

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Reading School District

School Building Name

Southern Middle School

4-Digit School Building Code

0855

School Street Address

931 Chestnut Street, Reading, PA 19602

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Nicolas Camacho	Community member	Communities in Schools
Ryan Gruber	Community member	Communities in Schools
Yamil Sanchez	Community member	United Way
Julie Natoli	Parent	
Marydar Castillo	Parent	

Nilda Mayol	Parent Outreach Assistant	Southern Middle School
Alyssa Fry	Learning Support Para-Professional	Southern Middle School
Vicki Halferty	7 <sup>th</sup> Grade ELA	Southern Middle School
Trisha Engle	7 <sup>th</sup> Grade Math	Southern Middle School
Amy Anders	Librarian	Southern Middle School
Linda Fredericks	ESL teacher	Southern Middle School
Justin Dahlquist	6 <sup>th</sup> Grade Science	Southern Middle School
Kymerly Downer	7 <sup>th</sup> Grade Science	Southern Middle School
Andrew Kidd	Principal	Southern Middle School
JuliAnne Kline	Director	Reading School District
Jennifer O'Brien	Federal Programs Director	Reading School District
Julie Rutt	Reading Specialist	Southern Middle School
Ed Gooch	School Improvement Facilitator	Lancaster-Lebanon IU13
Charlie Trovato	CTM - Data	Berks IU 14
Terri Lewis	CTM - ELA	Lancaster-Lebanon IU13
Rose Sampson	CTM - Math	

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).

The diversity in the committee was accomplished by selecting teachers from various subject areas, specialized instruction, and supportive subsets of learners. Non-instructional committee members were also selected that support learning support students and provide parent engagement outreach. Community partners include community programs that work directly with students in the school and also provide support to the district and community as a whole. Parents were included to provide their perspective and share in providing information on community engagement.

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.

The committee collaborated in every area of this school improvement plan by looking at data, discussing and debating essential practices, and providing feedback and insight into areas of improvement for the action plan. The committee intends to distribute the responsibility in implementing and monitoring the different parts of the plan by assigning committee members to different areas of the action plan. The committee as a whole will continue to analyze and monitor, but the subcommittees will provide direct oversight for the specific areas of improvement in the action plan.

### ***B. School Level Vision for Learning***

Long-term Vision and the Measures of Success

<p><b>Long-Term Vision for Students</b>  <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p><b>Measures of Success</b>  <i>How will you know you are on track to achieving your vision or students?</i></p>
<p>Together as a community, we will empower and equip our learners to succeed in all aspects of life through innovative learning environments, rigorous curriculum and real-world experiences within a safe and supportive school.</p>	<p>By 2030, 81% of students will score Proficient or Advanced on the ELA PSSA, in each grade level and student group.</p> <p>By 2030, 71% of students will score Proficient or Advanced on the Math PSSA, in each grade level and student group.</p>

	By 2030, 100% of the students will be engaged in programs and services aligned with their academic, behavioral, social-emotional and health needs.
	By 2030, 100% of teachers will demonstrate proficient or distinguished practices in the classroom as evidenced by documentation in the PA-ETEP system.
	By 2030, no more than 5% of the students will have chronic absenteeism.
	By 2030, 100% of the students will meet Career Standards benchmarks.
	By 2030, 70% of all ELLS will meet Interim Goal/Improvement Target.

## II. School Level Needs Assessment

### *A. 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.

In collaboration with the LEA, focus groups of students and staff were interviewed. Along with the interviews, a series of walk-throughs were conducted to collect data on the instruction. Surveys were distributed to staff and parents. The committee of stakeholders reviewed the focus group interviews, survey results and walk-through data. Along with those data pieces, PSSA data in ELA and Math were examined as well as WIDA ACCESS data. A three-year trend of general budget and federal budget was examined.

The stakeholders included teachers from a variety of subject areas and ESL, principal, assistant principal, para-professional, parent outreach assistant, Communities in Schools representatives, United Way representative, LEA representation and parents.

The team analyzed each data point to determine which needs were a priority. Root causes were determined for each priority. The team met every other week to review the data, determine root causes and develop a comprehensive plan of action.

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

Strengths	Supporting Evidence from Needs Assessment
<p>Schoolwide Positive Behavior Supports - currently utilizing an evidence-based system of schoolwide positive behavior interventions and supports CHAMPS (Courteous, Honorable, Accountable, Motivated, Prepared, Successful) program</p>	<p>“As of Winter 2019, staff, student, and family handbooks clearly state school wide systems of expectations.            “CHAMPS Program - Positive Behavior school wide support program that includes positive behavior points, monthly incentives, special events, and assemblies.            “30-minutes twice a week - advisory period provides character education instruction and activities. School store is also provided to redeem CHAMPS incentive points for prizes, incentives, and other events.            “CHAMPS Committee meets monthly to continuously evaluate and improve positive incentives.            “Professional development includes information about available interventions and supports on instructional and school level.</p>

	<p>Classroom visit trends observed (conversations between staff and students are respectful; some conversations between students are respectful; most classrooms are set-up for collaboration; some evidence of order being maintained by engagement and community).</p> <p>Student focus groups responses (Q4, Q7, Q8) Indicate an awareness of whom students need to talk to, how their progress is monitored, and school wide expectations.</p> <p>Parent survey (Q6b) 80% of Parents agree or strongly agree “my child’s school meets the specific non-academic needs of my child (for example: behavioral and socio-emotional).</p>
<p>Southern Core Team is similar to a child study team. This team is comprised of various staff members who lead different interventions that support students (ie - counselors, nurse, special education teachers, regular education teachers, ESL teacher and social worker). Core Team receives referrals from teachers and staff regarding concerns over student behaviors and academic progress. The students may receive another Tier of support dependent upon the data.</p>	<p>Over 250 core team referrals processed this school year.</p> <p>Core team includes Communities in Schools members, Student Assistant Program members, MTSS liaison, teachers, counselors, nurse, and social worker.</p> <p>Core Team uses a flowchart to help identify which interventions would be most beneficial for each individual student. Staff is aware of flowchart and core team processing.</p> <p>Core Team meets weekly to discuss interventions and supports of students referred.</p>
<p>Tier II and III Intervention - We established a 45 minute period in the schedule to provide interventions based upon data of students. These interventions included System 44 as well as Corrective Reading.</p>	<p>System 44 Reading Intervention Program: 86% of the students in System 44 have shown reading fluency gains this year. These are the highest gains for students participating in System 44 reading intervention districtwide.</p> <p>Additional licenses have been purchased for Southern Middle School due to success of program.</p>
<p>Teacher to Parent Communication has increased through the utilization of technology.</p>	<p>ClassDojo is a classroom communication app used to share reports between parents and teachers. Teachers track student behavior and</p>

	<p>upload photos or videos of classroom lessons and events.</p> <p>61% of parents are connected to and have created accounts through Class Dojo.</p> <p>300 plus messages are sent weekly from staff to parents.</p> <p>Formal parent complaints through district office have decreased this current school year by 50% compared to last school year.</p>
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**C. 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.**

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
Foster a culture of high expectations for success for all students, educators, families, and community members.	<p>School lacked a mission and vision prior to the CSI process.</p> <p>Lesson plans demonstrate a lack of differentiation.</p> <p>There is no evidence of department meeting agendas and minutes with topics specific to interventions.</p> <p>Classroom visits indicate a lack of consistency and rigor in the various content areas.</p> <p>During the Educator Focus groups a trend emerged that providing interventions was</p>	Yes	Staff lacks strategies and commitment to foster a culture of high expectations for success.

	<p>difficult because of student discipline and inconsistent attendance.</p> <p>Walkthroughs and feedback received have been inconsistent. Occurrences of observations have been inconsistent as well.</p> <p>Educator focus group data demonstrates a lack of communication from leadership and consistency with administrators.</p> <p>Student focus group data indicated that teaching is not always aligned to the stated objectives.</p> <p>According to the Educators' Survey: 51% of the teachers never observed another classroom to provide feedback or to get ideas; 52% of the staff feel that the leadership team does not set clear expectations for staff; 51% believe the leadership team does not know what's going on in classrooms; 49% of the staff feel they have influence on setting standards for student behavior.</p>		
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	<p>According to parent survey results: 19% of the parents feel that Southern MS has low expectations for student's learning; and 28% of the parents feel that the teachers do not give helpful comments on homework, classwork and tests.</p>		
<p>Implement evidence-based strategies to engage families to support learning.</p>	<p>Current communication attempts include communication logs with families and interventions with students. However, there is a lack of consistent utilization with staff throughout the school.</p> <p>School calendar of events and informational meetings are posted on website and in main office. However, less than 5% of parents attend events.</p> <p>Current professional learning plan does not include strategies to engage families in student learning.</p> <p>Community partnerships are limited to United Way, Girls Scouts, Youth Volunteer Corp, Communities in Schools, and Caron Foundation.</p> <p>Educator focus groups noted feeling that parents</p>	<p>Yes</p>	<p>There is a lack of two-way communication between parents and educators.</p>

	<p>are not involved in decision making unless their child is identified for special education services.</p> <p>On the educator survey, more than 80% of the educators indicated that parents did not volunteer or contact them about their child's performance. Also, when contacted by the teacher, 30% of the parents attended requested conferences. 40% of the teachers agree with the idea that teachers and parents think of each other as partners. Less than 50% of the teachers encourage more involved parents/guardians to reach out to those less involved.</p> <p>Less than 10% of parents completed the school climate survey.</p> <p>Parent survey data indicated: 25% of the parent activities are not scheduled when parents can attend; 12% of parents do not know how to contact their child's teacher; 3% of the parents do not feel welcomed at Southern Middle School; 18% of the parents feel the school does</p>		
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	<p>not provide information on how to help their child be successful; 21% of the parents do not feel included in the decision-making about their child's education; and 12% do not feel valued. Although these percentages do not appear to present a challenge, the sample size of respondents is a concern.</p>		
<p>Use multiple professional learning designs to support the learning needs of staff.</p>	<p>Educator focus group data indicated that there has been a lack of a professional learning plan for specific professional development days, and a lack of staff input and feedback regarding professional development needs.</p> <p>School administrators report that a program for new teacher induction has only recently been provided.</p> <p>School administrators report that staff attendance during professional development varies throughout the year.</p> <p>Educator focus groups felt that they were treated in a demeaning way and people</p>	<p>Yes</p>	<p>Administrators, educators and support staff do not actively plan for and engage in professional development.</p>

	<p>were not engaged in the activities.</p> <p>Based on the educator survey results: 66% of the teachers have never or only 1-2 times observed another person's classroom to get ideas; only 51% worked on instructional strategies with other teachers; 50% of the staff feel that professional development provided at the building level has been short-term and unrelated to items needed; 63% believe there is never or rarely enough time to carefully try and evaluate new ideas provided in professional development.</p>		
<p>Identify and address individual student learning needs.</p>	<p>School administrators report that there is a lack of data analysis protocols, use of data in lesson planning and to support student learning.</p> <p>Classroom walk-through data indicates that lesson plans demonstrate a lack of differentiation in planning.</p> <p>Educator focus groups data indicates that there is a lack of consistency and communication with staff regarding addressing student interventions and</p>	<p>No</p>	<p>Individual learning needs of students are not supported across the school community.</p>

	<p>that there is a lack of a professional learning plan that includes strategies for differentiation.</p> <p>Classroom visits indicate: a balance of traditional and interactive activities but effectiveness and clear purpose not always evident; minimal evidence of differentiation and use of in-depth questioning; and cognitively complex tasks.</p> <p>Educator survey data indicated: 49% of the teachers have never or only one time gone over student assessment data with other teachers to make instructional decisions or worked on instructional strategies with other teachers; only 68% of the teachers feel responsible that all students learn; and 57% of the educators do not feel responsible if students fail.</p> <p>According to parent survey data, 22% of the parents do not feel that Southern meets the specific non-academic needs of their child.</p>		
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***D. 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.”

<b>Priority Statements</b>	<b>Rationale</b>	<b>Outcome Category</b>
1. By establishing and fostering a culture of high expectations for all students, educators, families, and community members, student academic success will improve.	If standards of high expectations for teaching and learning are created, implemented by staff and monitored and staff participate in job embedded instructional coaching, then student academic growth and achievement will improve.	Condition 2: Empower Leadership
2. By improving two-way communication within the Southern Middle School Community, stakeholders will be more engaged in supporting student success.	If Southern Middle School provides systems and expectations for stakeholder communication, then Southern Middle School will have more opportunities to connect parents to the learning process, improve student attendance and academic growth and achievement.	Condition 3: Provide Student-Centered Support Systems
3. By actively planning for and using various professional learning designs, educators and support staff will engage in professional learning.	If a professional development plan is created in collaboration with administration and staff, then staff will have access and training specific to individual staff needs and school goals. This will improve student engagement, growth, and achievement.	Condition 4: Foster Quality Professional Learning

### III. 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:** By establishing and fostering a culture of high expectations for all students, educators, families, and community members, student success will improve.

<b>Measurable Goals</b>	<b>Quarterly Benchmark #1</b>	<b>Quarterly Benchmark #2</b>	<b>Quarterly Benchmark #3</b>
By June 30, 2020, Southern Middle will have 100% of teachers following School Wide Instructional expectations and at a minimum of three researched-based strategies based on administrative and peer-to-peer walkthroughs that will occur on a weekly basis.	By September 30, 2019, Southern Middle will have 80% of teachers implementing School Wide Instructional expectations and at a minimum of three researched based strategies based on administrative and peer-to-peer walkthroughs.	By December 31, 2019, Southern Middle will have 90% of teachers following School Wide Instructional expectations and at a minimum of three researched based strategies based on administrative and peer-to-peer walkthroughs.	By March 31, 2020, Southern Middle will have 95% of teachers following School Wide Instructional expectations and at a minimum of three researched based strategies based on administrative and peer-to-peer walkthroughs.
By June 30, 2020,  ELA 33.3% of students will score Proficient or Advanced on the ELA PSSA, in each grade level and student group.  Math	By October 15, 2019, ELA 5% of students will score Proficient or Advanced on the baseline ELA Benchmark assessment.  Math	By January 15, 2020, ELA 15% of students will score Proficient or Advanced on the Winter ELA Benchmark assessment.  Math	By March 15, 2020, ELA 30% of students will score Proficient or Advanced on the Spring ELA Benchmark assessment.  Math

21.3% of students will score Proficient or Advanced on the Math PSSA, in each grade level and student group.	3% of students will score Proficient or Advanced on the Baseline Benchmark assessment.	12% of students will score Proficient or Advanced on the Winter Math Benchmark assessment.	20% of students will score Proficient or Advanced on the Spring Math Benchmark assessment.
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**Priority Statement #2:** By improving two-way communication within the Southern Middle School Community, stakeholders will be more engaged in supporting student success.

<b>Measurable Goals</b>	<b>Quarterly Benchmark #1</b>	<b>Quarterly Benchmark #2</b>	<b>Quarterly Benchmark #3</b>
By June 30, 2020, Southern Middle School will have 50% of parents and 15 community members such as United Way, Communities in Schools, BCAP, Centro Hispano, Progressions, Hawk Mountain Boy Scouts, Girl Scouts of Eastern PA, Big Brother/Big Sister of Berks County, Berks Teens Matter, Healthier Harvest, Salvation Army, Reading Corps, Family Promise, Berks Encore, Opportunity House, YMCA, Olivet Boys and Girls Club, actively engaged in two or more of the following events: volunteer activities, conferences, and parent/community events.	By October 15, 2019, Southern Middle School will have 25% of parent and at least 3 community partners actively engaged in one of the following events: volunteer activities, conferences, and parent/community events.	By January 15, 2020, Southern Middle School will have 25% of the parent and 6 community partners actively engaged in two or more of the following events: volunteer activities, conferences, and parent/community events.	By March 15, 2020, Southern Middle School will have 40% of the parent and 12 community partners actively engaged in two or more of the following events: volunteer activities, conferences, and parent/community events.
By June 30, 2020, Southern Middle School teachers will contact 100% of the parents/guardians and receive 90% response rate on a monthly basis.	By October 15, 2019, 100% of teachers will have identified the preferred	By January 15, 2020, 100% of the teachers are utilizing the parent/guardian communication	By March 15, 2020, each teacher will contact 100% of the parents/guardians and receive 75%



	communication tool of 100% of the parents/guardians.	tracking log. Teachers will contact 100% of parents and receive 50% response on a monthly basis. Responses will be kept on the tracking log.	response on a monthly basis. Responses will be kept on the tracking log.
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**Priority Statement #3:** By actively planning for and using various professional learning designs, educators and support staff will engage in professional learning.

<b>Measurable Goals</b>	<b>Quarterly Benchmark #1</b>	<b>Quarterly Benchmark #2</b>	<b>Quarterly Benchmark #3</b>
By June 30, 2020, 21.7% of the EL population will attain their interim ELP growth target.	By October 15, 2019, 5% of students will move one level on the WIDA ACCESS rubric for speaking and writing utilizing work samples from ELs.	By January 15, 2020, 10% of students will move one level on the WIDA ACCESS rubric for speaking and writing utilizing work samples from ELs.	By March 15, 2020 15% of students will move one level on the WIDA ACCESS rubric for speaking and writing utilizing work samples from ELs.
By June 30, 2020, 100% of all educators and support staff of Southern Middle School will actively participate in professional learning opportunities and embed at a minimum three instructional practices with 95% or better fidelity as measured by classroom observation data in PA-EETP.	By October 15, 2019 80% of all educators and support staff of Southern Middle School will actively participate in professional learning opportunities regarding a variety of	By January 15, 2020, 90% of all educators and support staff of Southern Middle School will actively participate in professional learning opportunities regarding a variety of	By March 15, 2020, 95% of all educators and support staff of Southern Middle School will actively participate in professional learning opportunities

	appropriate learning strategies, and embed at a minimum three instructional practices with 50% or better fidelity as measured by classroom observation data in PA-ETEP.	appropriate learning strategies, and embed at a minimum three instructional practices with 75% or better fidelity as measured by classroom observation data in PA-ETEP.	regarding a variety of appropriate learning strategies, and embed at a minimum three instructional practices with 95% or better fidelity as measured by classroom observation data in PA-ETEP.
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## IV. Action Plans

### A. 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:** By establishing and fostering a culture of high expectations for all students, educators, families, and community members, student success will improve.

Measurable Goals	Evidence-Based Strategy
By June 30, 2020, Southern Middle will have 100% of teachers following School Wide Instructional expectations and at a minimum of three researched-based strategies based on administrative and peer-to-peer walkthroughs that will occur on a weekly basis.	Instructional Coaching (Tier 2) Teemant, A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. <i>Urban Education</i> , v49(5), pp. 574-604. DOI: 10.1177/0042085913481362.  <a href="https://portal.ct.gov/-/media/SDE/ESSA%20Evidence%20Guides/A_Mixed-Methods_Investigation_of_Instructional_Coaching_for_Teachers_of_Diverse_Learners">https://portal.ct.gov/-/media/SDE/ESSA%20Evidence%20Guides/A_Mixed-Methods_Investigation_of_Instructional_Coaching_for_Teachers_of_Diverse_Learners</a>

Deliver sound instruction in a variety of modes. (Tier 1)

The instructional strategies recommended within this effective practice are soundly supported by high quality research: review and reinforcement, classroom questioning (particularly deeper level), direct and explicit metacognitive strategy instruction, using writing and discussion as tools for deeper content learning. In addition, Hattie's effect sizes are large for areas such as metacognition/self-regulated learning, teacher questioning, and small group work (Center on Innovations in Learning, *Effective Practices, Research Briefs and Evidence Ratings*, Rating of "Strong," page 8), as evidenced by the following evidence-based research:

Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis.

Review of Educational Research, 73(2), 125-230

Marzano, R. J., & Pickering, D. J. (2010). Classroom strategies: The highly engaged classroom. Bloomington, US: Marzano Research.

Retrieved from <http://www.ebrary.com.prox.lib.ncsu.edu>

Metacognitive Competency (Tier 1)

Provide instruction and modeling of metacognitive processes and strategies to enhance student self-management of learning. (Center on Innovations in Learning, *Effective Practices, Research Briefs and Evidence Ratings*, Rating of "Strong," page 16), as evidenced by the following evidence-based research:

Chidester, T. R., & Grigsby, W.C. (1984). A meta-analysis of the goal setting—performance literature. Academy of Management Proceedings, 202–206.

Conley, D. (2014). Learning strategies as metacognitive factors: A critical review. Eugene, OR: Educational Policy Improvement Center. Costa,

A. L., & Kallick, B. (2008). Learning through reflection. In Learning and leading with habits of mind: 16 essential characteristics for success. ASCD. Retrieved from <http://www.ascd.org/publications/books/108008/chapters/Learning-Through-Reflection.asp>

deBoer, Marzano, R.J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: ASCD.

	<p>Marzano, R. L. (2009). When students track their progress. <i>Educational Leadership</i>, 67(4), 86087.</p>
<p>By June 30, 2020,</p> <p>ELA 33.3% of students will score Proficient or Advanced on the ELA PSSA, in each grade level and student group.</p> <p>Math 21.3% of students will score Proficient or Advanced on the Math PSSA, in each grade level and student group.</p>	<p>Instructional Coaching (Tier 2) Teemant, A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. <i>Urban Education</i>, v49(5), pp. 574-604. DOI: 10.1177/0042085913481362. <a href="https://portal.ct.gov/-/media/SDE/ESSA%20Evidence%20Guides/A_Mixed-Methods_Investigation_of_Instructional_Coaching_for_Teachers_of_Diverse_Learners">https://portal.ct.gov/-/media/SDE/ESSA%20Evidence%20Guides/A_Mixed-Methods_Investigation_of_Instructional_Coaching_for_Teachers_of_Diverse_Learners</a></p> <p>Deliver sound instruction in a variety of modes. (Tier 1) The instructional strategies recommended within this effective practice are soundly supported by high quality research: review and reinforcement, classroom questioning (particularly deeper level), direct and explicit metacognitive strategy instruction, using writing and discussion as tools for deeper content learning. In addition, Hattie’s effect sizes are large for areas such as metacognition/self-regulated learning, teacher questioning, and small group work (Center on Innovations in Learning, <i>Effective Practices, Research Briefs and Evidence Ratings</i>, Rating of “Strong,” page 8), as evidenced by the following evidence-based research: Borman, G. D., Hewes, G. M., Overman, L. T., &amp; Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. <i>Review of Educational Research</i>, 73(2), 125-230 Marzano, R. J., &amp; Pickering, D. J. (2010). <i>Classroom strategies: The highly engaged classroom</i>. Bloomington, US: Marzano Research. Retrieved from <a href="http://www.ebrary.com.prox.lib.ncsu.edu">http://www.ebrary.com.prox.lib.ncsu.edu</a></p> <p>Metacognitive Competency (Tier 1) Provide instruction and modeling of metacognitive processes and strategies to enhance student self-management of learning. (Center on Innovations in Learning, <i>Effective Practices, Research Briefs and Evidence Ratings</i>, Rating of “Strong,” page 16), as evidenced by the following evidence-based research:</p>

Chidester, T. R., & Grigsby, W.C. (1984). A meta-analysis of the goal setting—performance literature. *Academy of Management Proceedings*, 202–206.

Conley, D. (2014). *Learning strategies as metacognitive factors: A critical review*. Eugene, OR: Educational Policy Improvement Center.

Costa, A. L., & Kallick, B. (2008). Learning through reflection. In *Learning and leading with habits of mind: 16 essential characteristics for success*. ASCD. Retrieved from <http://www.ascd.org/publications/books/108008/chapters/Learning-Through-Reflection.asp>

deBoer, Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

Marzano, R. L. (2009). When students track their progress. *Educational Leadership*, 67(4), 86087.

Concrete Representational Abstract (CRA) (Tier 4)

Flores, M.M., Hinton, V., Strozier, S. (2014). Teaching Subtraction and Multiplication With Regrouping Using the Concrete-Representational-Abstract Sequence and Strategic Instruction Model. *Learning Disabilities Research & Practice*. 29(2), 75-88.

Witzel, B., Mercer, C. & Miller, D. (2003). Teaching Algebra to Students With Learning Difficulties: An Investigation of an Explicit Instruction Model. *Learning Disabilities Research & Practice*. 18(2), 121-131.

M. Flores, Margaret & Hinton, Vanessa & D. Strozier, Shaunita & L. Terry, Shermeka. (2014). Using the Concrete-representational-abstract Sequence and the Strategic Instruction Model to Teach Computation to Students with Autism Spectrum Disorders and Developmental Disabilities. *Education and Training in Autism and Developmental Disabilities*. 49. 547-554.

**Priority Statement #2:** By improving two-way communication within the Southern Middle School Community, stakeholders will be more engaged in supporting student success.

Measurable Goals	Evidence-Based Strategy
<p>By June 30, 2020, Southern Middle School will have 50% of parents and 15 community members such as United Way, Communities in Schools, BCAP, Centro Hispano, Progressions, Hawk Mountain Boy Scouts, Girl Scouts of Eastern PA, Big Brother/Big Sister of Berks County, Berks Teens Matter, Healthier Harvest, Salvation Army, Reading Corps, Family Promise, Berks Encore, Opportunity House, YMCA, Olivet Boys and Girls Club, actively engaged in two or more of the following events: volunteer activities, conferences, and parent/community events.</p>	<p>Parent Engagement Project (Tier 1)  Miller, S., Davison, J., Yohanis, J., Sloan, S., Gildea, A. &amp; Thurston, A. 2016. Texting Parents Evaluation report and executive summary. Education Endowment Foundation Report.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents</a></p>
<p>By June 30, 2020, Southern Middle School teachers will contact 100% of the parents/guardians and receive a 90% response rate on a monthly basis.</p>	<p>Parent Engagement Project (Tier 1)  Miller, S., Davison, J., Yohanis, J., Sloan, S., Gildea, A. &amp; Thurston, A. 2016. Texting Parents Evaluation report and executive summary. Education Endowment Foundation Report.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents</a></p>

**Priority Statement #3:** By actively planning for and using various professional learning designs, educators and support staff will engage in professional learning.

Measurable Goals	Evidence-Based Strategy
<p>By June 30, 2020, 21.7% of the EL population will attain their interim ELP growth target.</p>	<p>Professional Development on Scoring Rubrics and Reflective Questioning (Tier 3)  Tienken, C. (2003). The Effects of Staff Development in the Use of Scoring Rubrics and Reflective Questioning Strategies on Fourth-Grade Students' Narrative Writing Performance. Seton Hall University, New Jersey.</p>
<p>By June 30, 2020, 100% of all educators and support staff of Southern Middle</p>	<p>Instructional Coaching (Tier 2)  Teemant, A. (2014). A Mixed-Methods</p>

School will actively participate in professional learning opportunities and embed at a minimum three instructional practices with 95% or better fidelity as measured by classroom observation data in PA-ETEP.

Investigation of Instructional Coaching for Teachers of Diverse Learners. *Urban Education*, v49(5), pp. 574-604.  
DOI: 10.1177/0042085913481362.  
[https://portal.ct.gov/-/media/SDE/ESSA%20Evidence%20Guides/A\\_Mixed-Methods\\_Investigation\\_of\\_Instructional\\_Coaching\\_for\\_Teachers\\_of\\_Diverse\\_Learners](https://portal.ct.gov/-/media/SDE/ESSA%20Evidence%20Guides/A_Mixed-Methods_Investigation_of_Instructional_Coaching_for_Teachers_of_Diverse_Learners)

Deliver sound instruction in a variety of modes. (Tier 1)  
The instructional strategies recommended within this effective practice are soundly supported by high quality research: review and reinforcement, classroom questioning (particularly deeper level), direct and explicit metacognitive strategy instruction, using writing and discussion as tools for deeper content learning. In addition, Hattie’s effect sizes are large for areas such as metacognition/self-regulated learning, teacher questioning, and small group work (Center on Innovations in Learning, *Effective Practices, Research Briefs and Evidence Ratings*, Rating of “Strong,” page 8), as evidenced by the following evidence-based research:  
Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research*, 73(2), 125-230  
Marzano, R. J., & Pickering, D. J. (2010). *Classroom strategies: The highly engaged classroom*. Bloomington, US: Marzano Research.  
Retrieved from <http://www.ebrary.com.prox.lib.ncsu.edu>

Metacognitive Competency (Tier 1)  
Provide instruction and modeling of metacognitive processes and strategies to enhance student self-management of learning. (Center on Innovations in Learning, *Effective Practices, Research Briefs and Evidence Ratings*, Rating of “Strong,” page 16), as evidenced by the following evidence-based research:  
Chidester, T. R., & Grigsby, W.C. (1984). A meta-analysis of the goal setting—performance literature. *Academy of Management Proceedings*, 202–206. Conley, D. (2014). *Learning strategies as metacognitive factors: A critical review*. Eugene, OR: Educational Policy Improvement Center. Costa,

	<p>A. L., &amp; Kallick, B. (2008). Learning through reflection. In Learning and leading with habits of mind: 16 essential characteristics for success. ASCD. Retrieved from <a href="http://www.ascd.org/publications/books/108008/chapters/Learning-Through-Reflection.asp">http://www.ascd.org/publications/books/108008/chapters/Learning-Through-Reflection.asp</a></p> <p>deBoer, Marzano, R.J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: ASCD.</p> <p>Marzano, R. L. (2009). When students track their progress. <i>Educational Leadership</i>, 67(4), 86087.</p> <p>Align classroom observations with professional development (Center on Innovations in Learning, <i>Effective Practices, Research Briefs and Evidence Ratings</i>, Rating of “Strong,” pages t), as evidenced by the following evidence-based research:</p> <p>Steinberg, M.P. &amp; Sartain, L. (2015). Does better observation make better teachers? <i>Education Next</i>, 15(1). Retrieved from <a href="http://educationnext.org/better-observation-make-better-teachers/">http://educationnext.org/better-observation-make-better-teachers/</a>.</p>
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## ***B. 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 June 30, 2020, Southern Middle will have 100% of teachers following School Wide Instructional expectations and researched-based strategies based on administrative and peer-to-peer walkthroughs that will occur on a weekly basis.

*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
Advertise and hire an Instructional Coach (RSD - Academic Specialist). This person will be a current tenured teacher, who has been Proficient/ Distinguished in observation and Light/Dark Blue on PVAAS. A Long Term substitute will be hired for the coach's classroom.	Job Description for Academic Specialist.	Principal Human Resource Department	Summer 2019
School Improvement team selects instructional expectations and researched based strategies to be implement and monitor using Marzano's high yield instructional strategies. Team will also create walkthrough template to use.	Marzano's High Yield instructional strategies. Walkthrough template	Principal. Assistant Principal, Focus Coach (RSD - Academic Specialist), School Improvement Team	Summer 2019
Establish professional development plan on instructional expectations and researched based strategies. The plan will include topics for the 1st,	Professional development calendar and plan	Principal. Assistant Principal, Focus Coach (RSD - Academic Specialist)	Summer 2019

2nd and 3rd Mondays of the month.			
Introduce and conduct professional development on instructional expectations and researched based strategies to staff at Summer Teacher Academy	Funding for extra wages, contractual hourly wage.	Principal, Assistant Principal, Focus Coach (RSD - Academic Specialist)	Summer 2019 - July 30, July 31, and August 1.
Purchase book: <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement 2nd Edition</i> for all staff	Funding for books for all staff	Principal	Summer 2019
Purchase the book <i>A Handbook for Classroom Instruction That Works, 2nd edition 2nd ed. Edition</i> for leadership team	Funding for books for leadership team	Principal	Summer 2019
Conduct a structured book study of <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement 2nd Edition</i> during planned learning community time weekly	Use book and guiding questions from Handbook.	Assistant Principal and Academic Specialist	September 2019 - May 2019
Marzano Research group will Introduce and conduct professional development to entire staff on classroom instruction and researched based strategies selected. SIP team will also introduce walkthrough template.	Handouts for activities, walk through template, and presentation for professional development	Principal, Assistant Principal, and Academic Specialist, Marzano Research group	September 2019
Additional hours for School	Funding for extra wages,	Principal, Staff of	September 2019 - May 2019

Improvement Team to review data of walkthroughs	contractual hourly wages.	Southern Middle School	
Provide in class demonstrations of researched based strategies for staff as needed.	Marzano's High Yield Instructional Strategies handout	Academic Specialist	September 2019 - May 2019
Individual monthly meetings for all teachers to reflect on implementation of strategies and complete survey	Review of walkthrough data	Principal, Assistant Principal, Academic Specialist	September 2019 - May 2019
Instructional learning walk (teacher to teacher): non-evaluative and are an idea-borrowing strategy for teachers to collaborate and help/inspire one another.	Instructional Learning walk sign up sheet and handout	Academic Specialist	September 2019 - May 2019
Instructional strategy staff competition: teachers use different types of strategies and interventions while competing against one another for incentives.	Instructional Strategies Game board and prizes	Academic Specialist	October 2019 March 2020
Evaluate the impact of the instructional coach through coaching log, staff survey and teacher observations. Teacher observations and walkthroughs will focus on the instructional strategies implemented.	Coaching log Staff survey Walkthrough data Formal observation data	Principal Assistant Principal	October 2019 January 2020 April 2020 June 2020
Evaluate the impact of instructional strategies through data gathered from walk-throughs and observations. Also, utilizing benchmark data quarterly to ensure the improvement of	Walk-through data Formal Observation data Benchmark Data PSSA Data	Principal Assistant Principal	October 2019 January 2020 April 2020 June 2020

students in the area of ELA and math.			
<b>Anticipated Outputs:</b>			
Select instructional practices and researched based strategies to monitor, establish professional development schedule, walkthrough tracking document, monthly individual meetings with teachers to review and support progress			
<b>Monitoring/Evaluation Plan:</b>			
Monthly tracking data to ensure 100% of teachers following School Wide Instructional expectations and researched-based strategies based on administrative and peer-to-peer walkthroughs.			

Expenditure (Brief Description)	Funding Source	Cost
Instructional Coach (Academic Specialist) - LTS salary	CSI Title 1 Supplemental Funds	\$80,000
Pay SIP team at contractual rate to meet and track data from walkthroughs. Team will meet one time a month for two hours (10 people x 20 hours x \$27.00)	CSI Title 1 Supplemental Funds	\$5,400.00
<i>A Handbook for Classroom Instruction That Works, 2nd edition</i>	CSI Title 1 Supplemental Funds	\$99 (3 books at \$33 a book)
<i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement 2nd Edition</i>	CSI Title 1 Supplemental Funds	\$1,800 (60 books at \$30 a book)
Professional development for Marzano Research group	CSI Title 1 Supplemental Funds	\$6,500 (1 day of PD)

<b>Professional Learning - Describe the Professional Development Plan to achieve this goal.</b>	
<b>Professional Learning Goal:</b> School Improvement Team will have a deep understanding of the Marzano strategies.	
Audience	SIP team

Topics to be Included	Marzano's High Yield Instructional Strategies
Evidence of Learning	Understanding of the nine different instructional strategies and selecting 3 of the strategies to monitor. Creation of walkthrough form that correlates.
Anticipated Timeframe	Enter Start Date: July 2019 Anticipated Completion Date: September 2019
Lead Person/Position	Principal / Marzano Research Group

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
<b>Professional Learning Goal 2:</b> Southern Middle School staff will implement three of the Marzano high yield instructional strategies with fidelity as evidenced through walk-through data.	
Audience	Southern Middle School staff will implement three of the Marzano high yield instructional strategies with fidelity as evidenced through walk-through data.
Topics to be Included	<i>Classroom Instruction that Works</i> book study, Walkthrough data
Evidence of Learning	Understanding of the nine different instructional strategies from book study, walkthrough data, and instructional competitions
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Principal

**Priority #1- Measurable Goal #2:** ELA 33.3% of students will score Proficient or Advanced on the ELA PSSA, in each grade level and student group. Math 21.3% of students will score Proficient or Advanced on the Math PSSA, in each grade level and student group.

*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
Purchase materials for Concrete Representational Abstract (CRA): such as concrete manipulatives.	Concrete manipulatives such as algebra tiles, cups, sticks, or base ten blocks	Assistant Principal	Summer 2019
Provide professional development on Concrete Representational Abstract practice and instructional sequencing for mathematics for math teachers.	Professional development materials and presentation	Assistant Principal and Academic Specialist	September 2019
Provide on-site coaching for math teachers on the CRA model and instructional sequencing in mathematics.	Professional development materials and presentation	Berks County Intermediate Unit (Joshua Hoyt)	September 2019- May 2020
Provide in class demonstrations of CRA and researched based strategies for staff as needed.	Marzano’s High Yield Instructional Strategies handout	Academic Specialist	September 2019 - May 2019
On site coaching and meetings with Academic specialist to support CRA and Marzano’s instructional strategies.	Feedback walkthrough forms	Academic Specialist	September 2019-May 2020
Planned learning committees meetings for Math, ELA, and Social Studies to review data from benchmarks and discuss implementation of CRA and Marzano’s instructional strategies.	Data from Benchmarks	Academic Specialist, Math, ELA, and Social studies teachers	Ongoing October 2019-May 2020
<b>Anticipated Outputs:</b>			
Students in Math and ELA will systematically move toward proficient and advanced on the benchmark testing.			
<b>Monitoring/Evaluation Plan:</b>			

Administration, Academic specialist, and department leaders will review benchmark testing to ensure all students are moving towards proficient and advanced on Math and ELA standards.

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Professional Development on CRA (10 days at \$800/day)	Title 1	\$8,000
CRA materials (manipulatives)	Title 1	\$5,000.00

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:** Math teachers will utilize the CRA model in their instruction when teaching a new skill.

Audience	Math Teachers
Topics to be Included	Concrete Representational Abstract (CRA) Model
Evidence of Learning	During on site coaching and walkthroughs, there will be evidence of CRA being used during problem solving activities
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: May 2020
Lead Person/Position	Assistant Principal

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:** Teachers will utilize high yield Marzano’s instructional strategies in their instruction.

	Teachers
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Audience	
Topics to be Included	Marzano's Instructional Strategies
Evidence of Learning	During on site coaching and walkthroughs, there will be evidence of Marzano's Instructional strategy being implemented during reading exercises.
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: May 2020
Lead Person/Position	Academic Specialist

**Priority #2 – Measurable Goal #1:** By June 30, 2020, Southern Middle School will have 50% of parents and community members such as United Way, Communities in Schools, BCAP, Centro Hispano, Progressions, Hawk Mountain Boy Scouts, Girl Scouts of Eastern PA, Big Brother/Big Sister of Berks County, Berks Teens Matter - pregnancy prevention, Healthier Harvest, Salvation Army, Reading Corps, Family Promise, Berks Encore, Opportunity House, YMCA, Olivet Boys and Girls Club, actively engaged in two or more of the following events: volunteer activities, conferences, and parent/community events.

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

<b>Action Steps</b>	<b>Materials/Resources/Supports Needed</b>	<b>Person(s)/Position Responsible</b>	<b>Implementation Timeline</b>
Contract with a Parent/Community Engagement Liaison. The liaison will provide professional development to teachers and parents, contact community agencies, text families/parents, track parent engagement activities. The Liaison must be bilingual.	Memorandum of Understanding with contracting agency, Job Description for Parent/Community Engagement Liaison	Principal	Summer, 2019
Creation of Action Team for Partnerships (6 - 10 members). Model after Epstein's Framework for Family Engagement.	Staff, parents, principal, parent outreach assistant	Principal, Parent Outreach Assistant, District Parent and Family Facilitator	Summer, 2019
Establish monthly meeting schedule for Action Team for Partnerships.	Common meeting times; funding for extra wages, contractual hourly wage, for meeting beyond contractual time	Principal, Parent Outreach Assistant, District Parent and Family Facilitator	Summer/Fall, 2019
Conduct professional development on the role of the Family and Community Engagement Committee.	Materials for PD sessions; funding for extra contractual hourly wages for meeting beyond contractual time; John Hopkins presenter	Principal, Parent Outreach Assistant, District Parent and Family Facilitator	Summer, 2019
Purchase membership for Epstein's Framework for	Funding for membership	District Parent and Family Facilitator	Summer, 2019

Family Engagement.			
Purchase the book <i>School, Family, and Community Partnerships</i> by Joyce Epstein for committee.	Funding for books for committee members	Principal	Summer, 2019
Conduct a structured book study with the staff on the <i>School, Family, and Community Partnerships</i> by Joyce Epstein during monthly meetings.	Time in monthly Monday schedules for book study  Framework for book study	Principal and Family and Community Engagement Committee	September, 2019 - May, 2020
Develop the plan for 6 keys for family/community partnerships (parenting, communicating, volunteering, learning at home, decision making, collaborating with the community)	Extra wages, contractual hourly wage, for meeting beyond contractual time	Family and Community Engagement Committee	Summer, 2019
Establish calendar for Parent/Community Engagement activities, 2 per quarter	District calendar; funding for materials for activities and extra contractual hourly wages for meeting beyond contractual time	Family and Community Engagement Committee	Summer, 2019
Conduct professional development to entire staff on the role of the Family Community Engagement Committee and activities established for the school year	Calendar for activities; PowerPoint for professional development	Family and Community Engagement Committee	August, 2019
Creation of tracking system for parent and community engagement	Google sheets	Assistant principal and POA	September, 2019
Conduct professional	Tracking sheet	Staff of Southern	August, 2019

development on the tracking sheet		Middle School	
Outreach to United Way, Communities in Schools, United Way,, BCAP, Centro Hispano, Progressions, Hawk Mountain Boy Scouts, Girl Scouts of Eastern PA, Big Brother/Big Sister of Berks County, Berks Teens Matter - pregnancy prevention, Healthier Harvest, Salvation Army, Reading Corps, Family Promise, Berks Encore, Opportunity House, YMCA, Olivet Boys and Girls Club to create to community partnerships	Contact information, and tracking mechanism for contacts	Parent/Community Engagement Liaison	September, 2019
Purchase incentives for parents to attend events	Funds for incentives	Parent/Community Engagement Liaison	September, 2019
Hold parent/community activities	Funds for extra wages, contractual hourly wage, for meeting beyond contractual time, materials for events, space for events	Staff of Southern Middle School	On-going through 2019 - 2020 School Year
Hold monthly Action Team for Partnerships meetings	Common meeting time and space, funds for extra wages, contractual hourly wage, for meeting beyond contractual time, meeting agendas and sign in sheets	Action Team for Partnerships	On-going through 2019 - 2020 School Year
Text and communicate events to families and community	Class Dojo	Teachers	On-going through 2019 - 2020 School Year
Tracking of engagement data of families, community and teachers	Google sheet with data on numbers of participants, sign in sheets from events	Teachers	October, 2019 - June 30, 2020

**Anticipated Outputs:**

Teachers will have an understanding of Meaningful Parent and Community Engagement. Community agencies will have an active role in the school with parents, students and teachers.

**Monitoring/Evaluation Plan:**

Monthly tracking of data to ensure 50% of parents are engaged in a minimum of two school wide events during the 19-20 school year.

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

<b>Expenditure (Brief Description)</b>	<b>Funding Source</b>	<b>Cost</b>
Contracted Service for Parent/Community Engagement Liaison	CSI Title I Supplemental Funds	\$80,000
Pay for current staff at contractual rate to plan and staff events beyond the instructional day (60 staff members x 10 events x 2 hours/event x \$27/hour)	CSI Title I Supplemental Funds	\$32,400
Membership to National Network of Partnership Schools	CSI Title I Supplemental Fund	\$500.00
<i>School, Family, and Community Partnerships</i> by Joyce Epstein	CSI Title I Supplemental Fund	\$2,700.00 (60 books @ \$45.00 each)
Supplies and materials for family/community events. Supplies and materials include materials to make manipulatives, paper, bilingual books, Home/School Connection pamphlets, PSSA preparation materials.	Title I	\$20,000.00
Incentives for parents to attend events. Incentives could include gift cards, uniforms, tickets to the local theaters, food baskets, etc.	Title I	\$10,000.00

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

<b>Professional Learning Goal 1:</b> The Action Team for Partnerships will have a deep understanding of the Framework of Family Engagement and utilizing texting to community to parents and community.	
Audience	Action Team for Partnerships
Topics to be Included	Framework for Family Engagement
Evidence of Learning	Understanding of the six different areas of parent/community engagement and creation of activities that correlate to the six areas
Anticipated Timeframe	Enter Start Date: July 2019 Anticipated Completion Date: September 2019
Lead Person/Position	Principal

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

<b>Professional Learning Goal 2:</b> Southern Middle School Staff will engage in six areas of parent and community engagement.	
Audience	Southern Middle Staff
Topics to be Included	Framework for Family Engagement, Calendar of Events and Tracking System
Evidence of Learning	Understanding of the six different areas of parent/community engagement (parenting, communicating, volunteering, learning at home, decision making, collaborating with the community) and creation of activities that correlate to the six areas, manipulation and ongoing usage of tracking system
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Principal

**Priority #2 – Measurable Goal #2:** By June 30, 2020, Southern Middle School teachers will successfully communicate with 100% of the parents on a monthly basis.

*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 the Parent Ambassador for every 2 or 4 man team (Parent Ambassador will assist with the outreach of families and community to encourage engagement. This is a teacher from each team that will connect with the families and serve as a liaison for the team and parents. Tasks would include phone calls, posting pictures and team events on Class Dojo, communicate with the Parent/Community Engagement Liaison)	Stipend (\$1,000) for each ambassador	Principal and Assistant principal	September, 2019
Survey families on preferred communication tool with Class Dojo (texting) being the primary method	Survey for parents	Parent/Community Engagement Liaison	September, 2019
Creation of tracking system for teacher and parent communication	Google sheets	Principal and Parent/Community Engagement Liaison	September, 2019
Professional development on two way communication for teachers and parents.	Powerpoint for professional development	Parent/Community Engagement Liaison	September, 2019
Create a monthly goal sheet for each student for teachers, students and parents to connect and discuss. The goal could be academic, attendance and/or behavior. (Check and connect)	Goal sheet	SIP Team Parent/Community Engagement Liaison	September, 2019
Send home the monthly goal sheet for the parents and students to discuss. Students that return the goal sheet will	Goal sheet folders	Teacher	October, 2019 - June, 2020

receive an incentive.			
Text and communicate with parents on students. Communication is both positive and negative	Class Dojo	Teachers	On-going through 2019 - 2020 School Year
Text and communicate events to families and community	Class Dojo	Teachers	On-going through 2019 - 2020 School Year
Evaluate communication between teachers and families on a quarterly basis	Tracking sheet	Parent/Community Engagement Liaison, Principal, School Improvement Team	November, 2019 January, 2020 April, 2020 June, 2020

**Anticipated Outputs:**

Parent communication will be two-way. Teachers are having ongoing communication with parents and parents are having ongoing communication with the school. Communication will not only be about negative items but also positive.

**Monitoring/Evaluation Plan:**

School Improvement Team and Parent/Community Liaison will quarterly review the tracking system to ensure teachers are communicating with parents and parents are communicating with the school. If the quarterly goals are not being met, additional professional development will be provided as well as support from the principal.

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Funding for extra wages to review data (School Improvement Team). Extra wages are the hourly rate beyond contractual hours.(10 people x 8 hours x \$27/hour)	CSI Title I Supplemental Funds	\$2,2160.00
Stipend for Parent Ambassadors (10 teachers x \$1,000)	CSI Title I Supplemental Funds	\$10,000.00
Folders for goal sheets	CSI Title I Supplemental Funds	\$5,000.00

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

**Professional Learning Goal 1:** Teachers will participate in meaningful parent communication.



Audience	Teachers
Topics to be Included	Meaningful Parent Communication and tracking system
Evidence of Learning	Parent communication is two-way with both positives and negatives and ongoing usage of tracking system.
Anticipated Timeframe	Enter Start Date: September, 2019 Anticipated Completion Date: June, 2019
Lead Person/Position	Parent/Community Engagement Liaison

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:** Families will participate in meaningful engagement and communication with the school.

Audience	Families
Topics to be Included	Meaningful Engagement and Communication with the School
Evidence of Learning	On-going communication and participation by families
Anticipated Timeframe	Enter Start Date: October, 2019 Anticipated Completion Date: January, 2019
Lead Person/Position	Parent/Community Engagement Liaison

**Priority #3 – Measurable Goal #1:** By June 30, 2020, 21.7% of the EL population will attain their interim ELP growth target.

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports	Person(s)/Position Responsible	Implementation Timeline
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	Needed		
Contract with a Support Ed (ELL Consulting Firm) to provide an ELL coach. The coach will provide professional development on utilizing rubrics to score tasks, Can Do Descriptors, Academic language and strategies with working with ELLs. This contract will be for one year until additional teachers are ESL certified.	Memorandum of Understanding with contracting agency, Job Description for ELL Coach	Principal	Summer, 2019
Purchase materials from WIDA on the Academic Language Can Do Descriptors, Key Uses for teachers to reference	WIDA Reference Cards Can Do Descriptor, Key Uses Cards Can Do Descriptor, Key Uses Poster Set	Assistant Principal ELL resource teacher	August, 2019
Provide professional development on the WIDA Can Do Descriptors, Key Uses, Academic language and strategies with working with ELs in the classroom.	WIDA materials PowerPoint for professional development	ELL Coach	October, 2019
Provide professional development on the rubrics utilized for Speaking and Writing for ELs and how to score	Rubrics	ELL Coach	October, 2019
Implement writing and speaking tasks for students	Writing and speaking tasks	School Improvement Team EL Resource Teacher ELL Coach	October, 2019 January, 2020 April, 2020 May, 2020
Score the writing and speaking tasks collaboratively utilizing the rubric	Responses to writing and speaking tasks	ELL Coach Teachers EL Resource Teachers	October, 2019 January, 2020 April, 2020 May, 2020
Contract with Alvernia University to provide ESL certification to staff members. Courses will be held at Southern Middle School.	MOU with Alvernia	Principal	October, 2019 - June, 2020
Reimburse teachers pursuing the ESL	Receipts of Praxis and PDE	Director of Federal Programs	September, 2020

certification for Praxis and PDE Certificate	application		
Provide a stipend for teachers that complete the ESL certification program with Alvernia.	Copy of each teacher's certificate	Director of Federal Programs	September, 2020
<b>Anticipated Outputs:</b>			
ELLs will systematically move toward Reaching on the WIDA ACCESS. Teachers will have strategies to implement for the EL students during instruction.			
<b>Monitoring/Evaluation Plan:</b>			
School Improvement Team, ELL Coach and Administration will review the rubrics on a quarterly basis to ensure the students are moving towards Reaching on the rubrics and Can Do Descriptors.			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

<b>Expenditure (Brief Description)</b>	<b>Funding Source</b>	<b>Cost</b>
Contracted services for ELL Coach	CSI Title I Supplemental Funds	\$120,000.00
WIDA Can Do Descriptors, Key Uses Edition (1 per teacher)	CSI Title I Supplemental Funds	\$500.00
WIDA CAN Do Descriptors, Key Uses Posters (1 per teacher)	CSI Title I Supplemental Funds	\$1,200.00
WIDA Reference Cards (1 per teacher)	CSI Title I Supplemental Funds	\$1,400.00
Alvernia Courses (anticipate 20 teachers x \$1800 a course x 5 courses)	CSI Title I Supplemental Funds	\$180,000.00
Reimbursement to teachers for Praxis and Certification (anticipated 15 teachers (\$350 per Praxis + \$200 per application))	CSI Title I Supplemental Funds	\$11,000.00
Stipend for teachers completing the ESL certification (anticipated 20 teachers x \$3,000)	CSI Title I Supplemental Funds	\$60,000.00

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:** Teachers will implement rubrics to score tasks, academic language and scaffolds for ELs. There will be a focus on speaking and writing.

Audience	Teachers
Topics to be Included	CAN DO Descriptors, Key Uses, Academic Language and Scoring tasks utilizing rubrics
Evidence of Learning	During walk-throughs, there will be evidence of academic language and scaffolds provided to the ELs.
Anticipated Timeframe	Enter Start Date: October, 2019 Anticipated Completion Date: June, 2020
Lead Person/Position	ELL Coach

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:** Teachers will become certified in the area of ESL which will allow them to offer more supports to our English Learners.

Audience	Teachers
Topics to be Included	ESL Certification
Evidence of Learning	PDE ESL Certification
Anticipated Timeframe	Enter Start Date: October, 2019 Anticipated Completion Date: September, 2020
Lead Person/Position	Director of Federal Programs

**Priority #3 – Measurable Goal #2:** By June 30, 2020, 100% of all educators and support staff of Southern Middle School will actively participate in professional learning opportunities with 95% or better fidelity as measured by classroom observation data in PA-EETP.

*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
Design professional development plan for the 2019 - 20 school year to include tenants of the Comprehensive School Improvement Plan. The team will utilize the 2019 - 20 School Calendar to map the professional development for the year. The plan will include topics for the 1st, 2nd and 3rd Mondays of the month.	Comprehensive School Plan 2019 - 2020 RSD Calendar	Principal Assistant Principal School Improvement Team	July 1 - 15, 2019
Share the professional development plan with the staff during the Summer Teacher Academy Retreat.	Professional Development Plan	Principal Assistant Principal School Improvement Team	July 30th - August 1st, 2019
Advertise and hire a Instructional Coach (RSD - Academic Specialist). This person will be a current tenured teacher, who has been Proficient/Distinguished in observation and Light/Dark Blue on PVAAS. A Long Term substitute will be hired for the coach's classroom.	Job Description for Academic Specialist.	Principal Human Resource Department	August, 2019
Develop a survey regarding pre-determined instructional practices to determine the need of teachers and the focus of the coach. Teachers will take the survey during the first professional development activity.	Survey	Instructional coach	September, 2019
Review of survey results to determine	Survey results	Principal	September, 2019

focus of the coach		Assistant Principal Instructional Coach	
Conduct formal observations, particularly looking for instructional practices and strategies from CSI plan.	PA-ETEP	Principal Assistant Principal District Administrators	October - 2019 - May, 2020
Provide in class demonstrations of researched based strategies for staff as needed.	Marzano's High Yield Instructional Strategies handout	Academic Specialist	September 2019 - May 2019
Individual monthly meetings for all teachers to reflect on implementation of strategies	Review of observations and walkthrough data	Principal, Assistant Principal, Academic Specialist	September 2019 - May 2019
Review attendance after each professional development day.	Frontline	Principal Assistant Principal	September, 2019 - June, 2020
<b>Anticipated Outputs:</b>			
With prior knowledge of the professional development plan and assistance from the coach, teacher will actively participate in professional development and embed strategies into classroom instruction.			
<b>Monitoring/Evaluation Plan:</b>			
Administrators will review teacher attendance. Administrators will also review observation data to ensure practices are being embedded into instruction. If they are not, coach will provide additional support.			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

<b>Expenditure (Brief Description)</b>	<b>Funding Source</b>	<b>Cost</b>
Instructional Coach (same position as Priority #1)	CSI Title I Supplemental Funds	costs are allocated in Priority #1
Summer Teacher Academy Retreat - Extra wages for teachers beyond the contractual hours (40 teachers x 16 hours x \$27/hours)	CSI Title I Supplemental Funds	\$17,280.00

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:** Teachers will have an understanding of the CSI plan and the professional development plan for the 2019 - 2020 school year.

Audience	Teachers
Topics to be Included	Professional Development Plan, Role of the Coach and Tenants of CSI plan
Evidence of Learning	Through formal observations, evidence of tenants of the plan and identified instructional practices will be implemented.
Anticipated Timeframe	Enter Start Date: July 30 - August 1, 2019 Anticipated Completion Date: September, 2019
Lead Person/Position	Principal and Assistant Principal

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:** Teachers will receive embedded professional development on Marzano's high yield instructional strategies.

Audience	Teachers
Topics to be Included	Embedded professional development based upon needs of teacher and requests to the coach. The coach will go through the coaching cycle.
Evidence of Learning	The coach will keep a log on teachers visited.
Anticipated Timeframe	Enter Start Date: September, 2019 Anticipated Completion Date: June, 2020

Lead Person/Position	Coach
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## V. 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:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Sharing of vision, mission, priorities to receive feedback	Southern Staff	Feedback from staff members	April 1, 2019
Presentation of entire plan to faculty	Southern Staff	Feedback from staff members	June 10, 2019
Presentation of plan to Teaching and Learning Team	Office of Teaching and Learning	Feedback from Central Office	June 11, 2019
Copy of the entire plan in the Southern Middle School main office for the community and parents to access	Parents and Community	Feedback of the plan from parents	June 11, 2019 - June 31, 2019
Presentation of plan to District Leadership Team	District Leadership	Feedback from District Leadership	June 13, 2019
Board presentation	Reading School District Board of Directors (SBOD)	Feedback of the plan from SBOD	June 19, 2019
Display plan on the Reading School District website homepage and Southern Middle School homepage and link shared on Class Dojo.	Public	Feedback of the plan from general public and parents	June 11, 2019 - June 20, 2019

SCSC will consider feedback received on plan prior to final approval and submission.	SCSC	Allow the SCSC an opportunity to review feedback received on plan and determine if any revisions need to occur based on feedback	June 20, 2019
School Board Approval	Reading School District Board of Directors (SBOD)	Vote to approve the plan	June 26, 2019
Creation of a “one pager” of the plan in both English and Spanish to send home with registration packets.  Business cards and banner with the vision and mission to distribute.	Public	Share plan with parents	July 10, 2019 - July 15, 2020
Parent event	Parents and Community Members	Share the plan to the parents of the priorities of schools	August 22, 2019 - September, 2019
Beginning of the School Year Carnival table to share with community, including Southern Alumni Association, and parents	Parents and community	Share the plan with parents/families	August 22, 2019
Video of the mission and vision	Students	Share the mission and vision with the students	August 22, 2019 - September, 2019
SCSC scheduled meetings	SCSC	SCSC will reconvene to monitor and adjust the school improvement plan.	Ongoing throughout the 2019-209 school year

Distribute “one pager” to the parents when registering at Southern Middle School	School Registration Clerk and Parent Outreach Assistant	Families will receive information on the school plan	Ongoing throughout the 2019 - 2020 school year
Updates /progress on plan provided to students, teachers, parents, and community through newsletter posted on Class Dojo and School Website quarterly	Administration	Stakeholders will receive updates on the school plan.	On going throughout the 2019-2020 school year
Updates on plan discussed at parent / community forum	Parent Outreach Assistant and Administration	Parents and community members will receive updates and be able to discuss progress and concerns.	February 2020

## VI. 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:**

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*Name (printed)*

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*Signature*

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*Date*

**Building Administrator:**

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*Name (printed)*

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*Signature*

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*Date*

**School Improvement Facilitator:**

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*Name (printed)*

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*Signature*

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*Date*

Scan and insert the signed Assurances Page: