cloud St

CSI School Plan | 2022 - 2023

VISION FOR LEARNING

Mission: The Raub Middle School family draws on the entire community to foster a safe, respectful environment that honors students' voices, challenges students through authentic learning experiences, and celebrates accomplishments together. Vision: Raub students will be lifelong learners empowered to lead with empathy, persevere through challenges, and use their voice to thrive in their community. Raub Middle School teachers will: -Utilize student work to drive discussion, celebrate successes, and make instructional decisions in the moment. -Provide structures for students to provide peers with feedback. -Model habits of discussion in a range of collaborative discussions (e.g., Socratic Rounds, Fishbowls, Turn and Talks), including: asking and answering questions, active listening, respectfully agreeing or disagreeing, responding to the thinking of others -Facilitate restorative circles and/or community building circles to promote student belonging and empowerment. Raub Middle School students will: -Give and accept positive and constructive feedback, including revising work or correcting mistakes when needed. -Engage in open-ended discussions on grade-level topics, texts, and issues by: asking and answering questions, active listening, respectfully agreeing or disagreeing, responding to the thinking of others -Participate in restorative circles and/or community building circles in a way that invites peers in to develop a sense of belonging.

STEERING COMMITTEE

Name	Position	Building/Group
Jose M. Delgado	Principal	Francis D. Raub Middle School
Reina Garcia	Other	Francis D. Raub Middle School - Assistant Principal
Lisa Brinker	Education Specialist	Francis D. Raub Middle School - Supervisor of Instruction
Virginia Mervine	Teacher	Francis D. Raub Middle School
Michael Sacco	Teacher	Francis D. Raub Middle School
Amy Belloff	Teacher	Francis D. Raub Middle School
Jerick Volkert	Teacher	Francis D. Raub Middle School
Sarah Gillette	Education Specialist	Francis D. Raub Middle School - Special Education facilitator
Lauri Hammond	Other	Francis D. Raub Middle School - School counselor
Tara Beaky	Teacher	Francis D. Raub Middle School
Maria Tomlinson	Parent	Francis D. Raub Middle School
Julia Rodriguez	Parent	Francis D. Raub Middle School

Name	Position	Building/Group
Lydia Drummond	Parent	Francis D. Raub Middle School
Nola Garcia	Parent	Francis D. Raub Middle School
Olga Cosme	Community Member	Community Schools Coordinator
Ismael Vasquez	Community Member	Afterschool coordinator
Maria Surita	Other	Francis D. Raub Middle School - FACE/Parent Liason
William Seng	District Level Leaders	Allentown School District, central office - Executive Director of Middle School Transformation and Virtual Learning
Phil Parise	Community Member	United Way - Community School
Brian Siket	District Level Leaders	Allentown School District, central office - Executive Director of Special Education
Brandy Rentko	Teacher	Francis D. Raub Middle School - Building union representative
Jen Bryant	District Level Leaders	Allentown School District, central office - Director of Literacy
Rev. Maria Tjeltveit	Community Member	Allentown School District Foundation

Name	Position	Building/Group
Elizabeth Serrano	District Level Leaders	Allentown School district, central office - District Supervisor of Special Education
Shalynda Morton	Teacher	Francis D. Raub Middle School
Allison Brooks Shimon	Other	Francis D. Raub Middle School - Assistant Principal
Karen Knecht	Community Member	Francis D. Raub Middle School - Davinci Science Center
Melissa Diem	Community Member	Francis D. Raub Middle School - Faith Church
Beth Tomlinson	Community Member	Francis D. Raub Middle School - United Way
Nick Weschler	Community Member	Francis D. Raub Middle School - Horace Mann
Elizabeth Still	Community Member	St. Lukes
Jeannine Romito	Community Member	Francis D. Raub Middle School - St. Luke's
Ellen Denizard	Community Member	Francis D. Raub Middle School - St. Luke's

Name	Position	Building/Group
Abda Lee	Education Specialist	Francis D. Raub Middle School - ESOL Supervisor of Instruction
Izzy Vasquez	Community Member	Francis D. Raub Middle School - St. Luke's
Sylvia Gordon	Other	Francis D. Raub Middle School - Counselor/Student services
Haiwen Chu	Other	West Ed - Transformation Partner

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If: - Staff share collective responsibility for the success of EL students; - Teachers use disaggregated data (Star) and language acquisition data (LAS Links) to inform instructional decisions; - School makes a concerted effort to engage and communicate with families of EL students; - 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: - School leadership clarifies expectations for school-wide routines and procedures; - All school staff implement Restorative Practices, including restorative circles: - All school staff establish respectful and trusting relationships with students and each other (<-- ADDED BY BROOKS); - School provides professional learning (PD, training, coaching) to all staff and monitors 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
If: - Teacher actions are aligned to Raub's instructional vision; -Teachers use data to inform instructional decisions; -teachers maximize intervention time and programs to meet student needs -The school provides professional learning (PD, training, coaching) for teachers and monitors impact for all that's above THEN: math proficiency will improve	Mathematics
If: - teacher actions are aligned to Raub's instructional vision: - teachers use data to inform instructional decisions - teachers maximize interventions, including small group instruction and I/E time to meet student needs - the school provides professional learning (PD, training, coaching) for teachers and monitors impact for all that's above THEN: ELA proficiency will improve	English Language Arts

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, Raub 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

Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs. Quarterly, use data to create a PD schedule. Provide teachers with quarterly PD schedules.

2022-08-01 -
2023-06-30

Math teacher
from each
grade level,
math team
leads, ESOL
and Sped
representative,
SOI, Admin

Prior professional development agendas;
Sample scope & sequences from other schools
and districts with similar demographics; Copy of
all new curricular materials; Teacher schedules
for coming school year. Application of CSI funds
for teacher participation outside of teacher
contract.

Rollout and monitor collaborative protocols (such as morning meetings) across grade level and content teams to support alignment, collaboration, and content expertise among RMS teachers

2022-08-22 -
2023-06-30

SOIs, Team
leaders, Dept.
Leaders

Shared Expectations and Shared Calendar

Ensure there is a consistent approach to curriculum

2022-08-01 -

Math Dept.

Lesson plan expectaions, selected ASD

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and instructional planning and mapping, across teams and grade levels towards prioritized learning standards	2022-09-30	Leader, P1 & 2 CSI Team, Admin	curriculum mapping software, PA Standards
Evaluate the current structure for Math periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.)	2022-08-01 - 2022-09-30	Admin team, P1 & 2 CSI Team, Math Dept. Chair	ASD math resources including current and former pacing guides, Review of other Middle School math structures
Create IE schedule by team with time split between content areas with 3 days/week designated for math. Students have the option for students to work on instructional technology and utilize flexible grouping	2022-08-22 - 2023-06-30	Team Leaders, P1 & 2 team	Raub MS Schedule with IE included; Google or Office shared drives
Regularly observe for the instructional vision in action, and provide teachers with vision-aligned feedback.	2022-08-29 - 2023-06-30	Admin Team	Raub's Instructional Vision Walkthrough Tools in PA-Etep Walkthrough Data Analysis
Use walkthrough data to provide professional learning for any identified gaps for individuals or groups of teachers.	2022-08-29 - 2023-06-30	Admin Team	Walkthrough Templates and Analysis
Implement instructional technology to support tier 1/tier 2 instruction that aligns with student's academic needs	2022-08-22 - 2023-06-30	Teachers, SOIs	Technology platforms such as IXL, Lexia, Curricular Online sites and resources, 1:1 devices for students

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create systems and structures at RMS for teachers to collaborate in data analysis. RMS will provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for students to receive rigorous tier 1 instruction	2022-08-01 - 2023-06-30	Admin Team	Data resources and templates
Student Data Portfolios (digital and hard copy versions) will be utilized and include individualized student goals.	2022-08-01 - 2022-08-19	P1 & 2 CSI Team and Portfolio Committee	Online Portfolios, Binder Portfolios
Create school-wide math challenge and recognition for achievements utilizing instructional technology (such as IXL Leadersboard)	2022-08-22 - 2023-06-30	Math Teachers, P1 & 2 CSI Team	IXL or other platform, student prizes, Raub's social media, Google Classrooms

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 data analysis system -Family communication system

Monitoring/Evaluation

The Priority 1 admin lead will facilitate monthly progress monitoring routines with a representative math team that includes 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, Raub 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
Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs. Quarterly, use data to create a PD schedule. Provide teachers with quarterly PD schedules.	2022-08-01 - 2023-06-30	SOI, ESOL SOI, P, APs, ELA/Reading Dept. Chair, ESOL Dept. Leader, Spec Ed Facilitator	Prior professional development agendas; Sample scope & sequences from other schools and districts with similar demographics; Copy of all new curricular materials; Teacher schedules for coming school year. Application of CSI funds for teacher participation outside of teacher contract.
Rollout and monitor collaborative protocols (such as morning meetings) across grade level and	2022-08-22 - 2023-06-30	SOI, ESOL SOI, P, APs, Team	Meeting Templates, Established Group Norms

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
content teams to support alignment, collaboration, and content expertise among RMS teachers		Leaders, Dept. Leaders	
Create a list of and purchase high-interest texts aligned to grade level standards and curriculum.	2022-08-01 - 2022-11-01	ELA/Reading Dept. Chair, ELA teachers, Librarian, Library para	Student Survey of Book Interest; Teacher input for class sets. Use of CSI funds to purchase books.
Ensure there is a consistent approach to curriculum and instructional planning and mapping, across teams and grade levels towards prioritized learning standards	2022-08-01 - 2022-09-02	SOI, ESOL SOI, P, APs, Instrucional Coach, Instructional Interventionist, ELA/Reading Dept. Leader, ASD Litearcy Director	ASD pacing guides, Uderstanding by Design book and resources, PA Standards
Evaluate the current structure for ELA periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.)	2022-08-01 - 2022-09-02	SOI, ESOL SOI, P, APs, ELA/Reading Dept. Leader, ASD Literacy Director, Instrucional Coach	ASD pacing guides (former and current) Samples from other middle schools Raub ELA/Reading
Create IE schedule by team with time split	2022-08-01 -	P1 & 2 team, Team	Raub MS Schedule with IE included; Google or

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
between content areas with 3 days/week designated for math. Students have the option for students to work on instructional technology and utilize flexible grouping	2023-06-30	Leaders, Instructional Coach, SOI	Office shared drives
Regularly observe for the instructional vision in action, and provide teachers with vision-aligned feedback.	2022-08-29 - 2022-06-30	P, APs, SOI, ESOL SOI, ASD Admin	Raub's Instructional Vision Walkthrough Tools in PA-Etep Walkthrough Data Analysis
Use walkthrough data to provide professional learning for any identified gaps for individuals or groups of teachers.	2022-08-29 - 2023-06-30	P, APs, SOI, ESOL SOI, ASD Admin	Walkthrough Templates and Analysis
Create systems and structures at RMS for teachers to collaborate in data analysis. RMS will provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for students to receive rigorous tier 1 instruction	2022-08-01 - 2023-06-30	Admin Team	Data resources and templates
Student Data Portfolios (digital and hard copy versions) will be utilized and include individualized student goals.	2022-08-01 - 2023-06-30	P1 & 2 CSI Team and Portfolio Committee	Online Portfolios, Binder Portfolios
Encourage, track and incentivize reading with Million Minutes Reading Challenge	2022-08-22 - 2023-06-30	Math Teachers, P1 & 2 CSI Team	IXL or other platform, student prizes, Raub's social media, Google Classrooms

Anticipated Outcome

- Published assessment calendar that includes summative assessments and timelines for data analysis and reteach - Published school-specific expectations for ELA classrooms. - Dedicated coaching and support for content area, SPED, EL and paraprofessionals using standards aligned materials - Student data portfolios

Monitoring/Evaluation

The Priority 2 admin lead will facilitate monthly progress monitoring routines with a representative ELA team that includes 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, Raub will score at least a 11 out of a possible 15 points on their Climate and Culture scorecard.

Action Step

Anticipated
Start/Completion

Lead
Person/Position

Materials/Resources/Supports
Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create clear expectations and systems for all staff to communicate regularly with parents and families (including purchasing any necessary technology and software), ensuring there is a balance of information communicated representing the whole child (academics, behavior, social-emotional needs etc.)	2022-08-01 - 2022-10-01	APs	Written expectations for communication between staff and families
Build systems and structures that ensure community partnerships continue to develop and grow in an aligned way, to support RMS students and families. Create a monitoring system to track community engagement	2022-08-01 - 2023-06-30	APs	School/Community partnership dashboard, online drive to keep meeting minutes and other materials
Co-create a productive, transparent adult climate at RMS by focusing on relationship building between leadership and faculty, clear performance management structures, and ensuring the leadership team executes student discipline systems and structures with consistency, across teams and grade levels	2022-08-01 - 2023-06-30	APs	PD resources to highlight structures of collaboration between LT and Faculty
Develop and execute regular parent stakeholder meetings with the goals of sharing information, getting feedback and moving towards a shared vision of RMS as a community school	2022-10-01 - 2023-06-30	APs	School/Community partnership dashboard, online drive to keep meeting minutes and other materials
Develop a comprehensive calendar of family engagement events (including SOTM celebrations). Establish a system for tracking	2022-07-01 - 2022-09-01	APs	Calendar for family events, school and community

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
attendance at all family engagement events. in addition to clear expectations around attendance, communication, and facilitation			online drive
Protect time in the master schedule for students to begin and end their day with the same group of students (e.g., homeroom/advisory period) to promote school-wide community building. Create a weekly extended homeroom period to teach student-facing culture and climate systems and adopt a scope and sequence for homeroom/advisory period. Communicate expectations for homeroom/advisory to teachers and create a system to monitor its implementation	2022-08-15 - 2023-06-30	Leadership Team	An established, easy-to-follow curriculum for anti-bullying prevention/ SEL lessons
Develop tiered school-level systems and structures to monitor, incentivize, and intervene to increase regular attendance at RMS, leveraging existing PBIS systems. Implement systems using RMS staff on the attendance team.	2022-09-01 - 2023-06-30	Leadership Team, Faculty	Sapphire to monitor and track attendance
Continue training, building systems around implementing (including choosing implementation fidelity measures), and monitoring tier (data review) 1 and tier 2 behavioral interventions, leveraging the school-wide PBIS system to gradually reduce exclusionary discipline at RMS (OSS)	2022-08-01 - 2023-06-30	APs, DoS	Access to PBIS reawards online system for all faculty
Develop systems and structures for ATS, including, but not limited to: staffing, coverage and schedules, systems around drop off and pickup, student work expectations while in ATS, clear criteria for how students are assigned to ATS and when they will leave ATS, and how to support students who are not meeting expectations in ATS	2022-08-01 - 2023-06-30	APs	Individual portfolios for students who attend ATS

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review expectations for facilitating restorative circles (leveraging homeroom/advisory period). Monitor the implementation of restorative meeting using walkthroughs. Review restorative practices data at regular intervals to identify barriers in implementation.	2022-09-01 - 2023-06-30	APs, DoS, All LT members	Provide each homeroom with a specific binder to be used as a portfolio of student/teacher work. Clear consistent communication with teachers that this practice is part of Domain 4.
Reground staff in systems of progressive discipline. Ensure teachers know how, when, and what do enter referrals/incidents into Sapphire. Ensure leadership have protected time to execute systems of progressive discipline. Create a plan to ensure students are clearly taught systems of progressive discipline	2022-08-01 - 2022-10-01	Leadership Team	Student code of conduct, written disciplinary systems for RMS
Conduct walkthroughs of homeroom/advisory period at least quarterly and provide feedback to teachers.	2022-08-15 - 2023-06-30	Leadership Team	Protected time to do walkthroughs. A scheduled time amongst all evaluators (Admin) to observe and collect data. Walkthrough form used for all SEL walkthroughs.
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 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: - attendance/behavior data, disaggregated by teacher, - student groups and Tier II and Tier III - Restorative Practices data (how often, how effective) - data from culture walkthroughs - staff and student survey data

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)
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.

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	2022-08-01 - 2022-09-01	SOI	Completed PD schedule for the 22.23 school year

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
professional development that ensures school-level conditions are in place to make progress towards Priority 4 action steps.			
Provide training on assessment administration and goals for English Learners (both understanding and facilitating assessments) including WIDA and LAS Links, for all content staff who work with EL students with an explicit goal of producing more staff who administer assessments for EL students to increase assessment efficiency/efficacy and to create next steps to support academic gains for EL students	2022-08-01 - 2022-09-01	SOI/District Support.	LAS Link Data of EOY 2022, If available.
Create or select a schoolwide whole group and small-group lesson planning template. Template includes content and English language objectives (reading, writing, speaking, and listening), including modifications and accommodations	2022-08-01 - 2022-10-01	SOI, Admin, Staff	Small group lesson planning template
Create protected time for regular, structured collaboration between ESOL and content teachers, both at the beginning of the school year and throughout the school year. This will include time for co-planning, differentiation instruction and data analysis as needed. RMS will provide meeting templates or agendas that include best practices in coteaching support for ELs and ELs with disabilities (including resources from QTEL). Collaborative time may be used for norming on proficiency status, individualized goals, and other EL learners needs	2022-09-01 - 2023-06-30	Admin/SOI/District support	A school calendar with selected or possible times to hold , ILT, Grade level Meetings/ Planning Times or Creating a system for a analyzing and interpreting data. (Data Team Meeting)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilize created walkthrough forms and schedule to monitor the use of EL practices in both core and elective classes. Use walkthrough data to provide professional learning for any identified gaps for individuals or groups of teachers.	2022-09-01 - 2023-06-30	Admin/SOI	Walk through data and Scheduled times.
Create systems and structures at RMS for teachers to collaborate in data analysis (WIDA and LAS Links). RMS will provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for EL students to support rigorous tier 1 instruction	2022-08-01 - 2023-06-30	SOI/Admin	LAS Link Data and or ACCESS Data.
After each benchmark period, provide structured data analysis sessions (and training) that includes interpretation of LAS Links with next steps for instructional planning to support rigorous tier one instruction. Use key takeaways to inform whole group instruction and small-group interventions (including differentiation and modifications).	2022-09-01 - 2023-06-30	SOI/ESOL District support.	Schedule time during Planning period/ILT or Data Team Meeting.
Use instructional tech (IXL or Lexia) to support domain-based interventions (reading and writing) for EL students	2022-09-01 - 2022-12-01	SOI/Staff	Provide an overview on Lexia/IXL and any other platform. Especially for new staff.
Encourage family engagement of English Learners by making the school a welcoming place for families of EL students (e.g., posting signage in multiple languages, having translators or translation services available at school events, providing translated versions of	2022-09-01 - 2022-12-01	Admin/Staff	Possible: Stipend teachers/teams to support with translating information that is needed throughout

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
schoolwide communication where possible).			the school year. For example, reminders on Preps for test taking tips, progress monitoring forms, after school supports or HW support.
RMS will encourage family engagement by creating clear systems and expectations for communication between staff and families of EL students (e.g., personal, translated phone calls, emails, texts). Content of communication should be balanced between academics and behavioral expectations for students	2022-08-01 - 2022-10-01	Admin/Staff	School-wide communication tracker
Anticipated Outcome			
- Professional development scope and sequence includes 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. Data analysis systems in place.			
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 student group - LAS Links assessment data - Walkthrough data			

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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

Collectively shape the vision for continuous improvement of teaching and learning

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

Implement evidence-based strategies to engage families to support learning

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

SY19-20: 94.6% career standards benchmark; Raub exceeds the statewide average performance (89%)

SY18-19: Raub students exceed the statewide growth standard by 14 points - all student groups meet or exceed the growth goal (70).

SY18-19: Raub students exceed the statewide growth standard by 3 points - all student groups meet or exceed the growth goal (70).

Challenges

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Implement an evidence-based system of schoolwide positive behavior interventions and supports

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

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

SY20-21: 85% career standards benchmark. This is a decrease of more than 10% from SY19-20.

SY20-21: Overall math proficiency is 2.4%, a decrease of almost than 7%. [SY19-20: Less than 10% of students scored proficient or advanced on the 2019 Math PSSA; additionally, only 3.7% of EL students and 1.9% of students with IEPs scored proficient or advanced.]

Strengths

SY19-20: English Learners have the highest regular attendance rate 74.9% [SY18-19: 77.1% and the lowest chronic absenteeism (6%)].

SY21-22: There was 1.5% increase in overall ELA proficiency from the winter 1 testing window in 20.21 (18.2%) to the winter 1 testing window in 21.22 (19.7%)

SY21-22: 7th grade proficiency in ELA increased 2.6% from the fall testing window to the winter 1 testing window in the 21-22 school year

SY21-22: 8th grade proficiency in ELA increased 1.2% from the fall testing window to the winter 1 testing window in the 21-22 school year

SY21-22: There was an increase in overall proficiency in Math of 2.2% from the 21-22 fall testing window 21-22 to winter 1 testing window

SY21-22: 6th Grade math proficiency increased from 4.3% in the fall testing window in 21-22 to 6.5% in the winter 1 testing window in 21-22

SY18-19: Raub's academic growth score for science is 73; Raub exceeds the statewide growth standard (70)

Challenges

SY19-20: 74% of students attend school regularly. [SY18-19: 74.7%].

SY20-21: Percent English Language Growth and Attainment is 3.3%. [SY19-20: 6.1%] [SY18-19: 15.2%]

SY19-20: English Learners have the lowest proficiency of all student groups in ELA and science (and second lowest in math), despite having the highest regular attendance.

SY18-19: Raub's ELA proficiency is 26.8% on the PSSA.

SY21-22: There has been a decrease of 3.3% in overall proficiency in ELA from fall of 20-21 to winter 1 testing window of 21-22

SY21-22: There was only a marginal increase in proficiency (+0.2%) from the fall testing window to winter 1 testing window in the 21-22 school year in ELA

SY 21-22 There was a decrease of 3.1% in proficiency in 6th grade students from the fall testing window to the winter 1 testing window in the 21.22 school year in ELA

SY21-22: There was a decrease of 3% in math proficiency from the winter 1 testing window in 20-21 to the winter 1 testing window of 21-22.

SY21-22: Overall math proficiency is 8% as of the winter 1 testing window in 21-22

Strengths

SY21-22: EL Speaking proficiency increased from 7.52% in fall of 21-22 to 13.24% in winter 1 testing window in 21-22

SY21-22: 6th Grade proficiency on Las Links increased from 2.78% in Fall of 21.22 to 4.76% in Winter 1 of the 21.22 school year

SY21-22: Students identifying as LatinX increased math proficiency on Star from 5.6% in the fall to 7.5% in winter 1 and 7.9% in winter 2.

Challenges

SY21-22: All subgroups decreased in math proficiency from the fall testing window in 20-21 to the fall testing window in 21-22

SY21-22: 8th grade math proficiency decreased from 10.1% in the winter 1 testing window in 20-21 to 6.6% in the winter 1 testing window on 21-22.

SY18-19: PSSA science 2.5% advanced, 16.9% proficient, 33.9% basic, 46.6% below basic

SY21-22: Overall proficiency on LAS Links fell from 4.61% in the fall of the 21-22 school year to 3.97% in the winter 1 testing window in 21-22

SY21-22: Special Education students were 0% proficient in math on the Winter 1 Star testing window.

SY21-22: Overall proficiency in 7th grade students on LAS Links fell from 5.71% in the fall testing window to 4.76% in the winter 1 testing window in the 21-22 school year

SY21-22: Overall proficiency in 8th grade students on LAS Links fell from 5.08% in the fall testing window to 3.03% in the winter 1 testing window in the 21-22 school year.

SY21-22: Students identifying as Black increased ELA proficiency on Star from 17% in the fall to 20.8% in winter 1, but decreased to

Challenges

17.5% in winter 2.

Most Notable Observations/Patterns

The team noticed that challenges in implementation for action items from the 21.22 CSI plan were often grounded in the lack of a clear monitoring plan for those action items. For both academic priorities (ELA and Math) there is a need to shift and streamline action items to support teaching and learning in classrooms through observation and feedback. Additionally, there is currently a missed opportunity in utilizing whole group PD structures (such as morning meetings) to support academic priorities at RMS. For culture and climate, there needs to be a strengthening of tier 1 systems, e.g. logistics around student referrals, the ATS process etc, in order to be able to effectively monitor the more lofty goals of implementing SEL, PBIS and restorative practices to fidelity. The connection between academics and culture/climate; the team identifies that just as implementing clear expectations and procedures is important, so too is ensuring that instruction is relevant, engaging, and supportive of students' needs and goals. Each informs and impacts the other. There is an opportunity to leverage collaborative staff time in ways that meet more needs (of both students and staff), specifically special education and English language students. Over the last 2 years, staff have found it increasingly difficult to comprehensively support special education and EL students. While students are making growth, it's not yet enough to achieve proficiency. Despite increasing enrollment at Raub over the past few years, staffing has not changed and some positions are vacant.

Challenges

Discussion Point

Priority for Planning

SY21-22:
Overall math

Implementation challenge: lack of monitoring, lack of systematic approach Additional discussion:
Many action items within each academic priority do not have built in systems to monitor their

Challenges	Discussion Point	Priority for Planning
proficiency is 8% as of the winter 1 testing window in 21-22	impact or effectiveness. There are too many roles and responsibilities the SOI and ESOL SOI are pulled into that detract from their focus on teaching and learning throughout RMS.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Implementation challenge: lack of protected time, lack of systematic approach Additional discussion: RMS team lack systems and structures to ensure culture and climate initiatives are implemented to fidelity. Additionally, there is a lack of protected time to process actions associated with this priority (such as referrals and ATS).	
SY21-22: There has been a decrease of 3.3% in overall proficiency in ELA from fall of 20-21 to winter	Implementation challenge: lack of monitoring, lack of systematic approach Additional discussion: Many action items within each academic priority do not have built in systems to monitor their impact or effectiveness. There are too many roles and responsibilities the SOI and ESOL SOI are pulled into that detract from their focus on teaching and learning throughout RMS.	

Challenges	Discussion Point	Priority for Planning
1 testing window of 21-22		
SY21-22: Overall proficiency on LAS Links fell from 4.61% in the fall of the 21-22 school year to 3.97% in the winter 1 testing window in 21-22	Implementation challenge: lack of vision, lack of systematic approach Additional discussion: The EL plan was written without the input of the current ESOL SOI. Management of the transformation partnership was given to the ESOL SOI, there has been limited buy-in and fidelity of implementation of the transformation partnership. Resources are not distributed equitably for EL students. ESOL teachers do not have meaningful structures or protected time to plan with their content co-teachers. Not all staff have professional development in best practices, WIDA descriptors, assessments, accommodations and modifications for ELLs students, including small group instruction techniques. There are not sufficient opportunities for students to practice the production of language, including speaking and writing. Teachers are not implementing accommodations and strategies to support EL students during Tier 1 instruction.	