

## **CEDAR CREST MS**

101 E Evergreen Rd

TSI non-Title 1 School Plan | 2023 - 2024

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## **VISION FOR LEARNING**

Students will learn and grow to become well-rounded 21st century citizens in an ever-changing global society. The District will work collaboratively with families to empower students to consistently take ownership of their educational outcomes through authentic learning opportunities and experiences that take place in all of our school buildings. The Cornwall-Lebanon School District is committed to academic continuity, integrity, and fidelity across all our of schools in the areas of instructional delivery, curriculum enhancement, and assessment.

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Mariah Rackley	District Level Leaders	Cornwall-Lebanon School District
Dr. Philip Domencic	Chief School Administrator	Cornwall-Lebanon School District
Joe Burton	Principal	Cedar Crest Middle School
Julia Kenny	Teacher	Cornwall-Lebanon School District
Miriam Kreider	Teacher	Cornwall-Lebanon School District
Ryan White	Teacher	Cornwall-Lebanon School District
Kristy Hanninen	Teacher	Cornwall-Lebanon School District
Terry Lewis	Parent	Cornwall-Lebanon School District
Emily Rodriguez	District Level Leaders	Cornwall-Lebanon School District

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implement Learning Focused Schools research-based, best instructional practices within all classrooms	English Language Growth and Attainment
Support teacher understanding of English Learners' needs and backgrounds and ways to incorporate effective language development strategies	English Language Growth and Attainment
Create a process to support English Learners who are struggling academically and develop progress monitoring protocols to improve communication.	English Language Growth and Attainment

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Review of supplemental resources to align to newly revised, Board-approved curriculum	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Learning Focused Schools	Provide training to all staff throughout the district on research-based, best instructional practices using the Learning Focused Schools instructional model as measured by attendance at trainings and professional learning meetings.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review current resources and their alignment to the newly revised, Board-approved curriculum.	2023-09-01 - 2025-06-30	Dr. Mariah Rackley, Director of Curriculum and Instruction; Mr. Joseph Burton, Principal; Miss Julia Kenny, ESL Teacher/Curriculum Leader	CLSD Board-approved ESL Curriculum
Provide training for staff in ESL curriculum and ELD standards.	2023-09-01 - 2025-06-30	Dr. Mariah Rackley, Director of Curriculum and Instruction; Mr. Joseph Burton, Principal; Miss Julia Kenny, ESL Teacher/Curriculum Leader	ELD Standards from PDE CLSD Board-approved ESL Curriculum Time provided on CLSD in-service days
Increase professional learning opportunities for research-based instructional strategies through Learning Focused Schools training.	-	Dr. Mariah Rackley, Director of Curriculum and Instruction; Mr. Joseph Burton, Principal; Miss Julia Kenny, ESL Teacher/Curriculum Leader	Learning Focused Schools Training Materials Time provided on CLSD in-service days and in Professional Learning Meetings

**Anticipated Outcome**  
Increased student growth and achievement

**Monitoring/Evaluation**  
Curriculum cycle and ongoing curriculum review, alignment to ELD standards; common district assessments; PSSA testing results; ACCESS testing results; PVAAS growth data



## Evidence-based Strategy

Professional Learning Sessions

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Professional Learning

Teachers will receive training about effective instructional strategies when working with English Learners as measured by training materials and training sign-in sheets.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop plans to provide professional learning to teachers who work with English Learners--utilize instructional team meetings, department meetings, and Professional Learning Meetings	2023-09-01 - 2025-06-30	Dr. Mariah Rackley, Director of Curriculum and Instruction; Mr. Joseph Burton, Principal; Miss Julia Kenny, ESL Teacher/Curriculum Leader	Learning Focused Schools Training Materials Time provided on CLSD in-service days and in Professional Learning Meetings

## Anticipated Outcome

Student growth and achievement

## Monitoring/Evaluation

Lesson plans, team meetings, and department meetings; common district assessments; PSSA testing results; ACCESS testing results; PVAAS growth data

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### Evidence-based Strategy

Progress Monitoring

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Progress Monitoring	Develop a proactive plan to support English Learners who are struggling academically as measured by English Language Development academic plans

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Monitor students' academic progress; provide support to teachers in instructional team meetings and department meetings; increase communication between ESL teacher and regular education teachers; create data protocols to improve progress monitoring of English Learners	2025-06-30 - 2023-09-01	Dr. Mariah Rackley, Director of Curriculum and Instruction; Mr. Joseph Burton, Principal; Miss Julia Kenny, ESL Teacher/Curriculum Leader	Time during instructional team meetings and department meetings

### Anticipated Outcome

Student growth and achievement

## **Monitoring/Evaluation**

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District supervision plan and classroom observations; lesson plans, team meetings, and department meetings; common district assessments; PSSA testing results; ACCESS testing results; PVAAS growth data

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide training to all staff throughout the district on research-based, best instructional practices using the Learning Focused Schools instructional model as measured by attendance at trainings and professional learning meetings. (Learning Focused Schools)	Review of supplemental resources to align to newly revised, Board-approved curriculum	Provide training for staff in ESL curriculum and ELD standards.	09/01/2023 - 06/30/2025



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide training to all staff throughout the district on research-based, best instructional practices using the Learning Focused Schools instructional model as measured by attendance at trainings and professional learning meetings. (Learning Focused Schools)	Review of supplemental resources to align to newly revised, Board-approved curriculum	Increase professional learning opportunities for research-based instructional strategies through Learning Focused Schools training.	01/01/0001 - 01/01/0001

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will receive training about effective instructional strategies when working with English Learners as measured by training materials and training sign-in sheets. (Professional Learning)	Professional Learning Sessions	Develop plans to provide professional learning to teachers who work with English Learners--utilize instructional team meetings, department meetings, and Professional Learning Meetings	09/01/2023 - 06/30/2025

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Implementation of Learning Focused Schools instructional model to increase research-based teaching strategies in all classrooms

Implementation of Board-approved, revised ESL curriculum

Personalized professional growth opportunities for all staff

Personalized professional growth opportunities for all staff

Implementation of Board-approved, revised curriculum

Implementation of Learning Focused Schools instructional model to increase research-based teaching strategies in all classrooms

Personalized professional growth opportunities for all staff

Implementation of Board-approved, revised curriculum

Personalized professional growth opportunities for all staff

Implementation of Learning Focused Schools instructional model to increase research-based teaching strategies in all classrooms

### Challenges

Implement targeted instructional strategies for English Learners

Professional learning opportunities to enhance and refine content-specific common language and expectations among buildings for student growth

Increased use of Exact Path and Study Island data to identify students' strengths, needs, and instructional levels.

Professional collaboration time and opportunities; difficulty attending Instructional Team Meetings to support English Learners within the ELA classroom due to scheduling conflicts

Professional collaboration time and opportunities; difficulty attending Instructional Team Meetings to support English Learners within the math classroom due to scheduling conflicts

Improve consistent use of ELD standards and common language to explore the language of core area instruction

Increased use of Exact Path and Study Island data to identify students' strengths, needs, and instructional levels

## Strengths

Newly revised and Board-approved curriculum aligned to the Pennsylvania Core Standards

Implementation of Learning Focused Schools instructional model to increase research-based teaching strategies in all classrooms

Newly designed Fabrication Lab addresses college and career readiness standards, as well as STEM and Art through student strengths and interests

Creativity Lab meets problem solving and real world application objectives through project based learning and creative pursuit projects

Continued implementation of approved Act 339 plan including guidance curriculum, classroom lessons, and collection of college/career readiness artifacts

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

Identify professional learning needs through analysis of a variety of data

Professional learning in research-based instructional practice would have a positive impact on achieving our targets in the Future Ready PA Index.

## Challenges

Identify and implement best practices through the school district professional learning program

Professional learning opportunities to enhance and refine content-specific common language and expectations throughout building for student growth

Identify and implement best practices through the school district professional learning program

Professional collaboration time and opportunities

Readily available access to artifacts to improve connections to students' areas of interest and engagement in learning

Focus on college and career readiness across the curriculum--not just in isolated experiences

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

Connecting learning to students aptitudes and interests through authentic learning opportunities and assessments

Understanding of how ELs learn and acquire language

Standards aligned curriculum to meet the needs of all students

## Strengths

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Development and Implementation of Curriculum Revision cycle.

Increase connections between the curriculum and real-world application of content through Careers exploration, community outreach, and interest surveys.

## Challenges

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and supplemental resources to differentiate instruction

Increased use of Exact Path and Study Island data to identify students' strengths, needs, and instructional levels

Increased use of Exact Path and Study Island data to identify students' strengths, needs, and instructional levels

Professional collaboration time and opportunities; difficulty attending Instructional Team Meetings to support English Learners within the science classroom due to scheduling conflicts

Increased use of Study Island data to identify students' strengths, needs, and instructional levels

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

Building and establishing connections to authentic learning experiences and community-based opportunities

Training for staff on ELD standards and instructional practices for students

Early identification and communication process for EL students who are struggling academically

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## Most Notable Observations/Patterns

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### Challenges

### Discussion Point

### Priority for Planning

Implement targeted instructional strategies for English Learners

Our team wants to focus on specific instructional strategies to support our EL population in core content areas.



Professional learning opportunities to enhance and refine content-specific common language and expectations among buildings for student growth

Our district will focus on consistency and continuity of instruction and curricular implementation across all six of our buildings. Professional development targeting content-specific common language and our instructional model will improve fidelity of instruction.

Professional collaboration time and opportunities; difficulty attending Instructional Team Meetings to support English Learners within the math classroom due to scheduling conflicts

We want to find creative ways to make our ESL teacher available to meet with teachers during their instructional team meetings to provide academic support.

Improve consistent use of ELD standards and common language to explore the language of core area instruction

CCMS is going to provide explicit instruction in the ELD standards and the new curriculum for all staff during in-service.

Focus on college and career readiness across

Students need opportunities for agency and authentic learning



Challenges	Discussion Point	Priority for Planning
the curriculum--not just in isolated experiences	experiences related to their passions, interests, and aptitudes.	
Monitor and evaluate the impact of professional learning on staff practices and student learning	We will improve the way we evaluate the implementation of professional learning and district initiatives and the impact they have on student learning.	
Professional collaboration time and opportunities; difficulty attending Instructional Team Meetings to support English Learners within the ELA classroom due to scheduling conflicts	We want to find creative ways to make our ESL teacher available to meet with teachers during their instructional team meetings to provide academic support.	
Increased use of Exact Path and Study Island data to identify students' strengths, needs, and instructional levels	The CCMS Data team will provide professional learning to help teachers utilize Exact Path and Study Island to their potential to meet the needs of all learners.	
Understanding of how ELs learn and acquire language	We want to provide more professional learning to help our staff to understand different cultural backgrounds in conjunction with our building-level professional learning for staff to improve effective language development strategies.	✓
Professional learning opportunities to enhance and refine content-specific common language and expectations throughout building for student growth	Content area departments will meet to determine essential vocabulary and create content-specific expectations for grades 6-8.	
Early identification and communication	Focus on the use of data protocols to progress monitor English	✓

**Challenges****Discussion Point****Priority for Planning**

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process for EL students who are struggling academically

Learners' achievement and growth in core content areas.

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## ADDENDUM B: ACTION PLAN

### Action Plan: Review of supplemental resources to align to newly revised, Board-approved curriculum

Action Steps	Anticipated Start/Completion Date
Review current resources and their alignment to the newly revised, Board-approved curriculum.	09/01/2023 - 06/30/2025
Monitoring/Evaluation	Anticipated Output
Curriculum cycle and ongoing curriculum review, alignment to ELD standards; common district assessments; PSSA testing results; ACCESS testing results; PVAAS growth data	Increased student growth and achievement
Material/Resources/Supports Needed	PD Step
CLSD Board-approved ESL Curriculum	no

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**Action Steps****Anticipated Start/Completion Date**

Provide training for staff in ESL curriculum and ELD standards.

09/01/2023 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

Curriculum cycle and ongoing curriculum review, alignment to ELD standards; common district assessments; PSSA testing results; ACCESS testing results; PVAAS growth data

Increased student growth and achievement

**Material/Resources/Supports Needed****PD Step**

ELD Standards from PDE CLSD Board-approved ESL Curriculum Time provided on CLSD in-service days

yes



**Action Steps****Anticipated Start/Completion Date**

Increase professional learning opportunities for research-based instructional strategies through Learning Focused Schools training.

01/01/0001 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Curriculum cycle and ongoing curriculum review, alignment to ELD standards; common district assessments; PSSA testing results; ACCESS testing results; PVAAS growth data

Increased student growth and achievement

**Material/Resources/Supports Needed****PD Step**

Learning Focused Schools Training Materials Time provided on CLSD in-service days and in Professional Learning Meetings

yes



## Action Plan: Professional Learning Sessions

Action Steps	Anticipated Start/Completion Date
Develop plans to provide professional learning to teachers who work with English Learners--utilize instructional team meetings, department meetings, and Professional Learning Meetings	09/01/2023 - 06/30/2025
Monitoring/Evaluation	Anticipated Output
Lesson plans, team meetings, and department meetings; common district assessments; PSSA testing results; ACCESS testing results; PVAAS growth data	Student growth and achievement
Material/Resources/Supports Needed	PD Step
Learning Focused Schools Training Materials Time provided on CLSD in-service days and in Professional Learning Meetings	yes
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## Action Plan: Progress Monitoring

Action Steps	Anticipated Start/Completion Date
Monitor students' academic progress; provide support to teachers in instructional team meetings and department meetings; increase communication between ESL teacher and regular education teachers; create data protocols to improve progress monitoring of English Learners	06/30/2025 - 09/01/2023
Monitoring/Evaluation	Anticipated Output
District supervision plan and classroom observations; lesson plans, team meetings, and department meetings; common district assessments; PSSA testing results; ACCESS testing results; PVAAS growth data	Student growth and achievement
Material/Resources/Supports Needed	PD Step
Time during instructional team meetings and department meetings	no
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide training to all staff throughout the district on research-based, best instructional practices using the Learning Focused Schools instructional model as measured by attendance at trainings and professional learning meetings. (Learning Focused Schools)	Review of supplemental resources to align to newly revised, Board-approved curriculum	Provide training for staff in ESL curriculum and ELD standards.	09/01/2023 - 06/30/2025
Provide training to all staff throughout the district on research-based, best instructional practices using the Learning Focused Schools instructional model as measured by attendance at trainings and professional learning meetings. (Learning Focused Schools)	Review of supplemental resources to align to newly revised, Board-approved curriculum	Increase professional learning opportunities for research-based instructional strategies through Learning Focused Schools training.	01/01/0001 - 01/01/0001
Teachers will receive training about effective instructional strategies when working with English Learners as measured by training materials and training sign-in sheets.	Professional Learning	Develop plans to provide	09/01/2023 -



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
(Professional Learning)	Sessions	professional learning to teachers who work with English Learners--utilize instructional team meetings, department meetings, and Professional Learning Meetings	06/30/2025

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Learning Focused Schools Training	All professional staff	High Performing Lessons; Increasing Rigor; Accelerating Student Learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of research-based instructional practices in classrooms	08/22/2023 - 06/30/2025	Dr. Mariah Rackley, Director of Curriculum and Instruction; Mr. Joseph Burton, Principal

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

- 3b: Using Questioning and Discussion Techniques
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction

Teaching Diverse Learners in Inclusive Settings

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

ELD Professional Learning

All staff at Cedar Crest Middle School

ELD Standards Newly revised, Board-approved ESL curriculum Effective teaching strategies to use with English Learners

**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

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Implementation of instructional strategies; review of lesson plans; agendas from instructional team meetings and department meetings; academic plans for English Learners; increased collaboration with ESL teacher

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09/01/2023 - 06/30/2025

Dr. Mariah Rackley, Director of Curriculum and Instruction; Mr. Joseph Burton, Principal

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**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in Inclusive Settings

1a: Demonstrating Knowledge of Content and Pedagogy

4b: Maintaining Accurate Records

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Meet with all staff at Cedar Crest Middle School	Targeted School Improvement Plan English Language Development Standards Instructional strategies to use with English Learners	In-service Days; dedicated professional learning time	All staff at Cedar Crest Middle School	August 2023 through November 2023

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