Northwest MS

School Level Plan

07/01/2014 - 06/30/2017
School Profile

Demographics

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

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

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Joel Brigel</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Luis Estrada</td>
<td>Middle School Teacher - Special Education</td>
</tr>
<tr>
<td>Evelyn Klinger</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Colleen Lenett</td>
<td>Intermediate Unit Staff Member</td>
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<tr>
<td>Audrey Ricardo - Cortina</td>
<td>Ed Specialist - Other</td>
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<tr>
<td>Cynthia Sensenig</td>
<td>Parent</td>
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<tr>
<td>Patricia Wright</td>
<td>Parent</td>
</tr>
<tr>
<td>Julie Yakaitis</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Angel Zimmerman</td>
<td>Administrator</td>
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Assurances

Title I Schools

Title I Priority or Focus Schools

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:

  o 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.

  o 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.

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

  o 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.

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

  o 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.

  o 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 newsletter
- Yearly letter to parents
- Monthly PTO meetings
- Parent-Teacher Conferences
- Home-school visits
- Student Handbook

**Assurance for Priority Schools (Annually Updated SIP)**

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

No

**Title I Schoolwide program**

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program:

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

*No file has been uploaded.*
Needs Assessment

School Accomplishments

Accomplishment #1:
7th Grade math PVAAS scores displayed moderate evidence that the group of students exceeded the standard for PA Academic Growth across all proficiency categories.

Accomplishment #2:
Parental involvement has increased significantly.

Accomplishment #3:
Attendance is consistently high both overall and during testing.

Accomplishment #4:
Our staff continues to work together during component planning time to share best practices and create common assessments.

Accomplishment #5:
As a school we have begun Tier 1 implementation of School Wide Positive Behavior Interventions and Supports to address being identified in 2011-2012 as a persistently dangerous school.

School Concerns

Concern #1:
Northwest Middle School lacks a systematic process for identifying at risk students, supporting students’ needs, providing appropriate interventions, and then evaluating intervention effectiveness.

Concern #2:
In 2013, 63% of the students were not proficient or advanced on the Reading PSSA.

Concern #3:
All teachers DO NOT modify and adapt identified instructional practices within their classrooms to increase student mastery (2.H).

Concern #4:
All teachers DO NOT communicate or create classroom environments of respect, rapport, high expectations, and family engagement in order to promote a culture for learning (4.A).
Concern #5:
According to the 2014 PSSA results there is significant evidence that the School did not meet the standard for PA academic growth in 6th Grade Math.

Concern #6:
All educators, including the principal, DO NOT use assessment results to identify the specific assessment anchors, eligible content or standards aligned learning objectives for which sufficient student mastery was not attained so that all educators can collaboratively create and / or identify instructional strategies likely to increase mastery (2.G).

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:
Northwest Middle School lacks a systematic process for identifying at risk students, supporting students’ needs, providing appropriate interventions, and then evaluating intervention effectiveness.

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

All teachers DO NOT modify and adapt identified instructional practices within their classrooms to increase student mastery (2.H).

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

Systemic Challenge #2 (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:
Northwest Middle School lacks a systematic process for identifying at risk students, supporting students’ needs, providing appropriate interventions, and then evaluating intervention effectiveness.

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

All teachers DO NOT modify and adapt identified instructional practices within their classrooms to increase student mastery (2.H).

All educators, including the principal, DO NOT use assessment results to identify the specific assessment anchors, eligible content or standards aligned learning objectives for which sufficient student mastery was not attained so that all educators can collaboratively create and / or identify instructional strategies likely to increase mastery (2.G).

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

**Systemic Challenge #3 (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:**

Northwest Middle School lacks a systematic process for identifying at risk students, supporting students’ needs, providing appropriate interventions, and then evaluating intervention effectiveness.

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

All teachers DO NOT communicate or create classroom environments of respect, rapport, high expectations, and family engagement in order to promote a culture for learning (4.A).
According to the 2014 PSSA results there is Significant evidence that the School did not meet the standard for PA academic Growth in 6th Grade Math.

**Systemic Challenge #4 (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:**
Northwest Middle School lacks a systematic process for identifying at risk students, supporting students’ needs, providing appropriate interventions, and then evaluating intervention effectiveness.

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

All teachers DO NOT communicate or create classroom environments of respect, rapport, high expectations, and family engagement in order to promote a culture for learning (4.A).

**Systemic Challenge #5 (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:**
Northwest Middle School lacks a systematic process for identifying at risk students, supporting students’ needs, providing appropriate interventions, and then evaluating intervention effectiveness.

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

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

**Systemic Challenge #6 (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:**
Northwest Middle School lacks a systematic process for identifying at risk students, supporting students' needs, providing appropriate interventions, and then evaluating intervention effectiveness.

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

All teachers DO NOT modify and adapt identified instructional practices within their classrooms to increase student mastery (2.H).

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

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:** PSSA
- **Specific Targets:** There will be a 6% increase for students achieving proficiency in both math and reading.

Type: Interim
- **Data Source:** Benchmark Assessments
- **Specific Targets:** The percentage of students scoring basic or below basic will decrease by 10% on each test administered.

**Strategies:**

**Formal and Informal Observations**

**Description:**

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

**SAS Alignment:** Instruction

**Professional Development**

**Description:**

High quality, relevant, and substantial (more than 14 hours) Professional Development tailored to the teachers needs.

**SAS Alignment:** Instruction

**Monitor use of Common Assessments**

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

**SAS Alignment:** Assessment, Instruction

*Professional Learning Communities*

**Description:**

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

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

*School Wide Positive Behavior Intervention System*

**Description:**

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

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

**Implementation Steps:**

*Identify Teacher Needs*

**Description:**

**Description:** Data from formal and informal observations will be used to identify teacher needs and professional development strategies.

**Indicator of Implementation:** Informal and Formal Observation notes.

**Start Date:** 7/1/2013    **End Date:** 6/30/2017

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

- Professional Development

Create Common Department Preps

Description:

**Description:** Schedule component meetings in staff schedules so teachers can analyze data to identify at risk students and develop interventions.

**Indicator of Implementation:** Teacher schedules and use of component meetings forms turned into administration.

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

Program Area(s):

Supported Strategies:

- Monitor use of Common Assessments
- Professional Learning Communities

Adjust Interventions

Description:

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

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

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

Program Area(s): Professional Education

Supported Strategies:
Monitor use of Common Assessments
• Professional Learning Communities

Child Study Team Meetings

Description:

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

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

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

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

**Supported Strategies:**

• Professional Learning Communities
• School Wide Positive Behavior Intervention System

Quarterly Team Meetings

Description:

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

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

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

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

**Supported Strategies:**

• Professional Development
- Monitor use of Common Assessments
- Professional Learning Communities

**Flex Grouping**

Description:

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

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

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

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

**Supported Strategies:**

- Professional Development
- Monitor use of Common Assessments
- Professional Learning Communities

**Professional Development for Flex Grouping**

Description:

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

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

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

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

**Supported Strategies:**

- Professional Development
- Monitor use of Common Assessments
- Professional Learning Communities

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

Description:

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

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development
- Monitor use of Common Assessments
- Professional Learning Communities

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

Description:

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

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

**Program Area(s):**

**Supported Strategies:**

- Monitor use of Common Assessments
- Professional Learning Communities

**Use of common assessment data to remediate student weaknesses with the flexible grouping model.**
Description:

Weekly roster of students in attendance in each flexible group area. A 90% mastery of topics in each course area based on common bi-weekly assessments.

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

Program Area(s): Student Services

Supported Strategies:

- Monitor use of Common Assessments
- Professional Learning Communities

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

Description:

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

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

Program Area(s):

Supported Strategies:

- Formal and Informal Observations
- Professional Learning Communities

Goal #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

Indicators of Effectiveness:

Type: Annual

Data Source: Educator Dashboard Early Warning System
Specific Targets: 80% of teachers are effectively using the Early Warning Dashboard System. Student data is reviewed by team regularly. 10% drop in suspensions.

Strategies:

Character and Social Skill Building Programs

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

SAS Alignment: Safe and Supportive Schools

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Differentiating Instruction

**SAS Alignment:** Instruction

**Provide Support for At Risk Students**

**Description:**

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

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

**Parental Involvement**

**Description:**

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

**SAS Alignment:** None selected

**Implementation Steps:**

**Create Common Department Preps**

**Description:**

Schedule component meetings in staff schedules so teachers can analyze data to identify at risk students and develop interventions.
**Start Date:** 6/29/2015   **End Date:** 8/21/2017

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

**Supported Strategies:**

- Provide Support for At Risk Students

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**Professional Development for Differentiated Instruction**

**Description:**

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

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

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

**Supported Strategies:**

- Instructional Conversations
- Differentiating Instruction
- Provide Support for At Risk Students

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**Flex Grouping**

**Description:**

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

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

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

**Supported Strategies:**

- Instructional Conversations
- Differentiating Instruction
- Provide Support for At Risk Students
**Child Study Team Meetings**

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

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

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

**Supported Strategies:**
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Conversations
- Provide Support for At Risk Students

**School wide Positive Behavior Intervention System**

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

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

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

**Supported Strategies:**
- Character and Social Skill Building Programs
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

**Adjust Interventions**

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

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

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Conversations
- Differentiating Instruction
- Provide Support for At Risk Students

**Family Activities**

**Description:**

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

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

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

**Supported Strategies:**

- Parental Involvement

**Goal #3:** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Indicators of Effectiveness:**
Type: Annual

Data Source: PSSA

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

Type: Interim

Data Source: Benchmark Testing

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

Strategies:

Common Assessment within Grade/Subject

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

SAS Alignment: Assessment, Instruction

Reading Across the Curriculum

Description: While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)

SAS Alignment: Instruction
**Align Curriculum with PA Core**

**Description:**

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

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

**Implementation Steps:**

**Implement Technology Upgrades**

**Description:**

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

**Start Date:** 5/28/2015    **End Date:** 6/30/2015

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

**Supported Strategies:**

- Align Curriculum with PA Core

**Implement Common Benchmark Assessments**

**Description:**

Common assessments will be administered for students in reading and math.

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

**Program Area(s):** Professional Education, Student Services
Supported Strategies:

- Common Assessment within Grade/Subject
- Align Curriculum with PA Core

Implement Common Grading System

Description:

All teachers will use district data system to report grades.

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Align Curriculum with PA Core

Implement Integrated Literacy Block

Description:

Students will be exposed to Common Core curriculum for reading, writing, listening and speaking in all content areas. Informational 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: 6/29/2015    End Date: 8/21/2017

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

Supported Strategies:

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

Implement Comprehensive Literacy Program

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

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

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

**Supported Strategies:**

- Align Curriculum with PA Core

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**Implement Comprehensive Math Curriculum**

**Description:**

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

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

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

**Supported Strategies:**

- Align Curriculum with PA Core
Appendix: Professional Development Implementation
Step Details

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<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
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<td>6/29/2015</td>
<td>6/30/2017</td>
<td>Professional Development for Flex Grouping</td>
<td>Provide professional development regarding the flexible group model</td>
<td>Professional development agendas, sign in sheets, component meeting forms and evaluation sheets</td>
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<td>Leadership Team</td>
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Knowledge
Use of standards aligned curriculum, data analysis, and flexible grouping to address student needs. We will use informal assessments to help identify at risk students, use of component meetings to develop flex schedules.

Supportive Research

Designed to Accomplish
For classroom teachers, school counselors and education
Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- Paraprofessional
- Other educational specialists

Grade Levels

- Middle (grades 6-8)

Follow-up Activities

- Team development and

Evaluation Methods

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

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring

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

- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**LEA Goals Addressed:**

**#1 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**

**Strategy #1: Instructional Conversations**

**Strategy #2: Differentiating Instruction**

**Strategy #3: Provide Support for At Risk Students**

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/29/2015</td>
<td>8/21/2017</td>
<td>Professional Development for Differentiated Instruction</td>
<td>Provide professional development regarding the flexible group model using informal assessment tools in order to identify at risk students.</td>
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<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Type</th>
<th>Provider</th>
<th>App.</th>
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<tr>
<td>Administrative Team</td>
<td></td>
<td>Administrative Team</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Supportive Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will have an understanding of developing differentiated lessons for all students.</td>
<td>Differential practices</td>
</tr>
</tbody>
</table>
Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- 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
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Northwest MS in the Reading SD has been duly reviewed by a Quality Review Team convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

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

- Addresses all the required components prescribed by the Pennsylvania Department of Education
- Meets ESEA requirements for Title I schools
- Reflects sound educational practice
- Has a high probability of improving student achievement
- Has sufficient District leadership and support to ensure successful implementation

With this Assurance of Quality & Accountability, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Northwest MS in the Reading SD for the 2014-2017 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director
Evaluation of School Improvement Plan

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

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

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