# **School Improvement Plan – Guidelines and Process**

# **School Level Narrative**

## ***School Building Information***

Local Education Agency (LEA) Name

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| Allentown School District |

School Building Name

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| South Mountain Middle School |

4-Digit School Building Code

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School Street Address

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| 709 W. Emaus Ave, Allentown PA 18103 |

## ***School Improvement Committee***

Committee Members and Positions in School/Community:

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| Name | Position/Role | Building/Group/Organization |
| Frank Derrick | Principal | SMMS |
| Jamie Nattress | Supervisor of Instruction | SMMS |
| Sarah Hernandez | Special Education Teacher | SMMS |
| Kermit Green | Science Teacher | SMMS |
| Linda Reagan | Literacy Teacher | SMMS |
| Alvin Wright | Parent |  |
| Jason Dutsch | Parent |  |
| Maria Lewis | Parent |  |
| Ashley Cosme | Outreach Worker | SMMS |
| Hugh Lesster | ATS Teacher | SMMS |
| Whitney Magee | Literacy Teacher | SMMS |
| Megan Hoffman | School Nurse | SMMS |
| Ted Sharpless | Guidance Counselor | SMMS |
| Name | Position/Role | Building/Group/Organization |
| Maria Figueroa | Parent Liaison | SMMS |
| Teresa McGough | ESL Teacher | SMMS |
| Marc Manley | Math Teacher | SMMS |
| Mike Rocchi | HPE Teacher | SMMS |
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Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

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| We chose a variety of school staff from grades/subjects/roles and parents. We chose representatives from each grade and subject area and had teachers from special education and English language learning. Also included were a guidance counselor, outreach worker, parent liaison and school nurse. We invited three parents with one able to attend the meetings. Also included was a representative from Communities in Schools. |

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

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| School based meetings are held as well as meetings facilitated through Kellie Tremba, our CLIU team member. After meetings were held to identify priorities as well as strengths for the building, root cause analysis was completed in order to establish measurable building goals. Action plans will be established using evidence based strategies. Monitoring of the completed school improvement plan will occur on a quarterly basis to evaluate the current practices. |

## ***School Level Vision for Learning***

Long-term Vision and the Measures of Success

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| **Long-Term Vision for Students**  *What will students know and be able to demonstrate upon leaving the school?* | **Measures of Success**  *How will you know you are on track to achieving your vision or students?* |
| At South Mountain Middle School our students and the surrounding community will work together to maximize achievement and celebrate success. Students will be provided with safe, rigorous, and engaging educational experiences where all students will be prepared to excel in learning and in life. | SMMS will be 81.1% proficient or advanced on the ELA PSSA Assessment by 2030. |
|  | SMMS will be 71.8% proficient or advanced on the Mathematics PSSA Assessment by 2030. |
|  | SMMS will be 70% proficient or advanced on the Science PSSA Assessment by 2030. |

# **School Level Needs Assessment**

1. ***Identified School Community Needs:***

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

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| Parents, teachers, students and staff were surveyed on all of the conditions and essential practices. There was also an educator focus group of 20 SMMS staff members. The School Improvement Committee, comprised of teachers, support staff, adminstration, and community members, began by reviewing the results of the SI surveys. Through hearty discussions regarding the data, the school strengths and areas of need were established. |

1. ***Based on your data analysis, what are your data-supported strengths?***

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| **Strengths** | **Supporting Evidence from Needs Assessment** |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school. | School team and committee list; Meeting agendas and minutes; Educator focus groups; Current school plan. |
| Implement evidence-based strategies to engage families to support learning. | School calendar of events; District/school website; Student focus groups; Educator survey; Parent survey. |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school. | Team meeting agendas; District/school events calendar; Educator focus groups; Student focus groups |
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1. ***Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.***

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| **Challenges** | **Supporting Evidence from Needs Assessment** | **Priority for Planning** | **Primary Root Cause** |
| **Curriculum, assessments, and instruction are not aligned to the PA Standards and do not identify and address individual student learning needs.** | Curriculum documents; Whole school, EL, and IEP PSSA proficiency data; Educator focus groups; Educator surveys. | Yes | Curriculum is not aligned to PA Standards.  Professional development on standard alignment has not been a priority within our building and has therefore not been implemented.  Training staff to identify and support the needs of all students has not been delivered consistently when planning professional development, nor monitored. Equipping staff with the skills and time to foster these relationships has not been a priority embraced. |
| **We do not consistently sustain a positive environment where all members feel welcomed, supported and safe in school: socially, emotionally, intellectually and physically.** | School discipline data; Educator and student focus groups; Educator, parent, and student surveys. | Yes | Professional development on establishing positive school climate has not been a priority and has therefore not been implemented. |
| Identify and address individual student learning needs. | Curriculum documents; Subgroups, EL, and IEP PSSA proficiency data; Educator focus groups; Educator surveys. | No |  |
| Foster a culture of high expectations for success for all students, educators, families, and community members. | School mission and vision; School discipline data; Educator and student focus groups; Educator, parent, and student surveys. | No |  |
| Implement a multi-tiered system of supports for academics and behavior. | School discipline data Screening instruments; School discipline data; Educator and student focus groups; Educator, parent, and student surveys. | No |  |

## ***Established Priorities and Aligned Outcome Categories***

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

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| **Priority Statements** | **Rationale** | **Outcome Category** |
| 1.Align curriculum, assessments, and instruction to PA Standards. | If staff is provided with responsive grade level standards-based materials, curricula, and support, then teacher instruction and student achievement will improve. | Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction |
| 2.Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. | If professional development and student learning support a school climate and community interactions that are positive, caring, and respectful, and discipline procedures are aligned with supporting student learning and respect, then students and staff will feel supported and safe and can focus on teaching and learning resulting in increased achievement. | Essential Practices Condition 3 - Provide Student-Centered Support Systems |
| 3. |  | Choose an item. |

## **Measurable Goal Statements**

## **Measurable Goals:** Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

## **Priority Statement #1: \_\_\_****Align curriculum, assessments, and instruction to PA Standards in order to address individual student learning needs.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Quarterly**  **Benchmark #1** | **Quarterly**  **Benchmark #2** | **Quarterly Benchmark #3** |
| By the end of the 2020 school year, 100% of teacher lesson plans will be grade level standards-based (and include ELD standards for ELL students) and include differentiated instruction strategies for personalized instruction. | 60% of teacher lesson plans will be grade level standards-based (and include ELD standards for ELL students) and include differentiated strategies for personalized instruction. | 75% of teacher lesson plans will be grade level standards-based (and include ELD standards for ELL students) and include differentiated strategies for personalized instruction. | 85% of teacher lesson plans will be grade level standards-based (and include ELD standards for ELL students) and include differentiated strategies for personalized instruction. |
| By the end of the 2020 school year, 100% of students will meet or exceed the expected standards of PA academic growth, as measured by PVAAS (green); with a targeted annual proficiency increase of 3.2% in ELA PSSA (baseline 41.4%), 4.2% in Math (baseline 18.3%), and 4.1% in English Language Proficiency PSSA (baseline 12.7%). | By September 30, 2019, 44.6% of students in ELA, 22.5% of students in math, and 16.8% of EL learners will be proficient or advanced as measured on the pathway to proficiency in the ELA and Math STAR benchmarks. | By the end of December 2019, 44.6% of students in ELA, 22.5% of students in math, and 16.8% of EL learners will be proficient or advanced as measured on the pathway to proficiency in the ELA and Math STAR benchmarks. | By the end of March 2020, 44.6% of students in ELA, 22.5% of students in math, and 16.8% of EL learners will be proficient or advanced as measured on the pathway to proficiency in the ELA and Math STAR benchmarks. |

## **Priority Statement #2: \_****Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Quarterly**  **Benchmark #1** | **Quarterly**  **Benchmark #2** | **Quarterly Benchmark #3** |
| By the end of the 2020 school year, 100% of the staff will be provided professional development in strategies that reflect social/emotional competency. 100% of the staff will implement Basic Restorative Processes and Trauma Informed Approaches in the classrooms and school. | 25% of the staff will be provided professional development in strategies that reflect social/emotional competency. 25% of the staff will implement Basic Restorative Processes and Trauma Informed Approaches in the classroom and school. | 50% of the staff will be provided professional development in and strategies that reflect social/emotional competency. 50% of the staff will implement Basic Restorative Processes and Trauma Informed Approaches in the classroom and school. | 75% of the staff will be provided professional development in strategies that reflect social/emotional competency. 75% of the staff will implement Basic Restorative Processes and Trauma Informed Approaches in the classroom and school. |
| By the end of the 2020 school year, there will be a 15% decrease in level 3 infractions (compared to the 2019 school year) and students will report an increase in positive perceptions of school climate. | There will be a 4% decrease in level 3 infractions (compared to the 1st quarter of the 2019 school year). | There will be a 8% decrease in level 3 infractions (compared to the 2nd quarter of the 2019 school year) and a baseline of school climate perception will be established. | There will be a 12% decrease in level 3 infractions (compared to the 3rd quarter of the 2019 school year) and an improvement in school climate perception will be evident. |

## **Priority Statement #3: \_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Quarterly**  **Benchmark #1** | **Quarterly**  **Benchmark #2** | **Quarterly Benchmark #3** |
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1. **Action Plans**

## ***Evidence-Based Strategies***

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

## **Priority Statement #1: \_\_****Align curriculum, assessments, and instruction to PA Standards in order to address individual student learning needs.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Evidence-Based Strategy** |
| By the end of the 2020 school year, 100% of teacher lesson plans will be grade level standards-based (and include ELD standards for ELL students) and include differentiated strategies for personalized instruction. | 1. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings:  Core function: Classroom Instruction  Effective Practice: Deliver high quality instruction that is rooted in the PA Core standards, utilizes data to differentiate instruction for the creation of small groups and for individual students to better support the succes of all learners.  Sub-Area: Preparation (Strong)  2. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings:  Core function: School Leadership and Decision-Making  Effective Practice: Align classroom observations with expectations from professional development and the Danielson Framework (Strong)  3. Implementation of evidence-based professional which is: content-focused; incorporates active learning utilizing adult learning theory; supports collaboration; typically in job-embedded contexts; uses models and modeling of effective practices; provides coaching and expert support; offers opportunies for feedback and reflection, and is of sustained duration. (ESSA TIER 3)  4. Implement Job Embedded Professional Development- Instructional Coaching: Coaches work 1:1 with classroom teachers or with teams of teachers to target specific professional learning in order to increase educator instructional expertise and to effectively impact student outcomes. Instructional Coaches provide ongiong, systematic professional learning that focuses on high leverage teaching practices and deepening teachers'content knowledge as well as strategies that will support students who have not yet met grade-level standards. (ESSA Tier 2) |
| By the end of the 2020 school year, 100% of students will meet or exceed the expected standards of PA academic growth, as measured by PVAAS (green); with a targeted annual overall proficiency increase of 3.2% in ELA PSSA and 4.2% in Math and 4.1% in English Language Proficiency PSSA. | 1. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings:  Core function: Classroom Instruction  Effective Practice: Deliver sound instruction in a variety of modes,  Sub-Area: Preparation (Strong)  2. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings:  Core function: Curriculum, Assessment and Instructional Planning  Effective Practice: Assess student learning frequently (Strong)  3. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings:  Core function: Classroom Instruction  Effective Practice: Deliver sound instruction in a variety of modes,  Sub-Area: Teacher-directed instruction/whole-class or small group/interacting with students (Strong)  4. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings:  Core function: Personalized Learning: Digital Learning  Effective Practice: Use appropriate technological tools and programs to enhance student learning to support all learners (Moderate) |

## **Priority Statement #2: \_\_****Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Evidence-Based Strategy** |
| By the end of the 2020 school year, 100% of the staff will be provided professional development in and implement strategies that reflect social/emotional competency. | 1. From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings (strong):  Core Function: Personalized Learning: Social/Emotional Competency  Effective Practice: Provide direct instruction, modeling, classroom norms, and caring attention that promotes students’ self-respect, management of emotions, concern for others, and responsibility, to create a culture of respect in the classrom and in and around our school. |
| By the end of the 2020 school year, there will be a 15% decrease in level 3 infractions (compared to the 2019 school year) and students will report an increase in positive perceptions of school climate. | From EFFECTIVE PRACTICES, Research Briefs and Evidence Ratings (strong):  Provide instruction, modeling, classroom norms, and caring attention that promotes  students’ self-respect, management of emotions, concern for others, and responsibility, in the classroom and in and around our school. |

## **Priority Statement #3: \_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Measurable Goals** | **Evidence-Based Strategy** |
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## ***Action Plan Steps***

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

* Action Steps – List what is to be accomplished in each step.
* Material/Resources/Supports Needed
* Person/Position Responsible
* Implementation Timeline
* Anticipated Outputs – what do we want to accomplish within each Action Step?
* Monitoring/Evaluation Plan
* If a professional development action step or component of this goal, complete Professional Development Plan information template.

**Expenditures:**

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

**Professional Learning Opportunities:**

The following information is to be completed for professional development components for each of the Priority Goals**:**

* Goal Statement – General Description of Presentation
* Audience,
* Topics to be Included
* Evidence of Learning
* Anticipated Timeframe
* Lead Person/Position

**School Level Action Plans**

## **Priority #1 – Measurable Goal #1: \_****By the end of the 2020 school year, 100% of teacher lesson plans will be grade level standards-based (and include ELD standards for ELL students) and include differentiated strategies for personalized instruction. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. Develop and implement a standards checklist for ELA, Math and EL courses that guides teachers in aligning standards, curriculum, instruction, and assessment. | Grade level ELA, Math and EL standards, eligible content, standards-based checklist, ELA, Math and EL teacher contributers | SMMS admin; ELA, Math and EL teachers | July-September |
| Select contracted services for Math, ELA and EL Coaches (Math, ELA, and EL specialization certification) for ongoing professional development.  All teachers develop weekly lesson plans based on aligned units of instruction. ELA, Math and EL Teachers will receive ongoing group and one-on-one professional development and coaching on standards-aligned instruction and incorporate learned differentiation strategies within weekly lesson plans. | Time to research and meet with possible contracted services companies  professional development | SMMS Admin; ELA, Math and EL teachers on selection committee  SMMS admin; contracted Instructional Coaches | June-August  July-September  October-December  January-March  April-June |
| All teachers improve their practice by responding to observations and walkthroughs by peers and the principals relative to inidicators of effective teaching and classroom management. SOI and contracted Math, ELA and EL Instructional Coaches will facilitate quarterly share-outs of various differentiated instruction strategies and promising practices from other teachers who experience success with implementation of those strategies | teacher contributors, differentiated instruction manuals, quarterly meeting time designated for DI | Contracted Instructional Coaches; ELA, Math and EL Teachers; SMMS Administrators | 2019-2020 school year |
| Instructional Teams review the results of unit pre/post-test comman assessments to make decisions about the curriculum and instructional plans to flag students in need of intervention (both students in need of extra help and students needing enhanced learning opportunities). All teachers use appropriate technological tools to enhance instructions. | grade level standards, eligible content, standards-based checklist, differentiated strategies, Google Form for DI Reflection, differentiated learning resources for students (laptops, computer carts, software, manipulatives, supplemental texts) | ELA, Math and EL teachers/SOI/ contracted Instructional Coaches | 2019-2020 School Year |
| All teachers improve their practice by assessing themselves relative to indicators of effective teaching and classroom management. Teachers will reflect on standards-aligned instruction within the Danielson Framework two times a month on Google Sheet. | collaborative Google sheet, twice a month meeting with same grade and content area teachers | Teachers/Administrators | 2019-2020 School Year |
| **Anticipated Outputs:** | | | |
| Google Document Standards-based Checklist and Reflections  Lesson Plan Sharing  Compiled List of Effective Differentiated Strategies  Walk Through Data | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **At least one classroom walkthrough a month, quarterly monitoring of standards checklists, content meetings, and differentiated instruction reflection forms.** | | | |

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| *Expenditures:* Describe briefly how funding will be used implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Teacher compensation for 10 teachers at 24 hours at $41.42 per hour (3 ELA, 2 Science, 3 Math, 2 Special Ed, and 2 ELL teachers from grades 6, 7, and 8) to create and present standards based resource and checklist creation that guides teachers in aligning standards, curriculum, instruction, and assessment. | CSI | $10,000 |
| Teacher compensation for 6 teachers for 7 professional development sessions for 8 hours at $41.42 per hour: preparation time for teacher presentations of differentiated and personalized learning strategies. Teachers will receive ongoing group and one-on-one professional development and coaching on standards-aligned instruction and differentiation strategies for immedaite implementation in ELA, Math, Science and Social Studies classes with special emphasis on Special Ed and ELL students. | CSI | $14,000 |
| Contracted Math, EL and Literacy Instructional Coaches: Math, ELA and EL Instructional Coaches will facilitate quarterly share-outs of various differentiated instruction strategies and promising practices from other teachers who experience success with implementation of those strategies. Coaches will also provide embedded professional development for teachers within the ELA, Math, and EL classrooms for improved teaching leading to improved student learning and higher student achievement. | CSI | $150,000 |
| Teacher compensation for 4 teachers to complete learning walks, 6 hours per week for 28 weeks at $41.42 per hour: Teacher leaders in ELA, Math, Science and EL will implement weekly walkthroughs through other teachers' classrooms. Teachers will improve their practice by responding to observations or learning walks by peers relative to indicators of effective teaching and classroom management. | CSI | $28,000 |

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| Professional Learning - Describe the Professional Development Plan to achieve this goal. | |
| **Professional Learning Goal:** **By the end of the 2020 school year, 100% of teacher lesson plans will be grade level standards-based and include differentated strategies for personalized instruction.** | |
| Audience | SMMS ELA, Math, and EL Teachers |
| Topics to be Included | Personalized Learning/Differentiated Teaching Strategies  Effective Lesson Planning with a Focus on Standards Alignment  Understanding the PA Core Standards |
| Evidence of Learning | Lesson Plans  Standards Checklist and Differentiated Instruction Reflection Forms  Walkthrough and Observation Data focused on Danielson Domains 1, 2 and 3  Increase in student acheivement in ELA, Math and ELP |
| Anticipated Timeframe | Enter Start Date: July 2019  Anticipated Completion Date:June 2020 |
| Lead Person/Position | Mr. Derrick, principal |

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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

## **Priority #1- Measurable Goal #2: \_****By the end of the 2020 school year, students will show growth in PSSA by: 3.2% in ELA proficiency; 4.2% in Math proficiency; and 4.1% in English Language proficiency.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| The school assesses each student at least 3 times each year to determine progress toward standards-based objectives. Students will take quarterly benchmark assessments. | ELA and Math Benchmark assessments, instuctional time, technology to support computerized testing (laptops and laptop carts) | Classroom teachers, administrators, and students | September-June |
| Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans to red flag students in need of intervention (both students in need of extra help and students needing enhanced learning opportunities). Extended school day/year learning opportunities for students in ELA, Math, Science and ELL. | Teachers, time | Administrators, teachers | October-August |
| All teachers assess student progress frequently using a variety of evaluation methods and maintain a record of the results. Teachers will analyze benchmark data to modify and and plan instruction. | Benchmark data, time | Administrators, teachers | September-June |
| All teachers use appropriate technological tools to enhance instruction (laptops, educational software: each laptop will enable an additional 270 minutes of personalized learning per day within ELA, Math, Science, and ELL classrooms). All teachers use online, hybrid, or blended learning as a part of a larger pedagogical process that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available in online instruction. | Laptops and carts, educational software that meets the needs of ESSA tiers 1,2, or 3. Teacher training | Administrators, teachers | September-June |
| All teachers deliver high quality instruction that utilizes data to differentiate instruction within small groups using supplemental texts. | Data, supplemental texts | Administrators, teachers | September-June |
| **Anticipated Outputs:** | | | |
| Areas of need are idenitified and addressed via benchmark data; increased instructional time; individualized, personalized learning | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **Teachers and administrators** | | | |

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| *Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Teacher compensation to provide extended school day/year learning (intervention and enrichment) opportunities for 6th, 7th and 8th grade students in ELA, Math, Science and/or additional ELL support.: Extended day- 10 hours per week for 32 weeks at $41.42 per hour; extended year- 5 hours per day with 8 teachers, 4 days a week for 5 weeks at $41.42 per hour. Students will be selected by analyzing benchmark, PSSA and common assessment results. | CSI | $47,000 |
| Personalized/differentiated standards-based technology learning resources for students (laptops, computer carts) to support individualized instruction embedded within the ELA, Math, Science and EL grade 6-8 classrooms. Each device will enable an additional 270 minutes of personalized learning per day. Approximately $10,000 for a computer cart with 30 laptops per cart- 16 complete carts (2 for each grade level in ELA, 2 for each grade level in Math, 1 for each grade level in Science, 1 for EL). | CSI | $168,244.81 |
| Research and implement educational software to support diagnostic assessments linked to student skills and personalized/individualized instruction embedded within ELA, Math, Science, and ELL classrooms. We will investigate which software meets the needs of ESSA tiers 1,2, or 3 with the support of PDE Core Team Members. | CSI | $46,000 |
| Supplemental texts to support small group instruction embedded within ELA, Math, Science, and ELL classrooms to support gaps in student achievement and academic skills. | CSI | $10,000 |
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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:****By the end of the 2020 school year, students will show growth in PSSA by: 3.2% in ELA proficiency; 4.2% in Math proficiency; and 4.1% in English Language proficiency.** | |
| Audience | Teachers, administrators |
| Topics to be Included | Benchmark assessment administration; data analysis; implementation of differentiated strategies; incorporating appropriate technological tools to support online, hybrid, and/or blended learning for enhanced student learning opportunities; small group instruction and learning; utilizing technology in the literacy, math and science classrooms; utilizing supplemental texts to meet student needs. |
| Evidence of Learning | Implemented differentiated strategies during classroom and extended learning instruction resulting in increased student achievement; effective incorporation of digital learning tools within the classroom; effective small group instruction (management, student engagement, use of resources) |
| Anticipated Timeframe | Enter Start Date:September 2019  Anticipated Completion Date:June 2020 |
| Lead Person/Position | Frank Derrick, principal |

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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

## **Priority #2 – Measurable Goal #1: \_****By the end of the 2020 school year, 100% of the staff will be provided professional development in and implement strategies that reflect social/emotional competency.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| Identify School Climate Leadership Team |  | Building Administration | 6/3/2019 |
| All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary (stress reduction resources). Administer School Climate Survey to determine exiting staff, student and parent perceptions of social-emotional supports. | Internet access and laptops | School Climate Leadership Team, SMMS Staff | End of Quarter 1 |
| The School Climate Leadership Team selects, implements, and evaluates evidenced-based programs and resources that enhance social/emotional competency.  Leadership and staff are provided continuous professional development and modeling to develop and sustain practices related to national school climate standards. | Time, professional development; coaching/modeling; resources | School Climate Leadership Team, Building Administration, all SMMS staff | Summer 2019 through end of school year 2020 |
| The school implements a reliable and valid systemwide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. Quarterly Review of data: disciplinary incidents, attendance, benchmark scores | Time, internet access and laptops | School Climate Leadership Team, Building Administration | Quarterly through school year 2019-2020 |
| The school intentionally creates opportunities for students to build positive relationships with peers and staff. All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.  The school promotes social/emotional competency in school rituals and routines, such as morning announcements, hallways and classrooms, and student competitions.  Students will be provided instruction on social/emotional competencies which include but are not limited to: self awareness, self-management, social awareness, responsible decision making, and relationship skills. | Time, professional development, coaching/modeling, resources for the teaching and managing of social/emotional competencies (SEC), professional development on the use of stress reduction and SEC resources and materials | School Climate Leadership Team, Building Administration, all SMMS staff | Summer 2019 through end of school year 2020 |
| **Anticipated Outputs:** | | | |
| Decrease in number of disciplinary infractions  Decrease in academic failures  Increase in attendance  Increase in student achievement in ELA, Math and ELP  Improvement in school climate survey | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **Quarterly review by School Climate Leadership Team** | | | |

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| *Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Teacher compensation for School Climate Leadership Team of 10 teachers (2 guidance, 2 ELA, 2 math, 2 science, 1 special ed, 1 ELL) to meet outside of the school day at 2 hours for 8 occurrences at $41.42 per hour to discuss teacher implementation of strategies in the classroom that reflect social/emotional competencies. | CSI | $7,000 |
| Teacher compensation for planning and preparation of professional development opportunities for staff on social/emotional competencies at 10 teachers at 5 hours at $41.42 per hour for 4 occurrences. School Climate Leadership Team will prepare and implement professional development opportunities based on social and emotional learning competencies and related materials (including reducing stress, facilitating competitive teamwork activities, and student organization -- see below). | CSI | $9,000 |
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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:****By the end of the 2020 school year, 100% of the staff will be provided professional development in and implement strategies that reflect social/emotional competency.** | |
| Audience | All SMMS Staff |
| Topics to be Included | School climate, social emotional learning, trauma informed teaching, restorative practices, implementing and monitoring the effective instruction and use of social/emotional competency materials (stress reduction resources, teamwork activities, student organization resources) |
| Evidence of Learning | Decrease in number of disciplinary infractions  Decrease in academic failures  Increase in attendance  Increase in student achievement  Improvement in school climate survey |
| Anticipated Timeframe | Enter Start Date:August 2019  Anticipated Completion Date:June 2020 |
| Lead Person/Position | Frank Derrick, principal |

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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

## **Priority #2 – Measurable Goal #2:** **By the end of the 2020 school year, there will be a 15% decrease in level 3 infractions (compared to the 2019 school year).\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| Students will complete the School Climate Survey | Access to laptops/internet | School Climate Leadership Team, SMMS Staff, Building Administration | Quarter 1 & Quarter 4 |
| Student Leaders will identify, in collaboration with Leadership Team, 2 areas of focus based on survey results. | Time, access to laptops/internet | School Climate Leadership Team, Building Administration | Quarterly |
| Student discipline data will be analyzed to determine patterns and trends to help determine areas of need and professional development on social emotional competencies. | Access to data, School Climate Leadership Team | School Climate Leadership Team, Building Administration | Quarterly |
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| **Anticipated Outputs:** | | | |
| Survey results from Q4  Identification of priorities from survey results  Implementation of strategies to address identified priorities | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **Administration involvement with School Climate Leadership Team meetings** | | | |

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| *Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Teacher compensation for 10 teachers (2 guidance, 2 ELA, 2 math, 2 science, 1 special ed, 1 ELL) from School Climate Leadership Team to meet outside of the school day at 6 hours at $41.42 per hour for 4 occurences to create and analyze school climate perception survey.  Survey will be given to students and staff at beginning of school year in order to find areas of need for improvement and to have a baseline for the school year. Survey will be given multiple times throughout the school year. | CSI | $10,000 |
| Teacher compensation for planning for School Climate Leadership Team of 10 teachers (2 guidance, 2 ELA, 2 math, 2 science, 1 special ed, 1 ELL) for 10 hours for $41.42 per hour for 4 occurences to plan and provide continued professional development throughout the school year to staff members once a quarter based on school climate perception data. | CSI | $17,000 |
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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:**  By the end of the 2020 school year, there will be a 15% decrease in level 3 infractions (compared to the 2019 school year). | |
| Audience | Teachers |
| Topics to be Included | School climate, social emotional learning, trauma informed teaching, restorative practices |
| Evidence of Learning | Decrease in number of disciplinary infractions  Decrease in academic failures  Increase in attendance  Increase in student achievement  Improvement in school climate survey |
| Anticipated Timeframe | Enter Start Date:August 2019  Anticipated Completion Date:June 2020 |
| Lead Person/Position | Frank Derrick, principal |

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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

## **Priority #3 – Measurable Goal #1: \_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
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| **Anticipated Outputs:** | | | |
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| **Monitoring/Evaluation Plan:** | | | |
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| *Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

## **Priority #3 – Measurable Goal #2: \_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal. | | | |
| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
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| **Anticipated Outputs:** | | | |
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| **Monitoring/Evaluation Plan:** | | | |
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| *Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal. | | |
| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 2:** | |
| Audience |  |
| Topics to be Included |  |
| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:  Anticipated Completion Date: |
| Lead Person/Position |  |

1. **Communications Plan for School Improvement**

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

**Communication Steps and Timelines:**

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| **Communication Strategies** | **Audience** | **Purpose of Message** | **Anticipated Timeline** |
| SMMS Inservice Faculty Meeting | South Mountain Middle School Staff | Review the development of the school improvement plan's priorities and goals; communication of strategies and expectations for the implentation of the goals; provide ongoing support for the effective implementation of the SIP. | June 2019 and August 2019 |
| Post School Improvement Plan online: website, links from other social media. | Community | Provide copy of the school improvement plan's priorities and goals; communication of strategies and expectations for the implentation of the goals; allow for community comments. | May 2019 |
| Summer/Fall School Partnership Meetings | Community | Provide copy of the school improvement plan's priorities and goals; communication of strategies and expectations for the implentation of the goals; allow for community comments. | June 2019-January 2020 |
| Fall/Winter Parent Student Events | Parents | Provide copy of the school improvement plan's priorities and goals; communication of strategies and expectations for the implentation of the goals; allow for community comments. | September 2019- February 2020 |
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1. **Plan Submission**

**Affirmations**

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

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

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

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

We hereby affirm and assure the Secretary of Education that the school level plan:

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

**With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by *(School Name)* \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the \_\_\_\_\_\_-\_\_\_\_\_\_\_ school year.**

**Board Approval***: Date of Board Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Board President:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Name (printed) Signature Date*

**Superintendent of Schools/Chief Executive Officer:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Name (printed) Signature Date*

**Building Administrator:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Name (printed) Signature Date*

**School Improvement Facilitator:**

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*Name (printed) Signature Date*

Scan and insert the signed Assurances Page: