Wheatland MS
CSI School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch	
Wheatland Middle School		113364002	
Address 1			
919 Hamilton Park Drive			
Address 2			
City	**State**	**Zip Code**	
Lancaster	PA	17603	
Chief School Administrator		**Chief School Administrator Email**	
Dr. Keith Miles		keithmiles@sdlancaster.org	
Principal Name			
Don Trost			
Principal Email			
dltrost@sdlancaster.org			
Principal Phone Number		**Principal Extension**	
717-291-6285		28510	
School Improvement Facilitator Name		**School Improvement Facilitator Email**	
Gregory M. McGough, Ed.D., CSIS		gregory_mcgough@iu13.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Don Trost	Principal	Wheatland Middle School	dltrost@lancaster.k12.pa.us
Luis Diaz	Assistant Principal	Wheatland Middle School	lmdiaz@sdlancaster.org
Elizabeth Brickner	Instructional Coach	Wheatland Middle School	eabrickner@sdlancaster.org
Dr. Camille Hopkins	District Level Leaders	School District of Lancaster	cahopkins@sdlancaster.org
Lois Strause	Community Member	Former School Board member	lois.strause@gmail.com
Zachary Hale	Teacher	Wheatland Middle School	zhhale@sdlancaster.org
Kari Hermeling	Teacher	Wheatland Middle School	kdhermeling @sdlancaster.org
Tania Turner	Teacher	Wheatland Middle School	taniaturner@sdlancaster.org
Dr. Keith Miles	Chief School Administrator	School District of Lancaster	keithmiles@sdlancaster.org
Gregory M. McGough, Ed.D., CSIS	Other	Lancaster-Lebanon Intermediate Unit 13	gregory_mcgough@iu13.org
Dr. Karen Hess	Other	Wheatland Middle School	klhess@sdlancaster.org
Marileissi Rodriguez	Parent	Community Member	marileissi2925@gmail.com
Matt Mandell	District Level Leaders	School District of Lancaster	mhmandell@sdlancaster.org
Micah Francis	Teacher	Wheatland Middle School	mhrfrancis@sdlancaster.org
Emilianna London	Student	Wheatland Middle School	
Brooke Day	Teacher	Wheatland Middle School	baday@sdlancaster.org

Vision for Learning

Vision for Learning

Our school community engages caring and knowledgeable students and inspires diverse learners to reflect on their learning to achieve their highest potential, while leaving the world a better place for future generations.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

| **False** K | **False** 1 | **False** 2 | **False** 3 | **False** 4 | **False** 5 | **True** 6 |
| **True** 7 | **True** 8 | **False** 9 | **False** 10 | **False** 11 | **False** 12 | |

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
78.0 met the Interim Goal Improvement Target	English Language Arts-All Student Group Meets the Standard Demonstrating Growth
82.8 met the Interim Goal Improvement Target	Mathematics/ Algebra-All Student Group Meets the Standard Demonstrating Growth
93.0 met the interim Goal Improvement Target	Science/ Biology-All Student Group Meets the Standard Demonstrating Growth

Challenges

Indicator	Comments/Notable Observations
22.1% of our students met the Interim Goal / Improvement Target- All Student Group	English Language Arts/Literature-All Student Group Did Not Meet Interim Goal/Improvement Target
9.7% of our Students met the Interim Goal/ Improvement Target	Mathematics/Algebra-All Student Group Did Not Meet Interim Goal/Improvement Target

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	**Comments/Notable Observations**
85 (Growth Score) of Black Students met the standard of demonstrating growth in English Language Arts **ESSA Student Subgroups** African-American/Black	English Language Arts/Literature-Black Student Sub-Group Meets or Exceeds the Standard Demonstrating Growth
Indicator 88 (Growth Score) of English Learners met the standard of demonstrating growth in English Language Arts	**Comments/Notable Observations** English Language Arts/Literature-English Learners Group Meets the Standard Demonstrating Growth

ESSA Student Subgroups English Learners	
Indicator 77 (Growth Score) of Students with Disabilities met the Standard of Demonstrating Growth in English Language Arts **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** English Language Arts/Literature-Students with Disabilities Group Meets the Standard Demonstrating Growth
Indicator 81 (growth Score) of Economically Disadvantaged Students met or exceeded the standard for growth in English Language Arts **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** English Language Arts/ Literature- Economically Disadvantaged Students met or exceeded the Standard for Demonstrating Growth (Surpassed the All Student Group 78 (Growth Score)
Indicator 26.8% Students of our White Sub-Group Met the Interim Goal/ Improvement Target **ESSA Student Subgroups** White	**Comments/Notable Observations** Mathematics/Algebra- White Sub-Group Did Meet Interim Goal/Improvement Target - Almost triple our All Student Group
Indicator 23.3% Students of our Asian Sub-Group were proficient / advanced in Mathematics/ Algebra **ESSA Student Subgroups** Asian (not Hispanic)	**Comments/Notable Observations** Students from the Asian Sub-Group outperformed our All Student Group in Mathematics/ Algebra (9.7%)

Challenges

Indicator 17% of our Hispanic Students Sub-Group did not meet the Interim Goal/ Improvement Target English Language Arts/ Literature **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** English Language Arts/ Literature- Hispanic Student Group Did Not Meet Interim Goal/Improvement Target
Indicator 0.0% of our Students Multi-Racial (non Hispanic) -Two or More Races Sub-Group met the Interim Goal / Improvement Target- Mathematics/ Algebra	**Comments/Notable Observations** Mathematics/ Algebra- Multi-Racial (non-Hispanic)-Two or More Races Sub-Group Did Not Meet Interim Goal/Improvement Target

ESSA Student Subgroups	
Multi-Racial (not Hispanic)	

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

85 (Growth Score) of Black Students met the standard of demonstrating growth in English Language Arts
26.8 % Students of our White Sub-Group Met the Interim Goal/ Improvement Target

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

22.1% of our students met the Interim Goal / Improvement Target- All Student Group-ELA
9.7% of our Students met the Interim Goal/ Improvement Target- All Student group-Math

Local Assessment

English Language Arts

Data	Comments/Notable Observations
(Q3)STAR Reading: 6th grade (32%) met the benchmark goal 36%	Strength that our 6th grade students met the ELA goal
(Q3)STAR Reading : 7th grade (30%) met the benchmark goal 36%	Strength that our 7th grade students met the ELA goal
(Q3)STAR Reading : 8th grade (24%) met the benchmark goal 34%	Strength that our 8th grade students met the ELA goal

English Language Arts Summary

Strengths

(Q3)STAR Reading: 6th grade (32%) met the benchmark goal 36%
(Q3)STAR Reading : 8th grade (24%) met the benchmark goal 34%

Challenges

Even though Q3 Star goals were met with ELA, we are not satisfied with the percentage of student near proficiency

Mathematics

Data	Comments/Notable Observations
(Q3)STAR Math: 6th grade (21%) did not meet the benchmark goal 20%	The challenge is to insure that 6th graders improve in Math
(Q3)STAR Math: 7th grade (15%) did not meet the benchmark goal 13%	The challenge is to insure that 7th graders improve in Math
(Q3)STAR Math: 8th grade (18%) did not meet the benchmark goal 14%	The challenge is to insure that 8th graders improve in Math

Mathematics Summary

Strengths

Although STAR Math Goals were not met or exceeded, there is a positive proficiency trend in two of the three grade levels

Challenges

(Q3)STAR Math: 6th grade (21%) did not meet the benchmark goal 20%
(Q3)STAR Math: 7th grade (15%) did not meet the benchmark goal 13%
(Q3)STAR Math: 8th grade (18%) did not meet the benchmark goal 14%

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
No Data Sets available	N/A

Science, Technology, and Engineering Education Summary

Strengths

No Data Sets available

Challenges

No Data Sets available

Related Academics

Career Readiness

Data	Comments/Notable Observations
XELLO (Local digital data repository)	89.2% of 8th grade students completed required XELLO lessons and CEW Artifacts

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

89.2% of 8th grade students completed required XELLO lessons and CEW Artifacts

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

No Challenges in Related Academics

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

N/A

| |
| |

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

| N/A |
| |
| |
| |
| |

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Provide frequent, timely, and systematic feedback and support on instructional practices

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Align curricular materials and lesson plans to the PA Standards

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
85 (Growth Score) of Black Students met the standard of demonstrating growth in English Language Arts	True
26.8 % Students of our White Sub-Group Met the Interim Goal/ Improvement Target	False
(Q3)STAR Reading: 6th grade (32%) met the benchmark goal 36%	False
N/A	False
No Data Sets available	False
89.2% of 8th grade students completed required XELLO lessons and CEW Artifacts	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
(Q3)STAR Reading : 8th grade (24%) met the benchmark goal 34%	False
Although STAR Math Goals were not met or exceeded, there is a positive proficiency trend in two of the three grade levels	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
9.7% of our Students met the Interim Goal/ Improvement Target- All Student group-Math	True
22.1% of our students met the Interim Goal / Improvement Target- All Student Group-ELA	True
Even though Q3 Star goals were met with ELA, we are not satisfied with the percentage of student near proficiency	False
No Challenges in Related Academics	False
N/A	False
No Data Sets available	False
Align curricular materials and lesson plans to the PA Standards	True
(Q3)STAR Math: 6th grade (21%) did not meet the benchmark goal 20%	False

(Q3)STAR Math: 7th grade (15%) did not meet the benchmark goal 13%	False
(Q3)STAR Math: 8th grade (18%) did not meet the benchmark goal 14%	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

It will be an important challenge to increase the ELA and Math achievement of English Learners as their scores remain low. It is equally important to improve the All Student Group Achievement scores for Math PSSA. When reviewing the data it is evident we must strengthen core instruction and tiered support. It will be important to create Tiered Support for students that are early identified to be potential chronically truant students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
9.7% of our Students met the Interim Goal/ Improvement Target- All Student group-Math	Student achievement in mathematics has been a priority in the District's Theory of Action (ToA).	True
Align curricular materials and lesson plans to the PA Standards		False
22.1% of our students met the Interim Goal / Improvement Target- All Student Group-ELA	Student achievement in English Language Arts (ELA) was a focus in the previous CSI plan and continues to be an area of need.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
85 (Growth Score) of Black Students met the standard of demonstrating growth in English Language Arts	We are looking to build on this strength.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IF we provide an aligned curriculum and assessment system implemented with one or more evidence based instructional strategies, THEN learners will meet grade level proficiency in Math.
	IF we provide an aligned curriculum and assessment system implemented with one or more evidence based instructional strategies, THEN learners will meet grade level proficiency in English Language Arts.

Goal Setting

Priority: IF we provide an aligned curriculum and assessment system implemented with one or more evidence based instructional strategies, THEN learners will meet grade level proficiency in Math.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 21% of sixth grade students will be proficient on the Star Math Assessment based on the unified scale score.			
Measurable Goal Nickname (35 Character Max)			
Mathematics- Grade 6			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 16% of sixth graders will score Proficient on STAR Math.	By December 30, 2024, 18% of sixth graders will score Proficient on STAR Math.	By March 31, 2025, 20% of sixth graders will score Proficient on STAR Math.	By June 30, 2025, 21% of sixth grade students will score proficient on STAR Math.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 32% of seventh grade students will be proficient on the Star Math Assessment based on the unified scale score.			
Measurable Goal Nickname (35 Character Max)			
Mathematics- Grade 7			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 27% of seventh graders will score Proficient on STAR Math.	By December 30, 2024, 28% of seventh graders will score Proficient on STAR Math.	By March 31, 2025, 30% of seventh graders will score Proficient on STAR Math.	By June 30, 2025, 32% of seventh grade students will score proficient on STAR Math.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 20% of eighth grade students will be proficient on the Star Math Assessment based on the unified scale score.			
Measurable Goal Nickname (35 Character Max)			
Mathematics- Grade 8			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 15% of eighth graders will score Proficient on STAR Math.	By December 30, 2024, 17% of eighth graders will score Proficient on STAR Math.	By March 31, 2025, 18% of eighth graders will score Proficient on STAR Math.	By June 30, 2025, 20% of eighth grade students will score proficient on STAR Math.

Priority: IF we provide an aligned curriculum and assessment system implemented with one or more evidence based instructional strategies, THEN learners will meet grade level proficiency in English Language Arts.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)
By June 30, 2025, 33% of sixth grade students will be proficient on the Star Reading Assessment based on the unified scale score.

Measurable Goal Nickname (35 Character Max)
English Language Arts- Grade 6

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 28% of sixth graders will score Proficient on STAR Reading.	By December 30, 2024, 30% of sixth graders will score Proficient on STAR Reading.	By March 31, 2025, 32% of sixth graders will score Proficient on STAR Reading.	By June 30, 2025, 33% of sixth grade students will score proficient on STAR Reading.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)
By June 30, 2025, 32% of seventh grade students will be proficient on the Star Reading Assessment based on the unified scale score.

Measurable Goal Nickname (35 Character Max)
English Language Arts- Grade 7

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 27% of seventh graders will score Proficient on STAR Reading.	By December 30, 2024, 29% of seventh graders will score Proficient on STAR Reading.	By March 31, 2025, 30% of seventh graders will score Proficient on STAR Reading.	By June 30, 2025, 32% of seventh grade students will score proficient on STAR Reading.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)

By June 30, 2025, 26% of eighth grade students will be proficient on the Star Reading Assessment based on the unified scale score.			
Measurable Goal Nickname (35 Character Max)			
English Language Arts - Grade 8			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 21% of eighth graders will score Proficient on STAR Reading.	By December 30, 2024, 22% of eighth graders will score Proficient on STAR Reading.	By March 31, 2025, 24% of eighth graders will score Proficient on STAR Reading.	By June 30, 2025, 26% of eighth grade students will score proficient on STAR Reading.

Action Plan

Measurable Goals

Mathematics- Grade 6	Mathematics- Grade 7
Mathematics- Grade 8	English Language Arts- Grade 6
English Language Arts- Grade 7	English Language Arts - Grade 8

Action Plan For: Problem Solving

Measurable Goals:
• By June 30, 2025, 21% of sixth grade students will be proficient on the Star Math Assessment based on the unified scale score. • By June 30, 2025, 32% of seventh grade students will be proficient on the Star Math Assessment based on the unified scale score. • By June 30, 2025, 20% of eighth grade students will be proficient on the Star Math Assessment based on the unified scale score.

Action Step		**Anticipated Start/Completion Date**	
The SDoL Office Curriculum, Instruction and Assessment will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS).		2024-08-19	2024-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Curriculum, Instruction and Assessment	WWC Practice Guide, CIA Power Point	Yes	
Action Step		**Anticipated Start/Completion Date**	
Provide ongoing professional development and support for interventionists and educators.		2024-09-02	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coach/ IU13 Team	WWC Practice Guide	Yes	
Action Step		**Anticipated Start/Completion Date**	
Provide PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process.		2024-09-16	2024-11-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coach/ IU13 Team	WWC Practice Guide	Yes	
Action Step		**Anticipated Start/Completion Date**	
Provide PD on how to model how to monitor and reflect on the problem-solving process.		2024-11-04	2025-01-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach/ IU13 Team	WWC Practice Guide	Yes	

Action Step		Anticipated Start/Completion Date	
Provide PD on how to use student thinking about a problem to develop students' ability to monitor and reflect.		2025-02-03	2025-03-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach/ IU13 Team	WWC Practice Guide	Yes	

Action Step		Anticipated Start/Completion Date	
Conduct evidence-based strategy (EBS) walkthroughs to provide specific feedback to teachers in a timely manner.		2024-09-02	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin Team	PA ETEP, SDoL EBS Walkthrough Tool	No	

Action Step		Anticipated Start/Completion Date	
Provide 1:1 support for *NEW* teachers as part of ongoing induction programming.		2024-08-19	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach/ IU13 Team/ CIA	Tier One Classroom Routines	Yes	

Action Step		Anticipated Start/Completion Date	
Monitor IXL Data Monthly		2024-09-02	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin Team/ Instructional Coach	IXL Mastery Reports	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Assessment calendar containing the Renaissance STAR testing administered one(1) month prior to Quarterly Routines and math/OECR 2. Evidence-based strategy (EBS) walkthroughs happen on a monthly basis and account for differentiation and include differentiation using the small group instruction model. 3.Monthly monitoring using the Bi-Weekly Implementation Spreadsheet 4. Administer the STAR assessment for Quarter 1 thru 4 review 5. Increased achievement as measured on the	People: WMS Administrative Team Frequency: Monthly and Quarterly monitoring using the Bi-Weekly Implementation Spreadsheet with CSI Implementation Team Method: Bi-Weekly Tracking Form and walkthrough data

Renaissance STAR assessment system and captured in the SIP Achievement Goals. 6. 75% of classrooms are implementing the evidence based strategy in Math Classrooms. 7. Teachers will conduct student data review, conferencing and goal setting immediately following each administration of STAR. 8. Students will complete a STAR Assessment, Goal Setting document to monitor and reflect on their academic progress	

Action Plan For: Reading Comprehension

Measurable Goals:
• By June 30, 2025, 26% of eighth grade students will be proficient on the Star Reading Assessment based on the unified scale score. • By June 30, 2025, 32% of seventh grade students will be proficient on the Star Reading Assessment based on the unified scale score. • By June 30, 2025, 33% of sixth grade students will be proficient on the Star Reading Assessment based on the unified scale score.

Action Step		**Anticipated Start/Completion Date**	
The SDoL Office of Curriculum, Instruction and Assessment will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS).		2024-08-19	2024-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Curriculum, Instruction and Assessment	WWC Practice Guide, CIA Power Point	Yes	
Action Step		**Anticipated Start/Completion Date**	
Provide PD on how to "Build students' world and word knowledge" through: Vocabulary instruction Connections to students' prior knowledge and experiences		2024-09-16	2024-11-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coach/ IU13 Team	WWC Practice Guide	Yes	
Action Step		**Anticipated Start/Completion Date**	

Provide PD on how to "Consistently provide students with opportunities to ask and answer questions to better understand the text they read" through: Questioning techniques (e.g., generating questions, answering questions, clarifying questions) Collaborative discussions		2024-11-04	2025-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coach/ IU13 Team	WWC Practice Guide	Yes	
Action Step		**Anticipated Start/Completion Date**	
Provide PD on how to "Teach students a routine for determining the 'gist' of a short section of text" through: Summarizing strategies (e.g., identifying main ideas, supporting details, and themes)		2025-02-03	2025-03-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coach/ IU13 Team	WWC Practice Guide	Yes	
Action Step		**Anticipated Start/Completion Date**	
Provide PD on how to "Teach students to monitor their comprehension as they read" through: Metacognitive strategies (e.g., self-questioning, self-monitoring, and self-correcting)		2025-03-31	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coach/ IU13 Team	WWC Practice Guide	Yes	
Action Step		**Anticipated Start/Completion Date**	
Design a walkthrough calendar and conduct evidence-based strategy (EBS) walkthroughs to provide specific feedback to teachers in a timely manner.		2024-09-02	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin Team	PA ETEP, SDoL EBS Walkthrough Tool	No	
Action Step		**Anticipated Start/Completion Date**	
Provide ongoing professional development and support for interventionists and educators.		2024-09-02	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coach/CIA/ IU 13 Team	Tier One Classroom Routines (PBIS), WWC Practice Guide	Yes	

Action Step		Anticipated Start/Completion Date	
Provide 1:1 support for *NEW* teachers as part of ongoing induction programming.		2024-09-02	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coach/ IU 13 Team	WWC Practice Guide	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Assessment calendar containing the Renaissance STAR testing administered one(1) month prior to Quarterly Routines, and ELA/TDA. 2. Evidence-based strategy (EBS) walkthroughs happen on a monthly basis and account for differentiation and include differentiation using the small group instruction model. 3. Administer the STAR assessment for Quarter 1 thru 4 review 4. 75% of classrooms are implementing the evidence based strategy in ELA classrooms. 5. Increased achievement as measured on the Renaissance STAR assessment system and captured in the SIP Achievement Goals. 6. Students that are early Identified as potentially chronically truant will have Tier 2 Support Plans.	People: WMS Administrative Team Frequency: Monthly and Quarterly monitoring using the Bi-Weekly Implementation Spreadsheet with CSI Implementation Team Method: Bi-Weekly Tracking Form and walkthrough data

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Tiered Support Team Lead Wheatland Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.	• Problem Solving • Reading Comprehension	Salary	1	85000
Tiered Support Team Lead Wheatland Middle School is an institution charged with supporting middle school	• Problem Solving • Reading Comprehension	Benefits	1	35000

students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.				
IXL Wheatland Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based	• Problem Solving • Reading Comprehension	Supplies & Property	1	25000

strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.				
STAR Wheatland Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.	• Problem Solving • Reading Comprehension	Supplies & Property	1	25000

Supplies, PBIS Application, Resources for teachers and students to track data and set and monitor student goals. Wheatland Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.	• Problem Solving • Reading Comprehension	Supplies & Property	1	40403
Professional Development-Problem Solving, Reading Comprehension and Tier 1 classroom support Wheatland Middle School is an institution charged with supporting middle school	• Problem Solving • Reading Comprehension	Services	1	29000

students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Wheatland Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.				
Total Expenditures				239403

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Problem Solving • Reading Comprehension	Instructional Coach Salary	90000

Instruction	• Problem Solving • Reading Comprehension	Instructional Coach Benefits	54000	
Total Expenditures			144000	

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Problem Solving	The SDoL Office Curriculum, Instruction and Assessment will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS).
Problem Solving	Provide ongoing professional development and support for interventionists and educators.
Problem Solving	Provide PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process.
Problem Solving	Provide PD on how to model how to monitor and reflect on the problem-solving process.
Problem Solving	Provide PD on how to use student thinking about a problem to develop students' ability to monitor and reflect.
Problem Solving	Provide 1:1 support for *NEW* teachers as part of ongoing induction programming.
Reading Comprehension	The SDoL Office of Curriculum, Instruction and Assessment will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS).
Reading Comprehension	Provide PD on how to "Build students' world and word knowledge" through: Vocabulary instruction Connections to students' prior knowledge and experiences
Reading Comprehension	Provide PD on how to "Consistently provide students with opportunities to ask and answer questions to better understand the text they read" through: Questioning techniques (e.g., generating questions, answering questions, clarifying questions) Collaborative discussions
Reading Comprehension	Provide PD on how to "Teach students a routine for determining the 'gist' of a short section of text" through: Summarizing strategies (e.g., identifying main ideas, supporting details, and themes)
Reading Comprehension	Provide PD on how to "Teach students to monitor their comprehension as they read" through: Metacognitive strategies (e.g., self-questioning, self-monitoring, and self-correcting)
Reading Comprehension	Provide ongoing professional development and support for interventionists and educators.
Reading Comprehension	Provide 1:1 support for *NEW* teachers as part of ongoing induction programming.

Evidence Based Strategy-beginning of year (BoY) professional development on the evidence-based strategy (EBS).

Action Step
• The SDoL Office Curriculum, Instruction and Assessment will conduct beginning of year (BoY) professional development on the evidence-based strategy (EBS).
Audience

Classroom Teachers
Topics to be Included
1. WWC Practice Guide: [Core] Rec 3. Routinely use a set of comprehension-building practices to help students make sense of the text. Part A: Build students' world and word knowledge so they can make sense of the text. Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read. Part C: Teach students a routine for determining the gist of a short section of text. Part D: Teach students to monitor their comprehension as they read. 2. WWC Practice Guide: [Core] Rec. 2. Assist students in monitoring and reflecting on the problem-solving process.
Evidence of Learning
75% of classrooms are implementing the evidence based strategies in ELA and Math classrooms as evidence by monthly walkthrough data.

Lead Person/Position	Anticipated Start	Anticipated Completion
OTL, Instructional Coach and Admin Team	2024-08-19	2024-09-27

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

ELA Evidence Based Strategy-Vocabulary instruction Connections to students' prior knowledge and experiences

Action Step
• Provide PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process.
Audience
Classroom teachers
Topics to be Included
Vocabulary instruction Connections to students' prior knowledge and experiences
Evidence of Learning
75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review

Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach, OTL and Admin Team	2024-08-19	2024-10-25

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

ELA Evidence Based Strategy- How to "Consistently provide students with opportunities to ask and answer questions to better understand the text they read" through: Questioning techniques (e.g., generating questions, answering questions, clarifying questions) Collaborative discussions

Action Step
• Provide PD on how to "Consistently provide students with opportunities to ask and answer questions to better understand the text they read" through: Questioning techniques (e.g., generating questions, answering questions, clarifying questions) Collaborative discussions

Audience
Classroom Teachers

Topics to be Included
How to "Build students' world and word knowledge" through: Vocabulary instruction Connections to students' prior knowledge and experiences

Evidence of Learning
75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review

Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach, OTL and Admin Team	2024-11-04	2025-01-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

ELA Evidence Based Strategy- How to "Teach students a routine for determining the 'gist' of a short section of text" through:

Summarizing strategies (e.g., identifying main ideas, supporting details, and themes)

Action Step
• Provide PD on how to "Teach students a routine for determining the 'gist' of a short section of text" through: Summarizing strategies (e.g., identifying main ideas, supporting details, and themes)

Audience
Classroom Teachers

Topics to be Included
How to "Teach students a routine for determining the 'gist' of a short section of text" through: Summarizing strategies (e.g., identifying main ideas, supporting details, and themes)

Evidence of Learning
75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review

Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach, OTL and Admin Team	2025-01-13	2025-03-14

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

ELA Evidence Based Strategy-Provide PD on how to "Teach students to monitor their comprehension as they read" through:

Metacognitive strategies (e.g., self-questioning, self-monitoring, and self-correcting)

Action Step
• Provide PD on how to "Teach students to monitor their comprehension as they read" through: Metacognitive strategies (e.g., self-questioning, self-monitoring, and self-correcting)

Audience
Classroom Teachers

Topics to be Included

How to "Teach students to monitor their comprehension as they read" through: Metacognitive strategies (e.g., self-questioning, self-monitoring, and self-correcting)
Evidence of Learning
75% of classrooms are implementing the evidence based strategies in ELA classrooms as evidenced in walkthroughs and lesson plan review

Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach, OTL and Admin Team	2025-03-17	2025-05-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Math Evidence Based Strategy-Deliver PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process.

Action Step
• Provide PD on how to provide students with a list of prompts to help them monitor and reflect during the problem-solving process.
Audience
Classroom Teachers
Topics to be Included
How to provide students with a list of prompts to help them monitor and reflect during the problem-solving process.
Evidence of Learning
75% of classrooms are implementing the evidence based strategies in Math classrooms as evidenced in walkthroughs and lesson plan review

Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach, OTL and Admin Team	2024-08-19	2024-10-25

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Math Evidence Based Strategy- How to model how to monitor and reflect on the problem-solving process.

Action Step		
• Provide PD on how to model how to monitor and reflect on the problem-solving process.		
Audience		
Classroom Teachers		
Topics to be Included		
How to model how to monitor and reflect on the problem-solving process.		
Evidence of Learning		
75% of classrooms are implementing the evidence based strategies in Math classrooms as evidenced in walkthroughs and lesson plan review		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Instructional Coach, OTL and Admin Team	2024-10-28	2025-01-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Math Evidence Based Strategy-How to use student thinking about a problem to develop students' ability to monitor and reflect.

Action Step
• Provide PD on how to use student thinking about a problem to develop students' ability to monitor and reflect.
Audience
Classroom
Topics to be Included
How to use student thinking about a problem to develop students' ability to monitor and reflect.
Evidence of Learning

75% of classrooms are implementing the evidence based strategies in Math classrooms as evidenced in walkthroughs and lesson plan review		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Instructional Coach, OTL and Admin Team	2025-01-13	2025-03-14

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
• Board Affirmation Statement.pdf

Chief School Administrator	Date
Dr Keith Miles	2024-08-20
Building Principal Signature	**Date**
Don Trost	2024-08-14
School Improvement Facilitator Signature	**Date**
Gregory M. McGough, Ed.D., CSIS	2024-08-14