

Southern MS

School Improvement Plan

07/01/2014 - 06/30/2018

*Improvement Revision 2016-2017 : Submitted On
06/27/2016*

School Profile

Demographics

Southern MS

931 Chestnut St
Reading, PA 19602
(610)371-5803

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Mitza Morales
Superintendent: Khalid Mumin

Stakeholder Involvement

Name	Role
Manny Savignano	Administrator
Mitza Morales	Building Principal : School Improvement Plan
Jason Chopra	Business Representative : School Improvement Plan
Amy Anders	Ed Specialist - Other : School Improvement Plan
Nilda Mayol	Ed Specialist - Other : School Improvement Plan
Steve Rossignoli	Ed Specialist - School Counselor : School Improvement Plan
Connie Skipper	Intermediate Unit Staff Member : School Improvement Plan
Camie Bertolet	Middle School Teacher - Regular Education : School Improvement Plan
Linda Fredericks	Middle School Teacher - Regular Education : School Improvement Plan
Emily Prescott	Middle School Teacher - Regular Education : School Improvement Plan
Kate Seifrit	Middle School Teacher - Regular Education : School Improvement Plan
Brianna Angove	Middle School Teacher - Special Education : School Improvement Plan
Candice Kehres	Middle School Teacher - Special Education : School

	Improvement Plan
Yolanda Santiago	Parent : School Improvement Plan

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:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - 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
- WikiSpaces, Yahoo, Facebook, etc.
- District's annual report
- District report card
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- 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
- Regular Title 1 meetings

- Parent advisory committee 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 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 Reccomendations
Director of Instructional Services and PD	4/18/2017 12:00:00 AM	Review 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.

Using bechmark assessment data, teachers have a daily ELA or Math lesson to complete during the advisory/RAE periods at least 3 of the 5 days in a week. The lessons are design to cover just 1 concept.

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	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	No
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	\$390082.00

State/Local Grant Program	Amount of Grant
BCAP grant	\$1000.00
21st CCLC	\$66667.00
general allotment	\$47520.00

Needs Assessment

School Accomplishments

Accomplishment #1:

Attendance remains in the 90th percentile.

Accomplishment #2:

SAP Team and Programs continue to be implemented.

Accomplishment #3:

Student accessibility to student services such as a piloted mentoring and/or role models programs and mediations.

Accomplishment #4:

The staff collaboration and participation on schoolwide planning committee continues to increase. Staff-led professional development is also increasing.

Accomplishment #5:

Team-based discipline monitoring and the creation of DDT (discipline data team)

School Concerns

Concern #1:

For Social/Emotional Growth: There is a significant increase in aggressive behavior both physical and verbal. Students seem unable or ill-equipped to respond to different and often challenging social situations.

Concern #2:

For Discipline: The number of student discipline referrals that results in out of school suspensions has double (695) from this time last year (343).

Concern #3:

For Equity: All classrooms are not consistent in regards to recognizing, planning, and embracing the diversity of all learners.

Concern #4:

For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

Concern #5:

For Mathematics: Although there was growth, we did not meet the achievement gap closure for the "All Students" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

Concern #6:

For Professional Development for New Staff: Professional development opportunities have been limited and insufficient.

Concern #7:

For Parent Involvement: There are very few members of the Parent Committee. Those who attend meetings do not follow through on initiatives that support the school.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Mathematics: Although there was growth, we did not meet the achievement gap closure for the "All Students" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Discipline: The number of student discipline referrals that results in out of school suspensions has double (695) from this time last year (343).

For Equity: All classrooms are not consistent in regards to recognizing, planning, and embracing the diversity of all learners.

For Social/Emotional Growth: There is a significant increase in aggressive behavior both physical and verbal. Students seem unable or ill-equipped to respond to different and often challenging social situations.

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:

For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Mathematics: Although there was growth, we did not meet the achievement gap closure for the "All Students" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Equity: All classrooms are not consistent in regards to recognizing, planning, and embracing the diversity of all learners.

For Professional Development for New Staff: Professional development opportunities have been limited and insufficient.

Systemic Challenge #3 (*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:

For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Mathematics: Although there was growth, we did not meet the achievement gap closure for the "All Students" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Professional Development for New Staff: Professional development opportunities have been limited and insufficient.

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:

For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Mathematics: Although there was growth, we did not meet the achievement gap closure for the "All Students" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Equity: All classrooms are not consistent in regards to recognizing, planning, and embracing the diversity of all learners.

For Social/Emotional Growth: There is a significant increase in aggressive behavior both physical and verbal. Students seem unable or ill-equipped to respond to different and often challenging social situations.

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:

For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Mathematics: Although there was growth, we did not meet the achievement gap closure for the "All Students" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Social/Emotional Growth: There is a significant increase in aggressive behavior both physical and verbal. Students seem unable or ill-equipped to respond to different and often challenging social situations.

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:

For Parent Involvement: There are very few members of the Parent Committee. Those who attend meetings do not follow through on initiatives that support the school.

For Discipline: The number of student discipline referrals that results in out of school suspensions has double (695) from this time last year (343).

For Professional Development for New Staff: Professional development opportunities have been limited and insufficient.

School Level Plan

Action Plans

Goal #1: 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: Suspension data

Specific Targets: Out of school suspensions will decrease by 10% for 2017-18

Strategies:

Restorative Practices

Description:

Restorative practices helps build relationships and prevent conflicts through the use of formal and informal processes. Since the processes are learned and used by the staff and the students, restorative practices creates a sense of community within each classroom as well as the entire school. Restorative practices also emphasizes the need to restore what has been damaged, which could be replacing something that was stolen or rebuilding the trust that was broken. (Source: International Institute for Restorative Practices)

SAS Alignment: Safe and Supportive Schools

Positive Behavioral Interventions and Supports

Description:

Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities. (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be

verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Social and Emotional Growth

Description:

A program that closes the gap and addresses the deficits of the students' social and emotional skills will positively impact attendance and academic. It will also help reduce the number of negative and/or aggressive behavior.

SAS Alignment: Safe and Supportive Schools

Family and Community Engagement

Description:

Schools play an important part of a child's life along with the parents and the community. By combining the three stakeholders, studies indicate academic achievement will increase. Parental involvement can be many things, volunteering, attending conferences, being a member of the PTO. Communities have become an integral part of a child's education. They have a strong stake in how a child does in school. In many instances, communities become the child's extended family. Community engagement can be as simple as ensuring a safe corridor for students to get home.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

SWPBIS System

Description:

The current SWPIS will be monitored for the efficacy of its strategies to assure that it is being implemented appropriately. The positive outcomes will be measure via multiple indicators such as school climate, culture, and safety. Data will be obtained through surveys, focus groups, and interviews with staff, students, family members, and community members.

Start Date: 5/1/2017 **End Date:** 6/11/2018

Program Area(s): Student Services

Supported Strategies:

- Restorative Practices
- Positive Behavioral Interventions and Supports
- Social and Emotional Growth
- Family and Community Engagement

Mentoring program

Description:

Create a mentoring program to match students to role models from within the district and/or the community. Mentors would be matched with students and would remain their mentors for the middle school years.

Start Date: 8/31/2017 **End Date:** 6/7/2019

Program Area(s): Student Services

Supported Strategies:

- Restorative Practices
- Social and Emotional Growth
- Family and Community Engagement

Partnerships with Community Stakeholders

Description:

Fostering of relationships with the various stakeholders and neighboring business ensure a safe and respected environment for our students and neighbors. Plan at least two activities per school year which involves our students and parents/community members, such as welcoming the students back to school,

mentoring our students and/or talking to our students about their chosen profession or business.

Start Date: 5/1/2017 **End Date:** 6/8/2018

Program Area(s): Student Services

Supported Strategies:

- Social and Emotional Growth
- Family and Community Engagement

Family Activities/Community Outreach

Description:

1. Community Outreach committee meets over the summer to plan and schedule family activities for the 2017-18 school year. The events could include a Community Resource Fair, Meet-the-Teacher Carnival, Parenting Skills class, Gingerbread House Building, Pumpkin Painting, Bingo, Movie Night, and Cyberbully/Internet Safety Session, Cookies with Santa, March Madness, Watchdog.
2. Advertise & distribute information to families about events.
3. Coordinate with Parent Outreach Assistant to implement plan for activities
4. Classroom teacher will promote the events along with an incentive for the class with the highest percentage participating in each event.

Start Date: 6/1/2017 **End Date:** 5/31/2018

Program Area(s): Student Services

Supported Strategies:

- Positive Behavioral Interventions and Supports
- Social and Emotional Growth
- Family and Community Engagement

Safe School Climate Survey

Description:

A safe school climate survey will be taken by all staff, all students, and parents. The data collected will be utilized to create an action plan which will drive the changes necessary within the building.

Start Date: 10/3/2016 **End Date:** 4/24/2017

Program Area(s):

Supported Strategies:

- Restorative Practices
- Positive Behavioral Interventions and Supports
- Social and Emotional Growth
- Family and Community Engagement

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 Scores

Specific Targets: 10% increase in percentage of proficient students

Type: Interim

Data Source: Study Island Benchmark Assessments

Specific Targets: 10% increase in percentage of proficient students

Type: Annual

Data Source: IRLA Scores

Specific Targets: On average, students will grow at least one year for students within 2 grade levels of proficiency during the 2017-2018 school year. On average, students will

grow at least one and a half years for students reading 2 or more years below proficiency.

Type: Annual

Data Source: WIDA

Specific Targets: 10% of ESL students will be exited from services

Strategies:

A Culture of Professional Collaboration

Description:

Meaningful professional growth occurs when teachers collaborate and learn from each other. Classroom closed doors need to be open and professional, positive feedback needs to be a part of the conversations. Collaboration takes different forms: PLC, Peer Observation, Peer Walk-Throughs....

SAS Alignment: Curriculum Framework, Instruction

College and Career Readiness

Description:

Middle school is the perfect time to plant the seed for future. Students need to be exposed to different experiences that will, down the educational line, facilitate choosing a career path or an educational path. Experiences could be as simple as, but not limited to, interest inventory, career days, mentors, and student created college fairs.

SAS Alignment: Curriculum Framework, Instruction

Cultural Competence/Equity

Description:

According to extensive research, students perform better for teachers who have demonstrated a caring attitude and taken the time to build relationships with their students. A big step towards building relationships with our students is understanding who they are and where they come from. Understanding who our

students are and what they are capable of doing, will help teachers to have high expectations for students.

SAS Alignment: Curriculum Framework, Instruction

Implementation Steps:

Professional Development - Best Practices

Description:

Newly approved Act 80 days will allow the school leadership to differentiate necessary professional development to allow opportunities for teachers to develop skills and strategies in areas that have been identified as unsuccessful, based on classroom observation, teacher request, and anecdotal records. Evidence of Implementation: Professional Development Plan

Start Date: 8/21/2017 **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

- A Culture of Professional Collaboration
- Cultural Competence/Equity

Administrative Walk-Throughs

Description:

Administration will conduct administrative walk-throughs to monitor the instructional strategies being used in each classroom. Evidence of Implementation: Administrative walk-throughs are on-going

Start Date: 9/1/2017 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies: None selected

Peer to Peer Walk-Throughs

Description:

Teachers will conduct walk-throughs and observe best practices used in each other's classrooms. They will discuss the implementation and monitoring steps during their PLC/component period.

Start Date: 9/1/2017 **End Date:** 6/1/2018

Program Area(s):

Supported Strategies:

- A Culture of Professional Collaboration

College and Career Exposure

Description:

Create schoolwide activities or partnership that exposed our students to the possibilities of attending college and/or possible career choices.

Start Date: 8/21/2017 **End Date:** 6/1/2018

Program Area(s): Student Services

Supported Strategies:

- College and Career Readiness
- Cultural Competence/Equity

Goal #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.

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 Assessment

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

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research>

; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Student Learning Maps

Description:

Planning guide, communication device, a tool for conceptualizing learning goals, curriculum pacing and planning, highlighting important vocabulary and a review tool for students to see what they have learned (Source:

<http://www.learningfocused.com/online-learning/lfs-engaged/>) Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework

Implementation Steps:

Increase intensity and focus of instructional support for individual and/or groups of teachers

Description:

Detailed plans and schedules of support will be created to strategically guide the support process resulting in an increase in consistent instructional best practice and student achievement.

INDICATOR(S) OF EFFECTIVENESS:

1. Consistent Instructional Practices Building-wide and within Content Areas
2. Increase in Student Achievement as Evident by Checkpoint Assessment Data Indicates

Start Date: 9/4/2017 **End Date:** 6/1/2018

Program Area(s): Professional Education, Special Education, Educational Technology

Supported Strategies: None selected

*Administrative Walk-Throughs***Description:**

Administration will conduct administrative walk-throughs to monitor the instructional strategies being used in each classroom. Evidence of Implementation: Administrative walk-throughs are on-going

Start Date: 9/1/2017 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Analyze student/teacher learning surveys to assess correlation between perception of strategies teachers and students believe to be effective in classrooms

Description:

Learning Survey Correlations Completed

Action plan will be created to continuously assess correlation between perception of strategies

Start Date: 9/1/2017 **End Date:** 5/31/2018

Program Area(s):

Supported Strategies:

- Student Learning Maps

Establish a walk-through schedule that ensures that all classrooms will be visited at least 5 times per Data Summit cycle

Description:

Completed walk-through schedule and observations

Start Date: 8/21/2017 **End Date:** 5/31/2018

Program Area(s):

Supported Strategies:

- Curriculum Mapping
- Student Learning Maps

Introduction of Google Classrooms

Description:

Teachers will be introduced to the curriculum possibilities of switching to a classroom. The process will begin with a question-answer session with Director of IT. The District will develop the professional development plan and implementation calendar that we will follow.

Start Date: 6/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Student Learning Maps

Goal #4: 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

Indicators of Effectiveness:

Type: Interim

Data Source: Benchmark assessment, Attendance data, discipline data, PSSA

Specific Targets: Student achievement will increase by 10% as measure by interim benchmarks.

Strategies:

Professional Learning/Collaborating 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

Data Analysis Procedures to Improve Instruction

Description:

Using student achievement data to support instructional decisions and identify areas of strengths and weaknesses. Data will drive decisions for flex grouping and acceleration.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Effective Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Source:

[http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20\(MTSS-RtII\)](http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(MTSS-RtII)) Resource: <http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources>)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Implementation of electronic student data folders

Description:

Data dialogue will become part of the student's progress monitoring. Learning is requires action in the part of the student. If we want the students to become more vested in their education, we have to make them part of the process. The data folders will help students learn and manage the data that controls the decisions that impact their lives.

Start Date: 9/1/2017 **End Date:** 6/1/2018

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Data Analysis Procedures to Improve Instruction
- Effective Multi-Tiered Systems of Support (MTSS-RtII)

Data-Based Flex Grouping

Description:

Using benchmark assessment and diagnostic assessment, students will be group according to their ability/prior knowledge of the content.

Start Date: 9/1/2017 **End Date:** 5/31/2018

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Professional Learning/Collaborating Communities
- Data Analysis Procedures to Improve Instruction
- Effective Multi-Tiered Systems of Support (MTSS-RtII)

Data Summit

Description:

All teachers will analyze student academic data to identify the need for:

- Curriculum Implementation Changes i.e. Pacing
- Student Enrichment / Intervention Scheduling
- Utilization of Specialized Programming i.e. Reading Specialist

INDICATORS of IMPLEMENTATION

- Consistent curriculum delivery
- Strategic adjustments to curriculum delivery
- Strategic student targeting
- Consistent increase in student achievement

Start Date: 7/1/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Professional Learning/Collaborating Communities
- Data Analysis Procedures to Improve Instruction
- Effective Multi-Tiered Systems of Support (MTSS-RtII)

Create a Data Analysis Team

Description:

Identify the members of the DAT. The Data Analysis Team will have 3 tiers: Academic, Attendance, Discipline. The DAT will monitor the data and make recommendations for the school.

Start Date: 5/1/2017 **End Date:** 6/3/2019

Program Area(s):

Supported Strategies:

- Data Analysis Procedures to Improve Instruction

Restructure of the Building

Description:

The configuration of the building (classroom/departments) will change to meet the needs of the building and to facilitate flex grouping in the core subjects.

Start Date: 5/1/2017 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Professional Learning/Collaborating Communities

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: A Culture of Professional Collaboration Strategy #2: Cultural Competence/Equity				
Start	End	Title			Description						
8/21/2017	6/8/2018	Professional Development - Best Practices			Newly approved Act 80 days will allow the school leadership to differentiate necessary professional development to allow opportunities for teachers to develop skills and strategies in areas that have been identified as unsuccessful, based on classroom observation, teacher request, and anecdotal records. Evidence of Implementation: Professional Development Plan						
	Person Responsible	SH	S	EP	Provider					Type	App.
	Administrative Team	3.0	6	48	Southern Middle School					School Entity	No
Knowledge		Multiple reserach-based instructional practices									
		Go Math and American Reading Company Instructional Frameworks									
Supportive Research		Differentiation Strategies									
		Pre-teaching Strategies									

Flex Grouping

Acceleration Strategies

Positive Classroom Management

Equity

Instructional Technologies

Inquiry-based Science

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
	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.
	Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles	Classroom teachers	Grade Levels	Middle (grades 6-8)
	Paraprofessional		

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans
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Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Southern 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 Southern 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.

A success for Southern MS is the creation of an academic support team in 6th grade to provide additional academic support for students below grade level. The creation of this team also reduced the class sizes for the other 6 grade teams thus allowing the teachers to provide more individualize help to the students as needed.

Describe the continuing areas of concern from the past year.

An area which remains a concern is the social/emotional growth of the students. Southern MS continues to be the top middle school in terms of discipline concerns. There are constant concerns regarding safety concerns, such as the numbers of fights, and on-going concerns with verbal disagreements among the students.

Describe the initiatives that have been revised.

In order to address the safety and disciplinary concerns and social/emotional growth of the students, a mentoring program will be created. Also, the PBIS will be review to ensure that its serving the needs of the students.

2015-2016 Improvement Evaluation

Describe the success from the past year.

One of the biggest successes that we have had at Southern Middle School is the aquisition of the materials and professional development needed to support the reading and mathematics programs for students in both grade levels. Additionally, the revitalization and restructuring of both the SAP and Child Study Teams has been an accomplishment. While we still have limited parental participation for many evente, the addition of the parent ESL classes has been a huge success.

Describe the continuing areas of concern from the past year.

Student discipline has been a tremendous concern. With the lack of parental support, staff, and alternative education placments, student discipline has seen a drastic spike this school year, especially in the area of police citations. Morover, there is still a limited amount of information currentlly completed on the development of the base curriculum for both Math and Language Arts.

Describe the initiatives that have been revised.

Safe schools has become our number one priority (with a complete overhaul of the current positive behavioral support program), followed by instructional practices (where we plan to focus on professional development), and curriculum development.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Although the Reading School District has not completed a district-wide curriculum audit yet, there have been new instructional materials and frameworks providing the both English Language Arts and Math at the middle school level. In addition, teacher committees were created to plan and enact monthly parent involvement events hosted at the school.

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

The Reading School District has yet to complete a complete curriculum audit. We also still do not have completed curriculum mapping. Due to the lack of student services supports (compounded by a complete lack of substitutes - so the only school counselor, the Reading Specialist, and other support staff had to cover classes internally on a daily basis), student discipline continued to rise dramatically. The monthly parent events were poorly attended and lacked an educational focus.

Describe the initiatives that have been revised.

Due to a lack of support for the OLWEUS program, a general character building curriculum will be developed and utilized during the re-instituted Advisory period.