

Southwest MS  
**School Improvement Plan**

07/01/2014 - 06/30/2018

*Improvement Revision 2016-2017 : Submitted On  
06/29/2016*

# School Profile

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## Demographics

### *Southwest MS*

300 Chestnut St  
Reading, PA 19602  
(610)371-5934

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Dennis Campbell  
Superintendent: Khalid Mumin

## Stakeholder Involvement

Name	Role
John Zulick	Administrator
Dennis Campbell	Building Principal : School Improvement Plan
Mary Altimar	Community Representative
Sue Fries	Ed Specialist - Other
Cory Miller	Ed Specialist - School Counselor
Joshua Hoyt	Intermediate Unit Staff Member
Christine Galantuomo	Middle School Teacher - Regular Education
Amy Heist	Middle School Teacher - Regular Education
Janna Isbell	Middle School Teacher - Regular Education
Terry Koch	Middle School Teacher - Regular Education
Moises Rivera	Middle School Teacher - Regular Education
Lisa Thomas	Middle School Teacher - Regular Education
Erik Baker	Middle School Teacher - Special Education
Angela German	Parent

# Federal Programs

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## 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
- District's annual report
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Short Message Systems (email 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-Teacher Conferences
- School Improvement Brochure
- 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 Professional Development	4/18/2017 12:00:00 AM	Consultation

### 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 use CDT's and Study Island bench mark assessments to drive instruction. Once the data is reviewed they differentiate instruction during their advisory period and regular classroom instruction.

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
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	No
Before School	Yes
After School	Yes
Lunch/Study Periods	Yes
<b>Summer School Program</b>	Yes
Reading	Yes
Math	Yes
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	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 administered 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	\$379625.00

<b>State/Local Grant Program</b>	<b>Amount of Grant</b>
Local Funds	\$36923.00
21st Century	\$66667.00
BCAP	\$2000.00

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

PVASS data indicates that students are meeting annual academic growth expectations in both math and reading.

### Accomplishment #2:

Student attendance is at 93%

### Accomplishment #3:

Staff attendance has increased.

### Accomplishment #4:

The physical environment has improved and the space is better organized.

### Accomplishment #5:

Pssa's score are increasing each year in both Math and ELA.

## School Concerns

### Concern #1:

Special education and ESL students did not meet annual targets in both reading and math.

### Concern #2:

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

### Concern #3:

Although progress as been made towards closing the achievement gap with Special Ed and ESL, much more progress needs to be made in Math and ELA

### Concern #4:

There is not a formal parent organization.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:**

Special education and ESL students did not meet annual targets in both reading and math.

**Systemic Challenge #2** (*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:**

Special education and ESL students did not meet annual targets in both reading and math.

**Systemic Challenge #3** (*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:**

Special education and ESL students did not meet annual targets in both reading and math.

**Systemic Challenge #4** (*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:**

There is not a formal parent organization.

**Systemic Challenge #5** (*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:**

There is not a formal parent organization.

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Special education and ESL students did not meet annual targets in both reading and math.

**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:**

There is not a formal parent organization.

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Special education and ESL students did not meet annual targets in both reading and math.

# School Level Plan

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## Action Plans

**Goal #1:** 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: PVAAS Based on 2015 PSSA Data in Math and Reading Assessments

Specific Targets: Minimum of 65% of all students will show at least one year of predicted growth in math or reading

Type: Annual

Data Source: eMetric PSSA 2015 Data in Math and Reading Assessments

Specific Targets: Minimum of 45% of all students will score proficient or advanced to reach AMO in math or reading

Type: Annual

Data Source: PVAAS Based on 2016 PSSA Data in Math and Reading Assessments

Specific Targets: Minimum of 75% of all students will show at least one year of predicted growth in math or reading

Type: Annual

Data Source: eMetric PSSA 2016 Data in Math and Reading Assessments

Specific Targets: Minimum of 50% of all students will score proficient or advanced to reach AMO in math or reading

Type: Interim

Data Source: District Assigned Benchmark Assessment

Specific Targets: All students will show a minimum of a 10% increase in achievement on scheduled quarterly benchmark assessments in math or reading

### Strategies:

#### *PLC Implementation*

**Description:**

Utilize PLCs including an efficient documentation process. The PLCs will determine the best possible instructional strategies and/or delivery in order to provide equitable and consistent instruction from classroom to classroom.

**RATIONALE:** To develop quality and consistent best practices by maximizing and utilizing the instructional knowledge and talent from all teachers

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

## *2 Tier Professional Development: Develop*

### **Description:**

2 Tier Professional Development: Develop a 2 tiered professional development plan to ensure implementation and continuous follow through

1. **Full Staff PD:** During PD days, deliver the targeted initiative/instructional practice information to the entire staff
2. **PLC/Team Support:** Within PLCs and Team settings, discuss implementation plans and feedback to determine best practices for implementation
3. **RATIONALE:** To ensure quality and consistent implementation of PD topics

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

## *Differentiated Instruction utilizing Data Analysis*

### **Description:**

Ongoing analysis of data to inform and guide instruction. This includes Benchmark Assessments and CDT's assessments. Professional development on how to analyze data for instructional purposes. Review and identify alternative benchmark assessments.

**SAS Alignment:** Assessment, Instruction

## *Administrative Walk-Throughs*

### **Description:**

Administrative walkthroughs will be conducted on a weekly basis across the school to monitor the effectiveness of teacher instructional practice.

Indicator of Implementation: Walk through data will be collected and the findings will be shared with teachers.

**SAS Alignment:** Instruction

### *Determining Effective Interventions*

**Description:**

Using an Intervention Chart, effective interventions will be identified for every intensive student (based on data sources). Each child will have an individualized plan of action for intervention.

**SAS Alignment:** Assessment, Instruction, Materials & Resources

### *High Quality Professional Development for Teachers*

**Description:**

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

Provide professional development to train additional teachers in conferencing for the ARC program.

**SAS Alignment:** Instruction

### *Implementation Steps:*

#### *Develop an efficient PLC implementation plan*

**Description:**

All PLCs will have uniform and detailed meeting guidelines with action planning documentation. PLCs will have multiple focuses including but not exclusive to...

- Implementation of Common Core Curriculum
- Data Analysis
- Action Planning
- At-risk students

**INDICATOR(S) OF IMPLEMENTATION:**

1. Documented Meeting Minutes Providing Information on Curriculum, Student and Program Progress
2. Targeted Focus for Consistent Curriculum Delivery and Instructional Practices

**Start Date:** 4/12/2017    **End Date:** 6/10/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- PLC Implementation

*Determine and map out the PD calendar of topics for Southwest Middle School with the administrative and SIP teams.*

**Description:**

Creation of a detailed plan of what PD will be delivered and when it will be delivered; Turnaround practice of initiative in the classroom

#### **INDICATOR(S) OF IMPLEMENTATION**

1. List of Areas of Focus for Professional Development as Determined by the School Improvement Team with a focus on classroom management.
2. Calendar of Dates for Professional Development Facilitation (Scheduled Around or in Conjunction with District Planned Professional Development)
3. Continue presenting Equity program throughout the school year. (Gary Howard)

**Start Date:** 8/1/2017    **End Date:** 6/10/2019

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

**Supported Strategies:**

- PLC Implementation

*Create PLC Meeting Schedules for Each Content Area*

**Description:**

A consistent schedule for PLC meetings will be created and built into the Master Schedule. Documented evidence will be available through the PLC meeting goal

setting process that includes detailed short-term and long-term goals for teachers and students. This will be scheduled 3 times in a 6 day cycle.

**INDICATOR(S) OF IMPLEMENTATION:**

1. Meeting Schedule for PLC Created
2. Documented Meeting Minutes Providing Information on Curriculum, Student and Program Progress
3. Targeted Focus for Consistent Curriculum Delivery and Instructional Practices and content area minutes reviewed on a monthly basis.
4. Develop a PLC minute rubric document to be used as an action plan.

**Start Date:** 9/8/2017    **End Date:** 6/7/2019

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

**Supported Strategies:**

- PLC Implementation

*Data Summits*

**Description:**

During quarterly Data Summits, grade levels/content areas will review benchmark assessment data and content area PLC minutes. They will determine the weaknesses and strengths of the students and develop an action plan. During the 2nd Monday meetings, Content area PLCs will review to ensure the action plan is working.

Evidence of Implementation: PLC Meeting notes and Act 48 sign-in

**Start Date:** 9/7/2017    **End Date:** 6/7/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Differentiated Instruction utilizing Data Analysis

*Mentors of new employees and assistant principal will meet with the new teachers to review data.*

**Description:**

Mentors as well as the assistant principal will meet with the mentees on a monthly basis. This is to review data as well as discuss action plans.

Evidence of Implementation: Mentor meeting notes

**Start Date:** 8/17/2015      **End Date:** 6/5/2019

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- Differentiated Instruction utilizing Data Analysis

*Identify Students for SAP***Description:**

Archives of referred students will be created and utilized to progress monitor the intervention process per SAP guidelines.

**INDICATOR(S) OF IMPLEMENTATION:**

1. Lists of Identified Students Created and Archived for Monitoring Purposes Throughout the School Year
2. Action Plans for Identified Students
3. Determine criteria/timeline for SAP referrals
4. Counselor introduces SAP referral criteria at August inservice

**Start Date:** 8/3/2017      **End Date:** 6/9/2019

**Program Area(s):** Special Education, Student Services

**Supported Strategies:**

- PLC Implementation

*Utilization of on-going data, teachers will adjust instruction.***Description:**

The administrators will meet with the classroom teachers during planning to discuss on-going data and what adjustments need to be made. They will also meet with the PLCs.

Evidence of Implementation: Meeting log; Student data will indicate that they are making progress towards their goal

**Start Date:** 8/17/2015    **End Date:** 6/5/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- PLC Implementation
- Differentiated Instruction utilizing Data Analysis

### *Professional Development on Data Analysis and Differentiated Instruction*

**Description:**

Discussions of grouping techniques, appropriate strategies for instruction, strategies for gap skills, sharing of strategies with grade level and content PLCS will be incorporated throughout the school year.

Evidence of Implementation: PD agendas and materials

**Start Date:** 8/17/2015    **End Date:** 6/12/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- PLC Implementation
- Differentiated Instruction utilizing Data Analysis

### *Monitoring for Consistent Instructional Practices Across the School*

**Description:**

Administrative walkthroughs will be conducted on a weekly basis across the school to monitor the effectiveness of teacher instructional practice.

Walk through data will be collected and the findings will be shared with teachers through PAETEP.

**Start Date:** 9/7/2015    **End Date:** 6/5/2019

**Program Area(s):**

**Supported Strategies:**

- Administrative Walk-Throughs

### *Technology Implementation*

**Description:**

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

**Start Date:** 6/7/2017    **End Date:** 6/5/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- PLC Implementation
- Differentiated Instruction utilizing Data Analysis
- Administrative Walk-Throughs

### *Professional development on language development in the content area*

**Description:**

Teachers will receive training on professional development on developing the language (vocabulary) in the content area.

**Start Date:** 8/23/2017    **End Date:** 6/8/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- 2 Tier Professional Development: Develop

*Instructional Intervention Chart***Description:**

Every teacher will utilize an instructional intervention chart to identify interventions being provided based on area of need determined by initial assessments and ongoing progress monitoring for at risk students.

Evidence of Implementation: Instructional Intervention Chart

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

**Program Area(s):** Special Education

**Supported Strategies:**

- Differentiated Instruction utilizing Data Analysis

*Implementation of direct instruction from data analysis***Description:**

Utilizing the data from benchmark testing, students, paying particular attention to students with special needs, will be placed in small groups for instruction with a scientifically-researched based program. The students will be placed based upon needs.

**Start Date:** 9/21/2015    **End Date:** 6/7/2018

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

**Supported Strategies:**

- Differentiated Instruction utilizing Data Analysis

**Goal #2:** 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 / PVAAS

Specific Targets: Individual student and AMO achievement growth at a pace consistent with the annual school target(s)

Type: Interim

Data Source: Benchmark Assessments

Specific Targets: Targets increase at least one year's growth annually

**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/dddmg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmg_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](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](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf))

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

**SAS Alignment:** Instruction

### *Common Core Language Arts Curriculum*

**Description:**

Teachers will utilize a common core language arts curriculum. The curriculum is aligned to the common core standards.

**SAS Alignment:** None selected

### *Common Core Math Curriculum*

**Description:**

Implementation of curriculum that is aligned to the Pennsylvania Common Core.

**SAS Alignment:** Standards

### ***Implementation Steps:***

#### *Implementation of Common Core Language Arts Curriculum*

**Description:**

Implement the language arts curriculum based upon the common core and utilize the resources provided. Utilize ARC Framework.

**Start Date:** 3/2/2015      **End Date:** 6/5/2019

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

**Supported Strategies:**

- Common Core Language Arts Curriculum

*Implementation of Common Core Math Curriculum***Description:**

Teachers will implement the common core math curriculum with the resources provided. Utilize GO MATH Program.

**Start Date:** 1/5/2015      **End Date:** 6/5/2019

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

**Supported Strategies:**

- Common Core Math Curriculum

*Implementation of language arts curriculum in the science and social studies classrooms***Description:**

Science and social studies teachers will infuse language arts curriculum with resources provided

**Start Date:** 8/24/2017      **End Date:** 6/5/2019

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

**Supported Strategies:**

- Common Core Language Arts Curriculum

*Professional Development on the Common Core Language Arts Curriculum***Description:**

Teacher professional development on implementation of revised Language Arts curriculum and implementation in secondary classrooms. These include English, Science and Social Studies teachers.

Evidence of Implementation: Professional Development schedule/ Teacher Lesson Plans

**Start Date:** 3/2/2015    **End Date:** 6/9/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Core Language Arts Curriculum

### *Technology Implementation*

**Description:**

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

**Start Date:** 6/7/2017    **End Date:** 6/5/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Common Core Language Arts Curriculum
- Common Core Math Curriculum

### *Professional Development of Common Core Math Curriculum*

**Description:**

Teacher professional development on implementation of revised Secondary Mathematics curriculum and implementation in all secondary classrooms.

Evidence of Implementation: Professional development schedule/Lesson Plans

**Start Date:** 1/5/2015    **End Date:** 6/9/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Core Math Curriculum

### *Implement Integrated Literacy Block*

**Description:**

Students will be exposed to Common Core curriculum for reading, writing, listening and speaking in all content areas. Informationla reading and writing will be the focus of the sciences, argumentative reading and writing will be the focus of social studies, and literacy development will be the focus of English language arts.

**Start Date:** 6/29/2017    **End Date:** 8/21/2019

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Reading Across the Curriculum

### *Use Common Benchmark Assessments*

**Description:**

All students will utilize a research-based assessment aligned with Common Core.

**Start Date:** 6/1/2015    **End Date:** 8/21/2019

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

**Supported Strategies:**

- Common Assessment within Grade/Subject

**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: SAP Referrals

Specific Targets: There will be a decrease amount of SAP referrals

Type: Annual

Data Source: Discipline referrals

Specific Targets: There will be a 10% decrease of discipline referrals on a yearly basis.

***Strategies:***

***Student Assistant Program***

**Description:**

The Student Assistant Program will assist in identifying students at-risk and provide supports that are needed in the area of mental health, behaviors and academic at-risk students. The team will provide strategies for implementation.

Evidence of Implementation: Records from SAP and Child Study

**SAS Alignment:** Safe and Supportive Schools

***School-Wide Positive Behavior Support***

**Description:**

School-Wide Positive Behavior Support (SWPBS) strategies that students, teachers, and parents are able and willing to use will be implemented. These strategies will have an impact on the child's ability to participate in community and school activities.

SWMS will use SWPBS to insure that all students and all teachers treat each other with respect and kindness so that there is an atmosphere of mutual help.

Evidence of Implementation: Incentive Schedule

**SAS Alignment:** Safe and Supportive Schools

### *Remedial Math and Reading for at-risk students outside the school day*

#### **Description:**

Provide remedial math, reading and writing instruction for at-risk students. At-risk student are identified through data analysis as well as SAP. Scientifically-based programs will be utilized.

**SAS Alignment:** 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 involvement can be many things, volunteering, attending conferences, being a member of the PTO.

**SAS Alignment:** Safe and Supportive Schools

### ***Implementation Steps:***

#### *Revision of PBIS plan*

#### **Description:**

A committee will review the discipline referrals from each year and create revisions of the PBIS plan to meet the needs of the students.

Indicator of Implementation: Revised PBIS plan and utilize the SWIS referral documentation system.

**Start Date:** 8/17/2015      **End Date:** 6/5/2019

**Program Area(s):** Special Education, Student Services

**Supported Strategies:**

- School-Wide Positive Behavior Support

### *Development of Monthly Incentives*

**Description:**

Committee will develop and ensure implementation of monthly incentives for students exhibiting positive behaviors throughout the school community. Monthly incentive could include field trips, schoolwide assemblies and rewards from the school store.

**Start Date:** 8/1/2017      **End Date:** 6/10/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- School-Wide Positive Behavior Support

### *Professional Development of PBIS*

**Description:**

Professional development will be provided to the faculty of Southwest of the revision on the plan and the schedule of events. There will also be a review of the referral process.

Indicator of Implementation: Meeting agenda

**Start Date:** 8/17/2015      **End Date:** 6/5/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- School-Wide Positive Behavior Support

*Administrative Review of Discipline Referrals***Description:**

The Administrative Team will meet on a monthly basis to review the trends of discipline referrals and brainstorm accommodations that can be provided to students and teachers.

**Start Date:** 8/21/2017      **End Date:** 6/7/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Student Assistant Program
- School-Wide Positive Behavior Support

*SAP Referral***Description:**

Students can be referred to SAP through the PLCs

Indicator of Implementation: Referrals made to SAP cases processed at 90% or better.

**Start Date:** 9/7/2015      **End Date:** 6/5/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Student Assistant Program

*Monthly Parent Involvement Activities*

**Description:**

The school will host monthly parent involvement events that allow teachers and school leaders the opportunity to collaborate with parents towards student success. Evidence of Implementation: Parent Summits

Hosting events that draw parents into the school creates an opportunity to collaborate with parents about their students' success and the school's programs.

**Start Date:** 9/7/2015    **End Date:** 6/30/2019

**Program Area(s):****Supported Strategies:**

- Parental Involvement

*Identify At-Risk for Beyond the School Day Program***Description:**

Using various data points such as Benchmark Assessments and classroom assessments, teachers will identify eligible students.

**Start Date:** 9/1/2017    **End Date:** 6/10/2019

**Program Area(s):****Supported Strategies:**

- Remedial Math and Reading for at-risk students outside the school day

*Development of a Formal Parent Organization***Description:**

A PTO will be created to serve in the capacity of parent advisors to a variety of initiatives, including, monthly events, advisory Comprehensive Plan team, etc.

**Start Date:** 8/1/2017    **End Date:** 6/10/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Parental Involvement

# Appendix: Professional Development Implementation Step Details

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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: PLC Implementation	
Start	End	Title	Description		
			All PLCs will have uniform and detailed meeting guidelines with action planning documentation. PLCs will have multiple focuses including but not exclusive to...		
			<ul style="list-style-type: none"><li>• Implementation of Common Core Curriculums</li><li>• Data Analysis</li><li>• Action Planning</li><li>• At-risk students</li></ul>		
4/12/2017	6/10/2019	Develop an efficient PLC implementation plan			
			INDICATOR(S) OF IMPLEMENTATION:		
			<ol style="list-style-type: none"><li>1. Documented Meeting Minutes Providing Information on Curriculum, Student and Program Progress</li><li>2. Targeted Focus for Consistent Curriculum Delivery and Instructional Practices</li></ol>		

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administration	6.0	1	40	Reading School District Staff	School Entity	Yes

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- Knowledge**
1. Data-Analysis Tools and Procedures
  2. Collaborative Instructional Support
  3. Effective Intervention Development and Implementation
  4. Development and Utilization of Common Assessments

**Supportive Research** Professional Learning Communities

**Designed to Accomplish**

For classroom teachers, school counselors and education 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

	<p>decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>		
<b>Training Format</b>	<p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>		
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p>	<b>Grade Levels</b>	<p>Middle (grades 6-8)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>

Joint planning period  
activities

Portfolio

<b>LEA Goals Addressed:</b>	<p><b>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</b></p> <p><b>Strategy #1: PLC Implementation</b> <b>Strategy #2: Differentiated Instruction utilizing Data Analysis</b></p>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/17/2015	6/12/2019	Professional Development on Data Analysis and Differentiated Instruction	Discussions of grouping techniques, appropriate strategies for instruction, strategies for gap skills, sharing of strategies with grade level and content PLCs will be incorporated throughout the school year.	Building Administrators	3.0	1	50	LEA Principal/assistant Principal	School Entity	No
Evidence of Implementation: PD agendas and materials										

<b>Knowledge</b>	Understanding of how to differentiate for individual student needs. How to use Diagnostic data to to place and instruct students.
<b>Supportive Research</b>	Differentiated instruction is a best practice. Using data to instruct students is also best practice.
<b>Designed to Accomplish</b>	

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<b>Training Format</b>	LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals
	<b>Grade Levels</b>
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
	<b>Evaluation Methods</b> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data PVAAS Report

<b>LEA Goals Addressed:</b>	<b>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</b>			<b>Strategy #1: 2 Tier Professional Development: Develop</b>		
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					
8/23/2017	6/8/2018	Professional development on language development in the content area	Teachers will receive training on professional development on developing the language (vocabulary) in the content area.					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Administrators	2	3	34	Reading School District ESL Professional Development Facilitators	School Entity	No

**Knowledge** Teachers will utilize strategies to learn to enhance vocabulary development.

**Supportive Research** Vocabulary development

#### **Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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.

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors	<b>Grade Levels</b>	Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

<b>LEA Goals Addressed:</b>	<b>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.</b>	<b>Strategy #1: Common Core Language Arts Curriculum</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
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3/2/2015	6/9/2017	Professional Development on the Common Core Language Arts Curriculum			Teacher professional development on implementation of revised Language Arts curriculum and implementation in secondary classrooms. These include English, Science and Social Studies teachers.		
					Evidence of Implementation: Professional Development schedule/ Teacher Lesson Plans		
Person Responsible		SH	S	EP	Provider	Type	App.
Director of Secondary Ed; Secondary Principals; and teachers		6	1	10	American Reading Company	For Profit Company	No

**Knowledge**

How to use the program with fidelity to better utilize the IRLA (assessment). How to Conferences with students and work within the time allowed for a class period.

**Supportive Research**

The American Reading program is a research base program that promotes best practices

**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.

For school and district administrators, and other educators seeking leadership

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

roles:

interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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	Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	Grade Levels	Middle (grades 6-8)
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	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA school pace data

<b>LEA Goals Addressed:</b>	<b>Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned</b>	<b>Strategy #1: Common Core Math Curriculum</b>
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**curriculum framework across all classrooms  
for all students.**

Start	End	Title			Description			
1/5/2015	6/9/2019	Professional Development of Common Core Math Curriculum			Teacher professional development on implementation of revised Secondary Mathematics curriculum and implementation in all secondary classrooms.			
		Evidence of Implementation: Professional development schedule/Lesson Plans						
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Director of Curriculum; Secondary Principals, and teachers	6.0	2	6	Houghton Mifflin and Harcourt publishers	For Profit Company	No

**Knowledge**

Better understanding of how to teach common core standards through GO Math program. How to use resources from GO Math.

**Supportive  
Research**

The Go math program is research based and the instruction uses best teaching practices.

**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.

For school and district  
administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that

educators seeking leadership roles:

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.

Instructs the leader in managing resources for effective results.

Department Focused Presentation			
Training Format			
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	Grade Levels	Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities		Student PSSA data Standardized student assessment data other than the PSSA PVAAS results

school that fully ensures a safe and supportive environment for all students.						Support		
Start	End	Title			Description			
8/17/2015	6/5/2019	Professional Development of PBIS			Professional development will be provided to the faculty of Southwest of the revision on the plan and the schedule of events. There will also be a review of the referral process.			
					Indicator of Implementation: Meeting agenda			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Administrative Team and PBIS Committee	3.0	1	50	LEA Principal/Assistant Principal	School Entity	No
		<b>Knowledge</b>	Staff sharing ideas on classroom management. Consistant rules and procedures school wide.					
		<b>Supportive Research</b>	PBIS is Research based and it utilizes best teaching practices.					
		<b>Designed to Accomplish</b>						
		For classroom teachers, school counselors and education specialists:	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.					
		For school and district administrators, and other educators seeking leadership roles:	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.					

<b>Training Format</b>	LEA Whole Group Presentation School Whole Group Presentation Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	<b>Grade Levels</b>	Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Participant survey Evaluating amount of student discipline referrals each year

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Southwest 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 Southwest MS in the Reading SD for the 2014-2018 school-year.

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*Superintendent/Chief Executive Officer*

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*Board President*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

### **Describe the success from the past year.**

Through the use of data (CDT's and Study island) teacher were able to drill down on specific needs of student and improve instruction. Benchmark assessments are showing improvement. This data was utilized to organize advisory and intervention groups. Additional professional development was provided for the language arts and social studies teacher to ensure students received instruction at their instructional level.

### **Describe the continuing areas of concern from the past year.**

Despite many improvements there is still a achievement gap with ESL and Special Ed students. Teachers still need additional professional development on developing language skills in the content area.

### **Describe the initiatives that have been revised.**

Instead of just utilizing the benchmarks, the implementation of the CDTs allows Southwest to dig deeper into the data and adjust intervention time.

## 2015-2016 Improvement Evaluation

### **Describe the success from the past year.**

The successful implementation of a new Math program (GO MATH) and a new ELA program (ARC) has put student on the right path towards understanding common core standards.

### **Describe the continuing areas of concern from the past year.**

There needs to be more work towards student engagement and checking for understand. Results from PVAAS indicate that some students are not performing where they are predicted to perform.

### **Describe the initiatives that have been revised.**

New Math and ELA programs have been adjusted to coincide with eligible content. PBIS has been revised to fit the needs of the ever changing diverse student population. Staff is getting deeper into equity training with a better understanding of cultural competence.

## 2014-2015 Improvement Evaluation

### **Describe the success from the first year plan.**

The implementation of the PLCs has been a success. Teachers are diligent in meeting on a daily basis to ensure discussions of students and communications with parents take place.

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

With new administration in place, the first year of the plan did not have "buy-in" from the team. Many revisions needed to take place.

**Describe the initiatives that have been revised.**

Due to results of surveys, a goal for safe schools was implemented. PBIS will be more structured as well as parental involvement. There is also new common core curriculum in math and reading to be implemented. There will be an additional PLC with the content area teachers.