

School:	Trailside MS				
<p align="center">Empowering all students to make meaningful contributions to the world.</p>					
STRAND I: TEACHING FOR LEARNING					
Domain 1 - English Language Arts					
Outcome Goal:	80% of students identified as Tier 2 and Tier 3 according the MAP reading will improve to reading independently at the 7th grade level by the end of 8th grade according to running records. **According to running records, triannual benchmarks, and end of unit progress monitoring	Process Goal:	Selected Teachers will implement the LLI program with fidelity for the identified students. **Language Live		
Outcome Goal Progress: Year 1	The percentage of Tier 2 students will be decreased by 25% in the area of reading.	Process Goal Progress: Year 1	The master schedule will be built to include daily ELA and math classes for the Tier 2 and Tier 3 students.		
Outcome Goal Progress: Year 2	30% of SWD and EL students in Tier 2 and Tier 3 will progress to the next tier in the area of reading.	Process Goal Progress: Year 2	The master schedule will be built to include daily ELA classes for SWD and EL students in Tiers 2 and 3.		
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3			
Process Goal is supported by the following LCPS Culturally Responsive Framework Components:					
<input checked="" type="checkbox"/>	Component 1: Welcoming, Inclusive and Affirming Environment	<input checked="" type="checkbox"/>	Component 2: Inclusive Curriculum and Assessment		
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Component 3: Engagement and Challenge Through Deeper Learning		
Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
General Education Teachers and Special Education Teachers will collaborate weekly in an LLI CLT.	Reading Specialist and English SALT	CLT Planning Agenda, Nine-Week Plans			
Special Education Teachers for self-contained classes will be trained in and implement Language! Live as a Tier 3 intervention.	Assistant Principals and Specialized Instructional Facilitator for Reading	Language! Live PD Certification, Nine-Week Plans			
Teachers implementing LLI will complete progress monitoring through running records.	LLI Teachers	Running Records			
Teachers implementing Language! Live will complete fall, winter, and spring benchmarks as well as complete end of unit progress monitoring on comprehension, fluency, and spelling.	Teachers, Assistant Principals	PAR (Progress Assessment of Reading), contextual fluency using the TOSCRF (Test of Silent Contextual Reading Fluency), and spelling using the TWS-4 (Test of Written Spelling, 4th Edition) data			
Teachers will plan for differentiation in all classes to support the instructional reading level of Tier 3 and Tier 2 students.	CLT Leads, SALTs, Admin	Nine-Week Plans, CLT Agendas, Lessons			
Tier 2 Team and MTSS team will be formed.	Principal	MTSS Agenda			
Domain 2 - Mathematics					
Outcome Goal:	Tier 2 and Tier 3 students in the area of math will have a fall to spring condition growth percentile of 60% or higher.	Process Goal:	Identified math teachers will teach daily math for identified students through data driven instruction.		
Outcome Goal Progress: Year 1	The percentage of Tier 2 students will be reduced by 25% in the area of math.	Process Goal Progress: Year 1	The master schedule will include daily math for students in grade 7 and 8. MAP data and quarterly data will drive the planning and instruction for daily math.		
Outcome Goal Progress: Year 2	30 % of SWD and EL students in Tier 2 and Tier 3 will progress to the next tier in the area of mathematics.	Process Goal Progress: Year 2	The master schedule will include daily math for all identified students in grade 6, 7, and 8. MAP data and quarterly data will drive the planning and instruction for daily math.		

Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	
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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
General Education Teachers and Special Education Teachers will review MAP data to identify areas of weakness for students and provide targeted instruction in identified areas.	Assistant Principal and teachers	CLT Planning Agendas and Nine week plans			
Special Education Teachers for self-contained classes will review MAP data to identify areas of weakness for students and provide targeted instruction in the identified areas.	Assistant Principal and teachers	Nine week plans and Progress Monitoring			
All Math teachers will participate in Math Workshop professional development.	Assistant Principal and teachers	Certificate of Completion or screenshot of completion			
Teachers will plan for an implement the Math Workshop model.	Assistant Principal and teachers	Nine-Week Plans, CLT Agendas, Lessons			
Self-contained Special Education Teachers will plan and implement the CRA instructional model.	Assistant Principal and teachers	Nine-week plans, lessons			

Domain 1 - English Language Arts

Outcome Goal:	Long-term ELL students will successfully exit the program by the end of 8th grade.	Process Goal:	Teachers will implement the SIOP method and team teaching methodologies in all content class which include 3-6 level ELL students.
Outcome Goal Progress: Year 1	All ELL students will make progress in reading, writing, and speaking based upon the WIDA assessment.	Process Goal Progress: Year 1	Each CLT and/or Department will have teachers trained in the SIOP method.
Outcome Goal Progress: Year 2	All EL students will increase their WIDA score in all four areas, increase their independent reading level accrodin to 3D, LLI, and other literacy data points.	Process Goal Progress: Year 2	EL and General Education Teachers will utilize specialized reading programs to implement reading and writing daily for EL students at a 4.0 level or lower.
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	

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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
EL and General Education Teachers will implement daily instruction in System 44 followed by LLI when System 44 has been completed for Newcomer ELs.	Admin, EL SALT, Teachers	Nine-Week Plans, Lessons			
EL and General Education Teachers will implement instruction in LLI for students in Level 1 or Level 2 in daily ELA classes.	Admin, EL SALT, Teachers	Nine-Week Plans, Lessons			
EL teachers will be trained in and instruct in English 3D for EL students at a Level 3.0-4.0	Admin, EL SALT, Teachers	Nine-Week Plans, Lessons, PD Certification			
All current EL students will participate in Resource with a licensed teacher for reteaching and instructional support.	EL SALT, Teachers	Admin and EL SALT check-ins, Instructional Support Log			

School: 80% of students identified as needingTier 3 and Tier 2 interventions in the area of reading wi					
Empowering all students to make meaningful contributions to the world.					
Strand II: School Environment					
Domain 9 - Family and Community Engagement					
Outcome Goal:	To increase parent engagement at TMS both during the day and outside of the school day.		Process Goal:	TMS will implement various programs, pathways, and opportunities to increase parent engagement at TMS.	
Outcome Goal Progress: Year 1	Parent feedback on the community survey will have an increase % on the topic of opportunities for parent engagement at the school.		Process Goal Progress: Year 1	TMS will implement the PEP program in 2021-22 school year.	
Outcome Goal Progress: Year 2	Parent feedback on the community survey will have an increase % on the topic of opportunities for parent engagement at the school.		Process Goal Progress: Year 2	TMS will increase and diversify the opportunities for parents and community to engage in both learning and school culture activities.	
Outcome Goal Progress: Year 3			Process Goal Progress: Year 3		
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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
Parent volunteer opportunities will be expanded to include front office, library, cafe, pack time, classroom support.	Principal	Raptor sign in			
Quarterly Team Buiding activities will be planed to include parent participation and part led activities	Deans, AP	google doc for parent sign up			
The PEP program will be expanded to increase from 3 times per year to 6 times per year for family gatherings	PEP Lead	Attendance, sign in sheets			
Student and Parent voice on Equity, COMPASS, IMPACK TEAMS					
Domain 9 - Family and Community Engagement					
Outcome Goal:	To increase opportunities for parents to partner in their child's education.		Process Goal:	TMS staff will have provide monthly oportunites for parents to learn about what their children are doing in class and how they can be activiely involved in their	
Outcome Goal Progress: Year 1	Parent feedback on partnering with the shcool in their child's education will increase between 5 to 10%		Process Goal Progress: Year 1	Parents will participate on the learning teams for advisory, PBIS, Equity, and the Green Team.	
Outcome Goal Progress: Year 2	Parent feedback on providing opportunities to empower me to become a partner in my child's education will increase from 79.5% to 85%.		Process Goal Progress: Year 2	TMS staff will provide quarterly workshops on how parents can engage and support student achievement.	
Outcome Goal Progress: Year 3			Process Goal Progress: Year 3		
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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments

Domain 9 - Family and Community Engagement					
Outcome Goal:	On the parent survey, parents will respond 85% or more that teachers provided feedback to support student learning.	Process Goal:	Teachers will provide parents with feedback on their child's progress including suggestions for		
Outcome Goal Progress: Year 1	Parent feedback on the parent survey will increase by 10% in the each area of communication.	Process Goal Progress: Year 1	Family Map Reports will be mailed home after the completion of each assessment window three times per year.		
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2			
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3			
Process Goal is supported by the following LCPS Culturally Responsive Framework Components:					
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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
CLT updates will be included every two weeks in the parent newsletter.	Principal, Dept. Leads, Deans	Parent newsletter, active links with information			
Monthly Principal meetings and PTA meetings will include a workshop on parent engagement, student achievement, partnering with schools	Prinicpal, Assistant Principal, Counselors				

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Outcome Goal Progress: Year 1	The percentage of Tier 2 students will be decreased by 25% in the area of reading.		Process Goal Progress: Year 1	The master schedule will be built to include daily ELA and math classes for the Tier 2 and Tier 3 students.	
Outcome Goal Progress: Year 2			Process Goal Progress: Year 2		
Outcome Goal Progress: Year 3			Process Goal Progress: Year 3		
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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
Identified teachers will collaborate in the LLI CLT.	Reading Specialist	CLT Agenda/Notes/Action Items	Reading specialist leads CLT meetings two times per week for the teachers who are teaching the LLI classes	CLT team meets two times per week, led by the Reading Specialist	CLT teams continue to meet, with a planned agenda, and data analysis to plan out for instruction
Teachers will use Fast Bridge as a monitoring tool for fluency	Reading Specialist and Special Education SALT	data	All teachers in LLI, SWD have been trained in Fast Bridge and have completed the Fall assesement	All teachers in the skinny block LLI classes have completed the Fast Bridge Assesement and shared out with the MTSS team and parents.	Teachers in the skinny block LLI classes and SC ELA completed the Fast Bridge Assessment and shared out with MTSS and parents
Teachers will use running records for monitoring student comprehension progress.	Teachers, Reading Specialist	running records	Reading Specialist has guided all teachers on the running record data collection and the comprehension protocols to use in conversations with students	LLI, ELL teachers have completed regular running records and have adjust word study levels and reading levels.	LLI and ELL teachers have coplete running records on a consistent basis. Share out data and move students to new levels and adjust word studdy levels.
Teachers will plan for differentiation in all classes to support the independent reading level of Tier 3 and Tier 2 students	SALTS, CLT leads, Admin	lesson plans, 9 week plans	IT teams coolaborated on MAP assesements for reading to understandi students who are below, at, and above grade level in reading.	All teachers submitted 9 week plans that outline Differentaiton plans	All teachers submitted fourth quarter 9 week plans with differentiation plans
MTSS team formed	Principal	MTSS Agenda	MTSS Agenda	MTSS Agenda	MTSS Agenda
Domain 2 - Mathematics					
Outcome Goal:	Tier 2 and Tier 3 students in the area of math will have a fall to spring condition growth perecentile of 60% or higher.		Process Goal:	Identified math teachers will teach daily math for identified students through data driven instruction.	
Outcome Goal Progress: Year 1	The percentage of Tier 2 students will be reduced by 25% in the area of math.		Process Goal Progress: Year 1	The master schedule will include daily math for students in grade 7 and 8. MAP data and quarterly data will drive the planning and instruction for daily math.	
Outcome Goal Progress: Year 2			Process Goal Progress: Year 2	The master schedule will include daily math for all identified students in grade 6, 7, and 8. MAP data and quarterly data will drive the planning and instruction for daily math.	
Outcome Goal Progress: Year 3			Process Goal Progress: Year 3		
Process Goal is supported by the following LCPS Culturally Responsive Framework Components:					

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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
math, Special Education, and ELL teachers will implement data driven targeted instruction to meet the students at their instructional level	Dean, Principal	9 week lesson plans	Fall Growth Assessments and MAP data have been analyzed by all teachers	All teachers submitted 9 week plans which include plans for targeted instruction from Fall assessments and Growth Assessments	All teachers have submitted the last quarter 9 week plans to included differentaion and plans linked to data analysis
teachers will collaborate in CLT to provide differentiated instruction specific to ELL students	EL Lead Teacher, Dean, Principal	plans, observation notes	1 person per CLT is respoosible for planning out the differentiated instruction and assessment for the ELL students	Teachers meet between 2-3 tiems per week in CLT to plan out for differentiated instrucion for ELL students	This is an area we want to improve in and focus in on more language objectives upon reading the West Ed report and recommendations made in it
Teachers will use formative data to plan for instruction and assessment	Dean, Principal, MTSS	assessments	Grade books reflect formative assessments prior to summative assessments	Teacher planning included formative data.	Teacher plans reflect formative data and planning for instrucion based on resutls
teachers will use Fall, Winter, and Spring MAP data to plan out for 9 weeks	Dean, Principal	9 week plans, MAP data	tachers have reveiued both the Fall MAP data and the Growth Assessment data	Math and English teachers participated in data discussion after Winter Map, outline on using data for data driven targeted instrucion	Spring Map Data has just been analyzed, celebration on conditional growth, and using this data to plan for master schedule for 2022-23
Math teachers will plan and differentiate instruction and assesement according to Present level of Access	SALT, CLT Leads, Admin	lesson plans and 9 week plans	Professional Learning on Planning according to presentl level	MAP data shared out with content areas on reading level and proximal zone of development for learning.	We continue to use data and this is an area of growth for some math teachers. Professional learning is being planned for the department out of CLT in 2022-23

Domain 1 - English Language Arts

Outcome Goal:	Long-term ELL students will successfully exit the program by the end of 8th grade.	Process Goal:	Teachers will implement the SIOP method and team teaching methodolgies in all content class which include 3-6 level ELL students.
Outcome Goal Progress: Year 1	All ELL students will make progress in reading, writing, and speaking based upon the WIDA assessment.	Process Goal Progress: Year 1	Each CLT and/or Department will have teachers trained in the SIOP method.
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2	
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	

Process Goal is supported by the following LCPS Culturally Responsive Framework Components:

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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
Team teachers (ELA, ELL) will collaborate and plan in CLT for LLI instruction	ELL lead teacher, Reading teacher	agendas, and action items	CLT times are embedded in the master schedule	Teachers plan two times each week with reading specialist	Teachers meet two times per week in CLT for the LLI classes.
ELL teachers will support modifications in all content area including learning activities and assessments	EL lead, principal, CLT leads	assessments, lesson plans	the 3 ELL teachers have been aligned with contenten areas, six teachers in other contenten areas completed SIOP training to support ELL students in gen ed setting	3 ELL teachers are aligned in core classes and support with modifications to assesemnts and instruction	ELL teachers continue to support in the general education classroom for students as well as teachers. Upon reflection, will be making adjustments for the 2022-23 school year. The ELL teachers do not have common planning with their core content.
Identified ELL students from level 3 and up, will have daily ELA classes with the LLI program.	Principal, Lead Counselor	master schedule	Students were screened and scheduled into the daily language by the reading specialist	Growth for ELL learners in reading is demostrated in Running Records, Word Study, and guided reading levels.	Conditional growth from the MAP Spring reading went up for 75% of the students
All teachers will plan for Differentiation, instruction, and Assessment; providing language accommodations	SALTS, CLT, Admin	plans, observations	presentation on SIOP strategies to embed in general education plans for all content areas	School became an instituational member of TESOL, access to more opportunities for professional learning on language accommodations, focus group being organized after reviewing the WEST ED report	A focus group for the general education teachers to be professionally developed in meeting the needs of the ELL was created.



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Strand II: School Environment			
Domain 9 - Family and Community Engagement			
Outcome Goal:	To increase parent engagement at TMS both during the day and outside of the school day.	Process Goal:	TMS will implement various programs, pathways, and opportunities to increase parent engagement at TMS.
Outcome Goal Progress: Year 1	Parent feedback on the community survey will have an increase % on the topic of opportunities for parent engagement at the school.	Process Goal Progress: Year 1	TMS will implement the PEP program in 2021-22 school year.
Outcome Goal Progress: Year 2	Parent attendance at school during the school day will increase by 25% compared to 2021-22.	Process Goal Progress: Year 2	TMS will increase the number of opportunities for parents to engage with instruction and culture building during he school day.
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	
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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	<div>Fall Monitoring Comments</div> <div>Winter Monitoring Comments</div> <div>Spring Monitoring Comments</div>
Implement a system for two way communication for parents and school.	Administration Team	form submission and weekly newsletter with responses	<div>System in place and receiving notifications</div> <div>System in place and receiving notifications</div> <div>System in place but is not being used this past quarter</div>
The principal and team will hold monthly parent coffee meetings for TMS families.	Administration Team	Parent sign in and feedback	<div>Two Parent coffes have been hosted and attended by parents</div> <div>During the spike in COVID, we did not host in perosn coffee meetings, next principal coffee is in March</div> <div>Attendance for the principal coffee and PTA meetings has been low this year.</div>
The principal and PTA will coordinate monthly events for families both on and off school site.	Principal	Attendance at events	<div>PTA Board meeting include planning for monthly events</div> <div>Monthly events included a winter warmth project that supported Gullford Elementary, next event is March volleyball game</div> <div>PTA events for the spring had a high student participation rate.</div>
The principal will send out a weekly newsletter to include what is happening in each grade level CLT and Dept.	Principal	Newsletter	<div>Newsletter is prepared and is sent out each Sunday</div> <div>Newsletter continues to be sent out each Sunday, over 1,000 people engaged accroding to SMORE data</div> <div>Newsletter continues to be sent out weekly as well as periodic single emails with high importance.</div>
Form a PEP team and implement SY 2021-22	Dean		<div>PEP team formed to include ELL teachers, Dean, Librarian, Counselor</div> <div>Equity team aligned with PEP, two events have been held with over 100 people in attendance</div> <div>The final PEP gathering hosted almost 100 people and we celebrated Iftar. Community feedback has been overwhelmingly positive.</div>
Domain 9 - Family and Community Engagement			
Outcome Goal:	To increase opportunities for parents to partner in their child's education.	Process Goal:	TMS staff will have provide monthly opportunites for parents to learn about what their children are doing in class and how they can be activiely involved in their
Outcome Goal Progress: Year 1	Parent feedback on partnering with the shcool in their child's education will increase between 5 to 10%	Process Goal Progress: Year 1	Parents will participate on the learning teams for advisory, PBIS, Equity, and the Green Team.
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2	
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	
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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
The weekly newsletter will include by-weekly and monthly hyper-links to all CLT and elective updates as to what the children are learning in their class.	Principal, CLT leads	newsletter	updates are sent to grade level deans every two weeks and are shared out with principal for newsletter	updates are sent to grade level deans every two weeks and are shared out with principal for newsletter	updates are sent to grade level deans every two weeks and are shared out with principal for newsletter
In partnership with PTA, parent volunteers are invited to support all areas of the school.	Administration team	monthly volunteer reports from Raptor	parents have volunteered for cafe, green team, and library	parent volunteers in main office, library,	Spring school activities have brought out more parent volunteers for the school events
Invitation to all students and parents to be a member of a school learning team.	Learning Team Leads	Agendas, google form responses and attendance to meetings	Email and google form for sign up was sent out to community	all stakeholders are represented on learning teams for Equity, COMPASS, impact, and Green Team	learning teams continue to meet, plans to move several to COMPASS each week for the 2022-23 SY
Monthly Parent coffees, to include classroom visits from parents	Principal	attendance reports from Raptor	pause in Dec. and January on parent coffees	Parents have attended all principal coffees offered	Low attendance in the spring

Select Domain

Outcome Goal:		Process Goal:	
Outcome Goal Progress: Year 1		Process Goal Progress: Year 1	
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2	
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	

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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments

80% of students identified as needing Tier 3 and Tier 2 interventions in the area of reading will be reading independently at the 7th grade level by the end of 8th grade			Culturally Responsive TFI Guidance		
			Data and Fidelity Tools and Resources		
Empowering all students to make meaningful contributions to the world.					
PBIS Action Plan					
Tier 1					
1.1 Team Composition		Smart Goal: Develop committees (including a student committee) within our PBIS team that include at least 3 out of the 4 defined roles (as stated in the TFI) to improve ownership and collaboration between team members.			
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Recruit Team Members		Admin Team & PBIS Coaches	6/1/2021	9/1/2022	IMPACT TEAM FORMED
Reach out for Student Representation		Survey through Compass	10/1/21	11/1/21	Survey completed and shared out
Team Members brainstorm together and equally share responsibilities		IMPACT Team & Compass	8/1/21	6/1/22	team has downsized since beginning of year, steady engagement from staff members is a plus
1.7 Professional Learning		Smart Goal: Develop consistent staff engagement with the PBIS Structure across TMS in order to best support student growth, as measured by the TFI.			
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Staff will have a clear understanding of expectations (ROCK) via full-staff August PD and Interdisciplinary Team Meetings		IMPACT/Interdisciplinary Team Leaders	8/1/21	6/1/22	Presentations were given to all students and are revisited
Staff utilizes ROCK posters in all areas of the school		IMPACT & Licensed Staff	8/1/21	10/1/22	ROCK posters have been distributed and are currently present throughout entire building
1.10 School Staff Engagement		Smart Goal: Increase staff buy-in to PBIS and increase consistency amongst staff as measured by the TFI and Perceptual Surveys.			
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Show data (quickly) that shows results and success. Motivate implementation of ROCK		PBIS coaches or other team member	8/1/21	6/1/22	data has been shared with MTSS team and via IT leads. Additionally, data trends have been shared out via grade-levels by the deans and in response to upticks in certain trends
1.11 Student/Family/Community Engagement		Smart Goal: Increase variety of team composition by including family members (parents/guardians) as measured by the TFI.			
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Reach out to parents (community) for celebratory representations (Pep Rallies, Team Rewards, Recognitions etc)		Collaboration of Deans & IT Leads	8/1/21	6/1/22	Other engagement opportunities with community, upcoming celebratory items
Tier 2					
Tier 2 Interventions and Supports					

2.7 Interventions Matched to Student Need		Smart Goal: Use consistent, research-based interventions (as laid out by the MTSS team) for Tier 2 students, as indicated by entry/exit criteria.			
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Interventions are created from data (behavioral, contextual, developmental level)		Deans, IT Teams	8/1/21	6/1/22	Ongoing through IT teams
Implement interventions		All Staff	8/1/21	6/1/22	Ongoing for IT teams
2.11 Student Performance Data		Smart Goal: Use a consistent data-monitoring process to identify needs and promote student success for Tier 2 students, as indicated by entry/exit criteria.			
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Team utilizes data acquired from Qlik and Phoenix to show success of students growth?		IMPACT Team & Deans	8/1/21	6/1/22	shared out in MTSS
Create a set of interventions/design rules to implement from data so students are successful?		IT Teams & Staff	8/1/21	6/1/22	ongoing: goal for next year is to track entry and exit criteria so that there is a log of entrance and exits
2.1 Team Composition		Smart Goal: The Tier 2 team will be comprised of all required team members, as measured by the annual TFI.			
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Develop Tier 2 Team via MTSS		MTSS Team (& TMS Admin)	8/1/21	6/1/22	Reviewed monthly in MTSS, bi-monthly meetings with Tier 2 team
Identify Roles for Tier 2 Team		Tier 2 Team	8/1/21	6/1/22	Looking at developing Tier 2 team next year to include: ALL Deans, 1 counselor, one representative from IMPACT in order to increase consistency across school
2.2 Team Operating Procedures		Smart Goal: The Tier 2 team will meet monthly, via the MTSS meeting or a secondary meeting, in order to address the needs of students who are identified as needing Tier 2 supports for behavior.			
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Develop running agenda and set meeting dates for Tier 2 team		Darryl/Lauren	8/1/21	6/1/21	Discussed via MTSS Meetings. Next year, looking to expand the Tier 2 team in order to grow the impact of the group
Develop monitoring system for Tier 2 Students via one-stop-shop with trackable data		Darryl/Deans	8/1/21	6/1/22	All staff have access to the One stop shop

[Culturally Responsive TFI Guidance](#)

[Data and Fidelity Tools and Resources](#)

Empowering all students to make meaningful contributions to the world.

PBIS Action Plan

Tier 1

1.1 Team Composition

Smart Goal: Develop committees (including a student committee) within our PBIS team that include at least 3 out of the 4 defined roles (as stated in the TFI) to improve ownership and collaboration between team members.

Action Steps	Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Recruit Team Members	Admin Team & PBIS Coaches	8/10/2022	8/26/2023	IMPACT TEAM FORMED
Reach out for Student Representation	Survey through Compass	9/12/22	6/15/23	Survey completed and shared out, awaiting completion
Team Members brainstorm together and equally share responsibilities	IMPACT Team & Compass	8/17/22		Team has already began collaborating on the survey through Compass as well as expectation slides to start year

1.7 Professional Learning

Smart Goal: Develop consistent staff engagement with the PBIS Structure across TMS in order to best support student growth, as measured by the TFI.

Action Steps	Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Staff will have a clear understanding of expectations (ROCK) and how to support student engagement in IMPACT via full-staff PD and Interdisciplinary Team Meetings	IMPACT/Interdisciplinary Team Leaders	9/7/22	6/8/23	Deans have started resource talks with IMPACT expectations; IT meetings with IMPACT tem member visits will begin mid-September
Staff utilizes ROCK posters in all areas of the school	IMPACT & Licensed Staff	8/25/22	6/8/23	ROCK posters have been distributed and are currently present throughout entire building

1.10 School Staff Engagement

Smart Goal: Increase staff buy-in to PBIS and increase consistency amongst staff as measured by the TFI and Perceptual Surveys.

Action Steps	Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Show data (quickly) that shows results and success. Motivate implementation of ROCK	PBIS coaches or other team member	8/1/22	6/8/23	data has been shared with MTSS team and via IT leads. Additionally, data trends have been shared out via grade-levels by the deans and in response to upticks in certain trends
Increase amount of feedback given to staff via activities such as; IMPACT pins per quarter, breakfasts, and other opportunities which model the behaviors staff should use to support students.	IMPACT team comes up with other oportunities/activites for staff		6/8/23	Think of oportunities which can include data to show staff results of how IMPACT is working

1.11 Student/Family/Community Engagement	Smart Goal: Increase variety of team composition by including family members (parents/guardians) as measured by the TFI.				
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Reach out to parents (community) for celebratory representations (Pep Rallies, Team Rewards, Recognitions etc)		Collaboration of Deans & IT Leads	8/26/22	6/8/23	Other engagement opportunities with community, upcom
Reach out to parents for input on how IMPACK is viewed at home, or from their perspective.		IMPACT, Equity, NPH	8/26/22	6/8/23	Introduce during coffee talk with parents, survey of feedb
Tier 2					
Tier 2 Interventions and Supports					
2.7 Interventions Matched to Student Need	Smart Goal: Use consistent, research-based interventions (as laid out by the MTSS team) for Tier 2 students, as indicated by entry/exit criteria.				
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Interventions are created from data (behavioral, contextual, developmental level)		Deans, IT Teams	8/26/22	6/8/23	Ongoing through IT teams
Implement interventions as identified by MTSS		All Staff	8/26/22	6/8/23	Ongoing for IT teams
IMPACT Clinics - reteaching of expected behaviours in the school, class, etc.		Deans, IT Teams	8/26/22	6/8/23	
2.11 Student Performance Data	Smart Goal: Use a consistent data-monitoring process to identify needs and promote student success for Tier 2 students, as indicated by entry/exit criteria.				
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Team utilizes data acquired from Qlik and Phoenix to show success of students growth		IMPACT Team & Deans	8/26/22	6/8/23	shared out in MTSS
Create a set of interventions/design rules to implement from data so students are successful		IT Teams & Staff	8/26/22	6/8/23	ongoing: goal for next year is to track entry and exit criteria so that there is a log of entrance and exits
2.1 Team Composition	Smart Goal: The Tier 2 team will be comprised of all required team members, as measured by the annual TFI.				
Action Steps		Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Develop Tier 2 Team via MTSS		MTSS Team & TMS Admin	9/15/22	6/8/23	Reviewed monthly in MTSS, bi-monthly meetings with Tier 2 team
Identify Roles for Tier 2 Team		Tier 2 Team	9/15/22	6/8/23	Looking at developing Teir 2 team next year to include: ALL Deans, 1 counselor, one representative from IMPACK in order to increase consistency across school

2.2 Team Operating Procedures	Smart Goal: The Tier 2 team will meet monthly, via the MTSS meeting or a secondary meeting, in order to address the needs of students who are identified as needing Tier 2 supports for behavior.			
Action Steps	Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Monitoring Comments
Develop running agenda and set meeting dates for Tier 2 team	Darryl/Lauren	9/15/22	6/8/23	
Utilize intervention plans and monitoring system for Tier 2 Students via one-stop-shop with trackable data	Tier 2 Team	9/15/22	6/8/23	All staff have access to the One stop shop