Southwest MS

School Level Plan

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

Demographics

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

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

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Baker</td>
<td>Middle School Teacher - Special Education</td>
</tr>
<tr>
<td>Dennis Campbell</td>
<td>Building Principal: School Improvement Plan</td>
</tr>
<tr>
<td>Sue Fries</td>
<td>Middle School Teacher - Special Education</td>
</tr>
<tr>
<td>Christine Galantuomo</td>
<td>Middle School Teacher - Regular Education</td>
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<tr>
<td>Kate Gallahger</td>
<td>Administrator</td>
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<tr>
<td>Karen Hertzog</td>
<td>Middle School Teacher - Special Education</td>
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<tr>
<td>Janna Isbell</td>
<td>Middle School Teacher - Regular Education</td>
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<tr>
<td>Terry Koch</td>
<td>Middle School Teacher - Regular Education</td>
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<tr>
<td>Nicole Millard</td>
<td>Middle School Teacher - Special Education</td>
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<tr>
<td>Cory Miller</td>
<td>Ed Specialist - School Counselor</td>
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<tr>
<td>Moises Rivera</td>
<td>Middle School Teacher - Regular Education</td>
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<tr>
<td>Clarisol Saez</td>
<td>Parent</td>
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<td>Connie Skipper</td>
<td>Intermediate Unit Staff Member</td>
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<tr>
<td>Carlos Torres</td>
<td>Community Representative</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:

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

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

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

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

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

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

- Provide ongoing mechanisms for family and community engagement

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

**Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
• **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

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

**Assurance 13**

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

• School web site
• District’s annual report
• District report card
• Short Message Systems (phone blasts)
• Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

**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.

*DOCX file uploaded.*
Needs Assessment

School Accomplishments

Accomplishment #1:
PVASS data indicates that students are meeting annual academic growth expectations in both math and reading.

Accomplishment #2:
Indicators of Academic Achievement increased from the 2012-2013 school year from 55.4 to 64.4.

Accomplishment #3:
Mathematics score increased by 5.9 percentage points.

Accomplishment #4:
Student attendance is at 94.1%

School Concerns

Concern #1:
There was a decrease in the number of advanced students in both reading and math.

Concern #2:
Reading scores decreased by 1 percentage point from the previous year.

Concern #3:
Special education students did not meet annual targets in both reading and math.

Concern #4:
There was a decrease in the parents in attendance of parent events.

Concern #5:
According to surveys, students and parents feel students do not feel safe in school due to bullying issues.

Concern #6:
There is not a formal parent organization.
Prioritized Systemic Challenges

Systemic Challenge #1 (Guiding Question #4) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:
- Reading scores decreased by 1 percentage point from the previous year.
- There was a decrease in the number of advanced students in both reading and math.
- Special education students did not meet annual targets in both reading and math.

Systemic Challenge #2 (Guiding Question #3) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:
- Reading scores decreased by 1 percentage point from the previous year.
- There was a decrease in the number of advanced students in both reading and math.
- Special education students did not meet annual targets in both reading and math.

Systemic Challenge #3 (Guiding Question #2) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:
- Reading scores decreased by 1 percentage point from the previous year.
- There was a decrease in the number of advanced students in both reading and math.
Special education students did not meet annual targets in both reading and math.

**Systemic Challenge #4 (Guiding Question #1)** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Aligned Concerns:**
- Reading scores decreased by 1 percentage point from the previous year.
- There was a decrease in the number of advanced students in both reading and math.
- There was a decrease in the parents in attendance of parent events.
- According to surveys, students and parents feel students do not feel safe in school due to bullying issues.
- There is not a formal parent organization.

**Systemic Challenge #5 (Guiding Question #6)** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**
- There was a decrease in the parents in attendance of parent events.
- According to surveys, students and parents feel students do not feel safe in school due to bullying issues.
- There is not a formal parent organization.
Special education students did not meet annual targets in both reading and math.

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

Aligned Concerns:

There was a decrease in the parents in attendance of parent events.

According to surveys, students and parents feel students do not feel safe in school due to bullying issues.

There is not a formal parent organization.

Special education students did not meet annual targets in both reading and 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: PVAAS Based on 2015 PSSA Data in Math and Reading Assessments  
Specific Targets: Minimum of 65% of all students will show at least one year of predicted growth in math or reading

Type: Annual  
Data Source: eMetric PSSA 2015 Data in Math and Reading Assessments  
Specific Targets: Minimum of 45% of all students will score proficient or advanced to reach AMO in math or reading

Type: Annual  
Data Source: PVAAS Based on 2016 PSSA Data in Math and Reading Assessments  
Specific Targets: Minimum of 75% of all students will show at least one year of predicted growth in math or reading

Type: Annual  
Data Source: eMetric PSSA 2016 Data in Math and Reading Assessments  
Specific Targets: Minimum of 50% of all students will score proficient or advanced to reach AMO in math or reading

Type: Interim  
Data Source: District Assigned Benchmark Assessment  
Specific Targets: All students will show a minimum of a 10% increase in achievement on scheduled quarterly benchmark assessments in math or reading

**Strategies:**

**PLC Implementation**

**Description:**

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

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

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

*Differentiated Instruction utilizing Data Analysis*

**Description:**

Ongoing analysis of data to inform and guide instruction. This includes Benchmark Assessments and classroom assessments.

**SAS Alignment:** Assessment, Instruction

*Administrative Walk-Throughs*

**Description:**

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

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

**SAS Alignment:** Instruction

**Implementation Steps:**

*Develop an efficient PLC implementation plan*

**Description:**

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

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

**INDICATOR(S) OF IMPLEMENTATION:**
1. Documented Meeting Minutes Providing Information on Curriculum, Student and Program Progress
2. Targeted Focus for Consistent Curriculum Delivery and Instructional Practices

**Start Date:** 4/1/2014  **End Date:** 6/9/2017

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

**Supported Strategies:**

- PLC Implementation

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

**Description:**

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

**INDICATOR(S) OF IMPLEMENTATION**

1. List of Areas of Focus for Professional Development as Determined by the School Improvement Team
2. Calendar of Dates for Professional Development Facilitation (Scheduled Around or in Conjunction with District Planned Professional Development)

**Start Date:** 8/1/2014  **End Date:** 6/9/2017

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

**Supported Strategies:**

- PLC Implementation

*Create PLC Meeting Schedules for Each Content Area*

**Description:**

A consistent schedule for PLC meetings will be created and built into the Master Schedule. Documented evidence will be available through the PLC meeting goal setting process that includes detailed short-term and long-term goals for teachers and students. This could possibly be held on the 2nd/3rd Monday of the month.
INDICATOR(S) OF IMPLEMENTATION:

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

Start Date: 9/1/2014    End Date: 6/9/2017

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

Supported Strategies:

- PLC Implementation

Data Summits

Description:

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

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

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

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

Description:

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

Evidence of Implementation: Mentor meeting notes
Start Date: 8/17/2015   End Date: 6/5/2017

Program Area(s): Teacher Induction

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

**Identify Students for SAP**

Description:

Archives of referred students will be created and utilized to progress monitor the intervention process. This will occur during team PLCs.

**INDICATOR(S) OF IMPLEMENTATION:**

1. Lists of Identified Students Created and Archived for Monitoring Purposes Throughout the School Year
2. Action Plans for Identified Students

Start Date: 8/3/2015   End Date: 6/9/2017

Program Area(s): Special Education, Student Services

Supported Strategies:

- PLC Implementation

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

Description:

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

Evidence of Implementation: Meeting log; Student data will indicate that they are making progress towards their goal
Start Date: 8/17/2015   End Date: 6/5/2017

Program Area(s): Professional Education

Supported Strategies:

- PLC Implementation
- Differentiated Instruction utilizing Data Analysis

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

Description:

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

Evidence of Implementation: PD agendas and materials

Start Date: 8/17/2015   End Date: 6/12/2017

Program Area(s): Professional Education

Supported Strategies:

- PLC Implementation
- Differentiated Instruction utilizing Data Analysis

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

Description:

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

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

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

Program Area(s):
Supported Strategies:

- Administrative Walk-Throughs

**Technology Implementation**

Description:

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

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

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

Supported Strategies:

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

**Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Indicators of Effectiveness:**

**Type:** Annual

**Data Source:** PSSA / PVAAS

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

**Type:** Interim

**Data Source:** Benchmark Assessments

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

**Common Assessment within Grade/Subject**

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmm_pg_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmm_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](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](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf))

**SAS Alignment:** Instruction

**Common Core Language Arts Curriculum**

**Description:**

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

**SAS Alignment:** None selected

**Common Core Math Curriculum**

**Description:**

Implementation of curriculum that is aligned to the Pennsylvania Common Core.
SAS Alignment: Standards

Implementation Steps:

Implementation of Common Core Language Arts Curriculum

Description:
Implement the language arts curriculum based upon the common core and utilize the resources provided.

Start Date: 3/2/2015    End Date: 6/5/2017

Program Area(s): Professional Education, Special Education

Supported Strategies:

• Common Core Language Arts Curriculum

Implementation of Common Core Math Curriculum

Description:
Teachers will implement the common core math curriculum with the resources provided.

Start Date: 1/5/2015    End Date: 6/5/2017

Program Area(s): Professional Education, Special Education

Supported Strategies:

• Common Core Math Curriculum

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

Description:
Science and social studies teachers will infuse language arts curriculum with resources provided.
Start Date: 8/24/2015    End Date: 6/5/2017

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Common Core Language Arts Curriculum

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

Description:

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

Evidence of Implementation: Professional Development schedule/ Teacher Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Common Core Language Arts Curriculum

**Technology Implementation**

Description:

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

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

Program Area(s): Educational Technology

Supported Strategies:
Professional Development of Common Core Math Curriculum

Description:

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

Evidence of Implementation: Professional development schedule/Lesson Plans

Start Date: 1/5/2015   End Date: 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Core Math Curriculum

Implement Integrated Literacy Block

Description:

Students will be exposed to Common Core curriculum for reading, writing, listening and speaking in all content areas. 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

Use Common Benchmark Assessments
Description:

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

Start Date: 6/1/2015   End Date: 8/21/2017

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

Supported Strategies:

• Common Assessment within Grade/Subject

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

Indicators of Effectiveness:

Type: Annual

Data Source: SAP Referrals

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

Type: Annual

Data Source: Discipline referrals

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

Strategies:

Student Assistant Program

Description:

The Student Assistant Program will assist in identifying students at-risk and provide supports that are needed in the area of mental health, behaviors and academic at-risk students. The team will provide strategies for implementation.
Evidence of Implementation: Records from SAP and Child Study

SAS Alignment: Safe and Supportive Schools

School-Wide Positive Behavior Support

Description:

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

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

Evidence of Implementation: Incentive Schedule

SAS Alignment: Safe and Supportive Schools

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

Description:

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

SAS Alignment: Safe and Supportive Schools

Parental Involvement

Description:

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

SAS Alignment: Safe and Supportive Schools
**Implementation Steps:**

**Revision of PBIS plan**

**Description:**

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

**Indicator of Implementation:** Revised PBIS plan

**Start Date:** 8/17/2015  **End Date:** 6/5/2017

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

**Supported Strategies:**

- School-Wide Positive Behavior Support

**Development of Quarterly Incentives**

**Description:**

Committee will develop and ensure implementation of quarterly incentives for students exhibiting positive behaviors throughout the school community.

**Start Date:** 8/17/2015  **End Date:** 6/5/2017

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

**Supported Strategies:**

- School-Wide Positive Behavior Support

**Professional Development of PBIS**

**Description:**

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

Start Date: 8/17/2015   End Date: 6/5/2017

Program Area(s): Professional Education

Supported Strategies:

- School-Wide Positive Behavior Support

**Administrative Review of Discipline Referrals**

Description:

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

Start Date: 8/17/2015   End Date: 6/5/2017

Program Area(s): Student Services

Supported Strategies:

- Student Assistant Program
- School-Wide Positive Behavior Support

**SAP Referral**

Description:

Students can be referred to SAP through the PLCs

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

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

Program Area(s): Student Services
Supported Strategies:

- Student Assistant Program

**Monthly Parent Involvement Activities**

Description:

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

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

*Start Date: 9/7/2015   End Date: 6/30/2017*

Program Area(s):

Supported Strategies:

- Parental Involvement

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

Description:

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

*Start Date: 9/8/2014   End Date: 6/1/2017*

Program Area(s):

Supported Strategies:

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

**Development of a Formal Parent Organization**

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

Start Date: 8/10/2015   End Date: 6/5/2017

Program Area(s):

Supported Strategies:

- Parental Involvement
## Appendix: Professional Development Implementation

### Step Details

<table>
<thead>
<tr>
<th>LEA Goals Addressed:</th>
<th>#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</th>
<th>Strategy #1: PLC Implementation</th>
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<th>Start</th>
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<tr>
<td>4/1/2014</td>
<td>6/9/2017</td>
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|                     |                 |                                                                      | • Implementation of Common Core Curriculums  
• Data Analysis  
• Action Planning  
• At-risk students |

**INDICATOR(S) OF IMPLEMENTATION:**

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

2. Collaborative Instructional Support

Knowledge

3. Effective Intervention Development and Implementation

4. Development and Utilization of Common Assessments

Supportive Research

Professional Learning Communities

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Instructs the leader in managing resources for effective results.

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<th>Whole Group Presentation</th>
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<thead>
<tr>
<th>Grade Levels</th>
<th>Middle (grades 6-8)</th>
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<tr>
<th>Follow-up Activities</th>
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<tbody>
<tr>
<td>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</td>
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<tr>
<td>Analysis of student work, with administrator and/or peers</td>
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<tr>
<td>Creating lessons to meet varied student learning styles</td>
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<tr>
<td>Peer-to-peer lesson discussion</td>
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<td>Lesson modeling with mentoring</td>
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<tr>
<th>Evaluation Methods</th>
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<tr>
<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
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<tr>
<td>Student PSSA data</td>
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<tr>
<td>Standardized student assessment data other than the PSSA</td>
</tr>
<tr>
<td>Classroom student assessment data</td>
</tr>
<tr>
<td>Participant survey</td>
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<tr>
<td>Review of participant lesson plans</td>
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<tr>
<td>Review of written reports</td>
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<tr>
<td>summarizing instructional activity</td>
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Joint planning period
activities

Portfolio
Assurance of Quality and Accountability

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

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

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

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

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

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

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