Northwest MS

School Improvement Plan

07/01/2014 - 06/30/2018

Improvement Revision 2016-2017 : Submitted On 06/22/2016

School Profile

Demographics

Northwest MS

1000 N Front St
Reading, PA 19601
(610)371-5772

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Joel Brigel
Superintendent: Khalid Mumin

Stakeholder Involvement

Name	Role
JuliAnne Kline	Administrator : School Improvement Plan
Angel Zimmerman	Administrator
Joel Brigel	Building Principal : School Improvement Plan
Evelyn Klinger	Community Representative
Audrey Ricardo - Cortina	Ed Specialist - Other
Dan Richards	Intermediate Unit Staff Member : School Improvement Plan
Jeffrey Berger	Middle School Teacher - Regular Education : School Improvement Plan
Robert Dowling	Middle School Teacher - Regular Education : School Improvement Plan
Jessica Dugan	Middle School Teacher - Regular Education : School Improvement Plan
Katherine Igusky	Middle School Teacher - Regular Education : School Improvement Plan
Ryan Manbeck	Middle School Teacher - Regular Education : School Improvement Plan
Leyda Owens	Middle School Teacher - Regular Education : School Improvement Plan
Cynthia Sensenig	Middle School Teacher - Regular Education
Jessica Steffy	Middle School Teacher - Regular Education : School

	Improvement Plan
Julie Yakaitis	Middle School Teacher - Regular Education
Luis Estrada	Middle School Teacher - Special Education
Eric Winson	Middle School Teacher - Special Education : School Improvement Plan
Wanda Crespo	Parent
Darla Jackson	Parent

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.**Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).

- **Assurance 5**: The school improvement plan covers a two-year period.

- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:

    o Clear and Shared Focus

    o High Standards and Expectations

    o Effective Leadership

    o High Levels of Collaboration and Communication

    o Curriculum, Instruction and Assessment Aligned with Standards

- Frequent Monitoring of Teaching and Learning

- Focused Professional Development

- Supportive Learning Environment

- High Levels of Community and Parent Involvement

- **Assurance 8**: Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:

  - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

  - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.

  - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

  - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

  - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

  - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.

  - Provide ongoing mechanisms for family and community engagement

- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap

- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- School newsletter
- District web page
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Monthly PTO meetings
- Parent-Teacher Conferences
- Home-school visits
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

All schools are offered assistance with the creation of their Schoolwide Plans. Central Administration staff attend planning meetings as requested, read plans and offer input as they are being drafted, and read the final copies for completeness and accuracy to ensure that the school's individual needs are being addressed, while following the required consistent strategies that are used district-wide.

The Teaching and Learning Leadership Team of the Reading School District monitor all areas of planning, implementation and evaluation for schoolwide plans.   All assistance is individualized by the LEA for each particular building.

·   Schools receive help with their professional development needs through the Director of Instructional Services and Professional Development.

·   Curriculum is created/implemented/monitored through the assistance of the Director of Curriculum and Assistant to the Superintendent for Teaching and Learning.

·   The Director of Federal Programs ensures that purchases made with federal funds are in alignment with Schoolwide Title I plans.

Provider	Meeting Date	Type of Assistance
Director of Instructional Services and PD	4/10/2017 12:00:00 AM	Technical and Recommendations
Director of Instructional Services and PD	4/11/2017 12:00:00 AM	Review of Plan

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers utilize the benchmark data and CDTs to determine individual and class needs. Based upon the needs, students are regrouped by reading level and deficits. In these groups, specific strategies and skills will be taught. Teachers are also utilizing the data to provide interventions to the classroom.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No

Before School	Yes
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

• *Any federal education program administrated by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

• *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Title I	$409018.00

State/Local Grant Program	Amount of Grant
21st CCLC	$66667.00
General Budget	$53733.00

Needs Assessment

School Accomplishments

Accomplishment #1:

7th Grade math PVAAS scores displayed moderate evidence that the group of students exceeded the standard for PA Academic Growth across all proficiency catagories for the past three years.

Accomplishment #2:

Parental involvement has continually increased over the past two years.

Accomplishment #3:

Attendance is consistently high both overall and during testing.

Accomplishment #4:

Our staff continues to work together during component planning time to share best practices and create common assessments.

Accomplishment #5:

As a school we continue to do Tier 1 implementation of School Wide Positive Behavior Interventions and Supports to address being identified in 2011-2012 as a persistentaly dangerous school.

School Concerns

Concern #1:

According to the 2014 PSSA results there is Significant evidence that the School did not meet the standard for PA academic Growth in 6th Grade Math.

In 2013, 58 % of the students were not proficient or advanced on the mathematics PSSA.

In 2014, 49 % of the students were not proficient or advanced on the mathematics PSSA.

In 2015, 93 % of the students were not proficient or advanced on the mathematics PA Core PSSA.

In 2016, 96% of the students were not proficient or advanced on the mathematics PA Core PSSA. 73% were below basic.

Concern #2:

In 2013, 63% were not proficient or advanced in reading on the PSSA.

In 2014, 65% were not proficient or advanced in reading on the PSSA.

In 2015, 80%, were not proficient or advanced in reading on the PA Core PSSA.

In 2015, 93% were not proficient or advanced in Mathematics on the PA Core PSSA.

In 2016, 94% were not proficient or advanced in Mathematics on the PA Core PSSA.

Concern #3:

In 2013, 63% of the students were not proficient or advanced on the reading PSSA.

In 2014, 65% of the students were not proficient or advanced on the reading PSSA.

In 2015, 80% of the students were not proficient or advanced on the reading PA Common Core PSSA.

In 2016, 76% of the students were not proficient or advanced on the reading PA Common Core PSSA.

Concern #4:

Benchmark testing results are not adequately utilized to analyze student progress and analyze student deficiencies.

Concern #5:

Interventions are progressive but not classified as Tier 1, 2 and 3.

Concern #6:

Discipline referrals increased. Teachers require additional classroom management strategies to help address these issues.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

Interventions are progressive but not classified as Tier 1, 2 and 3.

In 2013, 63% of the students were not proficient or advanced on the reading PSSA.

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In 2015, 93 % of the students were not proficient or advanced on the mathematics PA Core PSSA.

In 2016, 96% of the students were not proficient or advanced on the mathematics PA Core PSSA. 73% were below basic.

Systemic Challenge #2 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Interventions are progressive but not classified as Tier 1, 2 and 3.

In 2013, 63% of the students were not proficient or advanced on the reading PSSA.

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In 2016, 96% of the students were not proficient or advanced on the mathematics PA Core PSSA. 73% were below basic.

Systemic Challenge #3 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Interventions are progressive but not classified as Tier 1, 2 and 3.

In 2013, 63% of the students were not proficient or advanced on the reading PSSA.

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In 2015, 80% of the students were not proficient or advanced on the reading PA Common Core PSSA.

In 2016, 76% of the students were not proficient or advanced on the reading PA Common Core PSSA.

Discipline referrals increased. Teachers require additional classroom management strategies to help address these issues.

Systemic Challenge #4 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Interventions are progressive but not classified as Tier 1, 2 and 3.

In 2013, 63% of the students were not proficient or advanced on the reading PSSA.

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In 2016, 96% of the students were not proficient or advanced on the mathematics PA Core PSSA. 73% were below basic.

Systemic Challenge #5 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

Interventions are progressive but not classified as Tier 1, 2 and 3.

In 2013, 63% of the students were not proficient or advanced on the reading PSSA.

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Systemic Challenge #6 *(Guiding Question #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

Interventions are progressive but not classified as Tier 1, 2 and 3.

In 2013, 63% of the students were not proficient or advanced on the reading PSSA.

In 2014, 65% of the students were not proficient or advanced on the reading PSSA.

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School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

> **Indicators of Effectiveness:**
>> Type: Annual
>> Data Source: PSSA
>> Specific Targets: There will be a 6% increase for students achieving proficiency in both math and reading.
>>
>> Type: Interim
>> Data Source: Benchmark Testing
>> Specific Targets: The percentage of students scoring basic or below basic will decrease by 10% on each test administration.

Strategies:

Common Assessment within Grade/Subject

> **Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment
>
> **SAS Alignment:** Assessment, Instruction

Reading Across the Curriculum

> **Description:** "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CReating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content

Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four interventions?ReadAbout, CReating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)
Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Instruction

Align Curriculum with PA Core

Description:

Strategy #1: Common Formative Assessments:

1. Create a data analysis process sheet with guiding questions (see attached "Data Analysis Protocol").
2. Once per quarter, each grade level department will complete a common assessment using the Apperson Scanner and analyze the data in CP time with the other grade level content area teachers.
3. Set up a meeting with administratioin to go over your results once a year.
4. Common assessments including benchmark assessments will be administered on Study Island.

Strategy #2: Align Curriculum:

2016 - Departments, under the leadership of the Department of Curriculum and Development, will follow the approved _Curriculum Cycle Matrix_. Curriculum writing teams will work together with other teachers from their grade level department to ensure that there is a PA Core aligned curriculum, scope and sequence and pacing guide to follow for each instructional content area.

1. Using printed or online version fo Common Core State Standards (ccss) from each content area, faculty will determine what standards in their core area need to be augmented in the current curriculum.   NWMS Handbook Binders will include a hard copy of the CCSS for each teacher's specific content area.
2. Teachers consult the PDE SAS website in both the "Standards" tab and the "Materials and Resources" tab to reference standards-alighed content and for doing targeted searches for educational resources.
3. Department teams will cooperatively determine 3-4 common core areas to target for improved alignment for 2016-2017 school year.

4. Re-evaluate in mid January the level of improvement toward meeting the standards that had been identified.

2015 - The PA Core Standards provide a consistent, clear understanding of what students are expected to learn so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Administrators and teachers will utilize the SAS website to align curriculum to the PA Core Standards to ensure that our students will be fully prepared for the future and that our community will be best positioned to compete successfully in the global economy.

Strategy #3: Reading Across the Curriculum:

1. Form a team of core subject teacher (mainly grade dept. heads) who will provide weekly lists of 2-3 vocabulary words and definitions from their current units of study.
2. During morning Advisory pd. once a cycle a teacher will present a live broadcast of a 6th grade level vocabulary list (8-10) words) and once a cycle a 7th grade vocabulary list.
3. Prepare the audio-video equipment and then coordinate the airing of broadcasts; insure that all classrooms have functioning projectors and smartboards.
4. Use Common Core targeted vocabulary acquisition practice resources to provide students with regular, ongoing eligible content vocabulary practice. (* Words may also be taken from vocabulary lists from the IRLA).

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Quarterly common assessment and data analysis

Description:

1. Create a data analysis process sheet with guiding questions.

2. Once per quarter, the math will complete a common assessment using the Apperson Scanners and analyze the data during common planning.

3. Administration will meet with each department to review results at least once per year.

Start Date: 9/1/2016   **End Date:** 6/8/2018

Program Area(s): Student Services

Supported Strategies:

- Common Assessment within Grade/Subject

Focus on Vocabulary

Description:

Form a team of subject department heads to identify 2-3 vocabulary words and definitions to focus on every week during advisory period. Teachers will present on live broadcast for 6th and 7th grade vocabulary lists.

Start Date: 9/1/2016   **End Date:** 6/8/2018

Program Area(s):

Supported Strategies:

- Reading Across the Curriculum

Implement Common Benchmark Assessments

Description:

Common assessments will be administered for students in reading and math. As a district we will continue to improve upon our assessment plan and establish how to use assessments to identify student needs/ strengths, guide instruction and implement interventions for our students.

Start Date: 6/29/2015   **End Date:** 6/8/2018

Program Area(s): Student Services

Supported Strategies:

- Common Assessment within Grade/Subject

- Align Curriculum with PA Core

Implement Technology Upgrades

Description:

Implement technology upgrades that would allow for effective, integrated use of curriculum tools, assessments, and instructional interventions.

Start Date: 5/28/2015   **End Date:** 6/8/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Align Curriculum with PA Core

Implement Comprehensive Literacy Program

Description:

Teacher training on implementation of revised Secondary Language Arts curriculum and implementation in elementary classrooms. Evidence of implementation: Professional Development schedule/Teacher lesson plans.

Start Date: 8/1/2015   **End Date:** 8/31/2017

Program Area(s): Professional Education

Supported Strategies:

- Align Curriculum with PA Core

Implement Common Grading System

Description:

All teachers will use district data system to report grades.

Start Date: 8/24/2015   **End Date:** 8/21/2017

Program Area(s): Student Services

Supported Strategies:

- Align Curriculum with PA Core

Implement Comprehensive Math Curriculum

Description:

Teacher training on implementation of revised Secondary Mathematics curriculum and implementation in all secondary classrooms. Evidence of Implementation: Professional development schedule/lesson plans.

Start Date: 8/1/2015   **End Date:** 8/31/2017

Program Area(s): Professional Education

Supported Strategies:

- Align Curriculum with PA Core

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA

Specific Targets: There will be a 6% increase for students achieving profiency in both math and reading.

Type: Interim

Data Source: Benchmark Assessments

Specific Targets: The percentage of students scoring basic or below basic will decrease by 10% on each test administered.

Strategies:

Formal and Informal Observations

Description:

Descripton: Formal and informal observations by administration helps to ensure quality instruction and also identify teacher professional development needs.

SAS Alignment: Instruction

Monitor use of Common Assessments

Description:

Monitor the use of common assessments to insure implementation and adjustment of curriculum and instructional practices is done by all content areas

SAS Alignment: Assessment, Instruction

Professional Learning Communities

Description:

A protocol for teachers and administrators to work collaboratively together to focus on student learning and take ownership of results. Times will be allotted for grade level component meetings as well as team meetings. The focus of the meetings will be on consistent implementation of curriculum and instruction and student data.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Adjust Interventions

Description:

Descrption: School staff members adjust interventions when a student's assessment results or other measures of performance indicate prescribed interventions have not been effective.

Indicator of Implementation: Component meeting forms, audit of teacher's lesson plans and notes on students, and discussions with the buiding administration.

Start Date: 6/29/2015   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Monitor use of Common Assessments
- Professional Learning Communities

Child Study Team Meetings

Description:

Description: Child Study Team meetings once a cycle to identify and analyze behavioral, academic and emotional concerns.

Indicator of Implementation: Notes maintained about discussions from meetings and concerns about specific students and issues.

Start Date: 6/29/2015   **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Professional Learning Communities

Quarterly Team Meetings

Description:

Description: Implement Quarterly Assembly as well as one on one counseling and parental contact as needed for students earning a D or F in a marking period.

Indicator of Implementation: Quarterly meetings with teams, contact made with students in danger of failing.

Start Date: 6/29/2015   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Monitor use of Common Assessments
- Professional Learning Communities

Flex Grouping

Description:

Description: Component meetings where students not achieving mastery will be identified and schedule will allow for flexible grouping instructional time to address those not acheiving mastery.

Indicator of Implementation: Track flexed groups, identified student needs and notes from component meetings.

Start Date: 6/29/2015   **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Monitor use of Common Assessments
- Professional Learning Communities

Professional Development for Flex Grouping

Description:

Description: Provide professional development regarding the flexible group model using informal assessment tools in order to identify at risk students.

Indicator of Implementation: Professional development agendas, sign in sheets, componet meeting forms and evaluation sheets

Start Date: 6/29/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Monitor use of Common Assessments
- Professional Learning Communities

Develop common units of study, assessments, and power teaching activities, during PLC meetings, early dismissals, in-service days.

Description:

Lessons, assessments, and power teaching activities will be developed during daily component planning and available on the shared drive for all teachers to access.

Start Date: 6/29/2015   **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Monitor use of Common Assessments
- Professional Learning Communities

Record and analyze data from common assessments through the use of weekly data meetings.

Description:

Minutes from weekly data meeting. Weekly progress report showing adjustments in instructional practices.

Start Date: 6/29/2015   **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Monitor use of Common Assessments
- Professional Learning Communities

Modify informal observation checklist to include 100% of the teachers will show their usage of common assessments and modification of instruction in the classroom and their lesson plans.

Description:

Checklist will indicate this expectation, informal observations by administration and coach, and PLC meeting notes.

Start Date: 6/29/2015 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Formal and Informal Observations
- Professional Learning Communities

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Student Survey results and SWIS data

Specific Targets: Perceptual data to include students feeling safe and supported. Contextual discipline data will show a decrease in discipline referrals using the SWIS program to track discipline.

Strategies:

Character and Social Skill Building Programs

Description: WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Programs

SAS Alignment: Safe and Supportive Schools

School Wide Positive Behavior Intervention System

Description:

Create a safe and secure environment for all stakeholders that is conducive to student learning by continuing to implement a school-wide positive behavior plan. School will used developed C.H.A.M.P.S. acronym as a foundation (Character, Honesty, Attitude, Motivation, Pride, Self-Control).

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Provide Support for At Risk Students

Description:

School wide system for identifying academically at risk students early and providing appropriate interventions.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Parental Involvement

Description:

Schools play an important part of a child's life along with the parents. By combining the two stakeholders, studies indicate academic achievement will increase. Parental involvment can be many things, volunteering, attending conferences, being a member of the PTO.

SAS Alignment: None selected

Implementation Steps:

Adjust Interventions

Description:

Descrption: School staff members adjust interventions when a student's assessment results or other measures of performance indicate prescribed interventions have not been effective.

Indicator of Implementation: Component meeting forms, audit of teacher's lesson plans and notes on students, and discussions with the buiding administration.

Start Date: 6/29/2015   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Provide Support for At Risk Students

Quarterly Team Meetings

Description:

Description: Implement Quarterly Assembly as well as one on one counseling and parental contact as needed for students earning a D or F in a marking period.

Indicator of Implementation: Quarterly meetings with teams, contact made with students in danger of failing.

Start Date: 6/29/2015   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Character and Social Skill Building Programs
- School Wide Positive Behavior Intervention System

Flex Grouping

Description:

Description: Component meetings where students not achieving mastery will be identified and schedule will allow for flexible grouping instructional time to address those not acheiving mastery.

Indicator of Implementation: Track flexed groups, identified student needs and notes from component meetings.

Start Date: 6/29/2015   **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Provide Support for At Risk Students

School wide Positive Behavior Intervention System

Description:

Quarterly meetings to identify students displaying positive behaviors. Includes award ceremonies and 'Brag Tag" system.

Monthly Incentives including transportation for 3-4 incentive rewards.

Start Date: 6/29/2015   **End Date:** 8/21/2017

Program Area(s): Student Services

Supported Strategies:

- Character and Social Skill Building Programs
- School Wide Positive Behavior Intervention System
- Provide Support for At Risk Students
- Parental Involvement

Family Activities

Description:

Establish family activities that will allow the parents feel welcomed into the school. The events could include Fall Festival, Classroom visitations.. Classroom teacher will promote the events along with an incentive for the class with the highest percentage participating in each event. Also, establishing activities for parents and students to work on collaboratively in the home and be displayed at school.

Start Date: 9/1/2015   **End Date:** 6/9/2017

Program Area(s): Student Services

Supported Strategies:

- Character and Social Skill Building Programs
- School Wide Positive Behavior Intervention System
- Provide Support for At Risk Students
- Parental Involvement

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Monitor use of Common Assessments Strategy #2: Professional Learning Communities

Start	End	Title	Description
6/29/2015	6/30/2017	Professional Development for Flex Grouping	**Description**: Provide professional development regarding the flexible group model using informal assessment tools in order to identify at risk students. **Indicator of Implementation:** Professional development agendas, sign in sheets, componet meeting forms and evaluation sheets

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative Team, Teaching Staff	3.0	3	60	Leadership Team	School Entity	No

Knowledge	Use of standards aligned curriculum, data analysis, and flexible grouping to address student needs. We will use informal assessments to help identify at risk students, use of component meetings to develop flex schedules.

Supportive Research

Designed to Accomplish

For classroom teachers, school counselors and education

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	School Whole Group Presentation Department Focused Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists	**Grade Levels**	Middle (grades 6-8)
Follow-up Activities	Team development and	**Evaluation Methods**	Classroom observation focusing on

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

    Analysis of student work, with administrator and/or peers

    Creating lessons to meet varied student learning styles

    Peer-to-peer lesson discussion

    Lesson modeling with mentoring

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

    Classroom student assessment data

    Review of participant lesson plans

    Review of written reports summarizing instructional activity

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Northwest MS in the Reading SD has been duly reviewed by a *Quality Review Team* convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education

- Meets **ESEA requirements for Title I schools**

- Reflects **sound educational practice**

- Has a **high probability of improving student achievement**

- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Northwest MS in the Reading SD for the 2014-2018 school-year.

Superintendent/Chief Executive Officer

Board President

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

The School-Wide Positive Behavior and Intervention Supports continues to gather momentum. It is being implemented with fidelity and we continue to identify ways to improve upon it's success.
Our grade-level teams utilize their "team time" to identify student needs. Action plans are created to address student academic, behavior and emotional needs.
Mathematics and English Language Arts teachers began using CDT assessments and began using this data to identify student needs and drive intervention instruction.

Describe the continuing areas of concern from the past year.

Understand the grade level content of the PA Common Core and identify an appropriate pacing for implementation of the district content area curriculum.
We need to become more comfortable in the cycle of instruction and willingness to share best practices for instruction.
Though we recognize the need to use flexible grouping across grade-level content areas we have not established a functional procedure for identifying and then addressing the student needs through flexible grouping.

Describe the initiatives that have been revised.

There have been more partners identified to assist in the quarterly student assessment conversations. We need to involve team leaders and administration in addressing D's and F's and creation of student plans for success.
Our SWPBIS will include transportation for 3-4 Incentives for students. We will continue to survey students and staff to identify the incentives they enjoy and reward their CHAMPS behaviors.
Common assessments will be focused with our Mathematics and English Language Arts classes. Mathematics will use the apperson scanner and discuss how identified student needs will be addressed through our Advisory interventions, class instruction as well as our RAE (Remediation, Acceleration and Enrichment) times. English Language Arts will need to identify they common assessment they will use to share student success and how they might use RAE time to address determined needs.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Implementation of the GoMath series in all mathematics classes and the implementation of the ARC 100 Book Challenge in English Language Arts classes provided necessary focus and direction. As our grade-level departments continue to meet and work together every day they improve instruction by sharing delivery design, focus on common assessments and better identify student needs. As a district we have established a professional development committee which will hopefully assist in ensuring quality PD for all staff. Our Professional

Learning Communites encompass both our Component Teams but also our Grade Level Teams. These Grade Level Teams have improved their strategies for child study and working to provide interventions for students. We continue to see success with our SWPBIS program and have seen some great changes in student behaviors and celebrations of achievement and success.

Describe the continuing areas of concern from the past year.

As a school we try and involve parents as much as we can. We have monthly "Family Fun" evenings and often have a topic that we briefly share with parents (School Improvement, PSSA testing, etc.) We have had some poor parent participation over the past two years and are hoping to change up the events in order to increase community participation.
We need to focus sometimes on the success of some students and not focus on the challenges of others. We have had a tough year with some of our 6th grade students this year not following our CHAMPS expectations. We recieve complaints of from parents about other students making their children not feel safe. We put interventions in place and try to address these issues the best we can but there are some students that we feel continue to disrupt the educational progress of many others.

Describe the initiatives that have been revised.

We changed our goals by removing #4 and including #3. The district provided our teams with time to meet and work together on our School Improvement Initiatives which promoted buy-in from our leadership team. They worked in groups together to discuss the goals, strategies and implementaton steps for next year and ways to ensure implementation with fidelity. We have a plan to create common assessments and data analysis steps in order to create conversations among grade-level component teams. We will implement a focus on vocabulary across the content areas.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Focus was placed on ensuring consistent implementation of a standards aligned curriculum framework across all classrooms for all students. This year changes were made to English curriculum and math curriculum. All four middle schools began a new program. This brought consistency across the district and supported students that transitioned from school to school.

Describe the continuing areas of concern from the first year plan.

An area that is continues to show concerns is the implementation of a multi-tiered system to address the needs of all students. Next year the use of PDE's Educator's Dashboard Early Warning System will provide support to monitor student progress throughout the school.

Describe the initiatives that have been revised.

One area that was addressed this year was the use of consistent technology within all classrooms. Teachers were provided with the tools needed to teach effectively using technology.