

School Improvement Plan – Guidelines and Process

I. School Level Narrative *School Building Information*

Reading School District

Local Education Agency (LEA) Name

School Building Name

Reading Intermediate High School

Digit School Building Code

114067002-000008117

School Street Address

215 N. 12th Street, Reading, PA 19602

A. *School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Geina Beaver	Principal	RIHS
Courtney Barth	Assistant Principal	RIHS
Lauren Poutasse	Director of Curriculum K-12	RSD
Katie Williams	Academic Interventionist	RIHS
Vanessa Campos	Reading Specialist	RIHS
Ethan Polczynski	ESL Department Head	RIHS
Alesia Cahn	SPED Department Head	RIHS
Brianna Angove	SPED Department Head	RIHS
Kelly Rupp-George	Math Teacher	RIHS
Kelly Fuller	Math Department Head	RIHS
Brittany Purr	ELA Teacher / PBIS Chair	RIHS
Rebecca Roland	School Counselor	RIHS
Jessica Schoonmaker	School Social Worker	RIHS
Elizabeth Planer	SPED Teacher / REA representative	RIHS
Emily MacPherson	Science Teacher	RIHS
Joe Potteiger	Elementary Teacher	RIHS
Officer Menges	Police Officer	Reading Police Department

Christian Gutierrez	Parent	Parent
Jennifer O'Brien	Director of Federal Programs	RSD
Yamil Sanchez	Director	United Way of Berks County

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 school team ensured that all students, staff, and parents were given a voice in this process by soliciting their opinions and views during the survey process, as well as the focus groups for the students and staff members. Two parents volunteered to support the school steering committee and the United Way, as well as the Reading Police Department has representatives on the school steering committee.

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.

To begin this plan, the school team conducted walk-throughs and focus group meetings with staff and students, in addition to surveys with students, staff, and parents. The Steering Committee began the work of this plan by meeting to discuss the shared vision of the school community, reviewing multiple pieces of data, and individually rating and collectively prioritizing essential practices. Next, the entire staff worked together to formalize the vision and determine root causes. The School Improvement team began to create the action plan by reviewing the root causes and finding evidence-based solutions and strategies to realize collective measurable goals. The steering committee was brought back together to review the finalized plan design. Over the course of the next school year, the committee will meet monthly to review and adjust the plan, based on the data collected throughout the school year.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
--	---

<p>Central Middle School fosters a positive and supportive school culture with high academic and behavioral expectations to ensure success for all. Students will be able to meet rigorous, grade-level content expectations and meet well-communicated behavioral expectations. Additionally, students will have academic and behavioral needs met by a robust system of supports.</p>	<p>Increased academic growth on formative and summative assessments.</p>
	<p>Increased recognition and participation in the schoolwide positive behavior support program.</p>
	<p>Increased regular student attendance by attending school a minimum of 91% of days in session.</p>

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.

The views of all students, staff, and parents were analyzed as part of the survey and focus group data review. Community members (United Way and local police department) and parents were invited and participated in the steering committee work alongside the educators and consultants from the state. In addition to attendance, academic, and discipline data points, multiple other sources of evidence were collected for analysis in our essential practice prioritization steps, including student work samples, lesson plans, professional development plans, IEPs, ESL accommodations, walk-through forms, budgets, committee notes, and curriculum binders. From this data review, the team determined the most essential pieces of evidence and used them to begin to determine the root causes of the prioritized essential practices.

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

Strengths	Supporting Evidence from Needs Assessment
Organize programmatic human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Evidence collected in the data review (budgets, staff lists, school handbooks) provides support that school leaders ensure ongoing communication between the school and district, as well as within the school, regarding the need, availability, and allocation of resources. The Steering Committee stated the following

	<p>operational evidence:</p> <ul style="list-style-type: none"> • There is an attempt to match personnel to needs- but we have a shortage of personnel. • They are trying to meet the needs of students, it's better than it was in the past. • Summer hires do have an orientation.
<p>Implement an evidence-based system of schoolwide positive behavior interventions and supports</p>	<p>Evidence collected in the data review (CHAMPS PowerPoint, tickets, flyers, federal funding purchase orders) provides support that there is a schoolwide positive behavior support program, called CHAMPS, that has over 50 school wide incentive options and activities available to students.</p> <p>The Steering Committee stated the following operational evidence:</p> <ul style="list-style-type: none"> • There is a system for collecting and analyzing data online. • Data is used for the Early warning Dashboard system to assign levels of risk and determine interventions. <p>Results from the ESSA Parent Survey Crosswalk provided the following data: 72.8% of parents believe that the school meets the specific non academic needs of their children (6B).</p>
<p>Identify professional learning needs through analysis of a variety of data</p>	<p>Results from the ESSA Educator Survey Crosswalk provided the following data: 77.7% of the staff believe that school leadership has provided them with the professional support that they need to improve their teaching (11F).</p> <p>The Steering Committee rated this essential</p>

practice as operational.

The Steering Committee stated the following operational evidence:

- There is District goal driven PD.
- One reason why we have made building growth in functioning as a building community: PD
- During PD we look at standards, PSSA test design, then do mapping and pacing guide work.

Evidence from the data review (professional development plans and agendas and powerpoints) provides that the topics presented are in line with the essential practices.

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
<p>We do not have evidence that we foster a culture of high expectations for success for all students, educators, families, and community members.</p>	<p>Results from the ESSA Student Survey Crosswalk provided the following data: 72.5% of students reported that their teachers do not teach them learning to live outside the classroom (10A). 46% of students feel that none, some, or about half of student think it's important to pay attention in class (7B). 46% of students strongly disagree or disagree that they set aside time to do homework daily (8B). 65% of students reported that it is rarely or occasionally clear to them what they need to do to show that they know the skills they are learning (11A). When asked if they stay busy and not waste time in class 75% responded never, rarely, or occasionally (11B). When asked if they “learn a lot” in their classes, 50% responded never, rarely or occasionally (11C). When asked how many teachers give students specific suggestions about how they can improve work in the</p>	<p>Yes</p>	<p>Specific expectations for success are not clearly identified or consistently communicated to students and parents.</p>

	<p>class, 49% said none, some, or about half (13D).</p> <p>Results from the 2018 PSSA exams show that only 4.10% of students are proficient in Math and only 18.30% of students are proficient in English Language Arts.</p> <p>There has been no evidence of professional development for data teams to work within the Professional Learning Community protocol.</p>		
<p>We do not have evidence that we have a multi-tiered system of supports for academics and behavior.</p>	<p>Outside of special education, ESL, and honors classes, there was zero evidence of academic systems of support, as reviewed in the master schedule.</p> <p>Results from the ESSA Student Survey Crosswalk provided the following data:</p> <p>61.2% of students worry about violence at this school (4A).</p> <p>Results from the ESSA Educator Survey Crosswalk provided the following data:</p> <p>56.8% of staff would not recommend this school to parents seeking a school for their children (6D).</p> <p>Less than 25% of staff reported feeling responsible when students in this school fail (5F).</p> <p>When surveyed, 43% of educators responded that “some” or “about half” of the teachers at the school feel responsible that all students learn (5D).</p>	<p>Yes</p>	<p>There is no plan in place to create a system of supports for academics and behavior for all students.</p>

	<p>When surveyed, 30% of educators stated that they review student assessment data to make instructional decisions “never” or “once or twice” (2C).</p> <p>When surveyed, 50% of educators “strongly disagree” or “disagree” that curriculum, instruction, and learning materials are well coordinated across grade levels at this school (15D).</p> <p>When surveyed, 74% of educators reported that during professional development included opportunities to analyze student work/data “never”, “rarely”, or “occasionally” (14F).</p> <p>Results from the 2018 PVAAS data indicate:</p> <p>PVAAS growth data of the lowest quintiles in both ELA and Math: not meeting the standard for academic growth.</p> <p>Students with IEPs: Not meeting the growth standard in math</p> <p>English Learners: Not meeting the growth standard in math</p> <p>Lowest 33% of students at RIHS: Not meeting the growth standard in math</p>		
--	---	--	--

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.”

Priority Statements and Rationale	Rationale	Outcome Category
<p>Our priority is to foster a culture of high expectations for success.</p>	<p>If high expectations for learning and growth for all students are collaboratively developed and communicated to students and parents through clear measurable goals, then teachers will adjust instructional practices to support student success and all students will achieve the rigorous outcomes established for them.</p>	<p>Foster a culture of high expectations for success for all students, educators, families, and community members.</p>
<p>Our priority is to implement a multi-tiered system of supports for academics and behavior for all students.</p>	<p>IF there is a system in place to provide students with academic and behavioral interventions based on screened needs THEN teachers will provide timely instruction and interventions AND students will demonstrate academic and behavioral growth.</p>	<p>Implement a multi-tiered system of supports for academics and behavior.</p>

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: Our priority is to foster a culture of high expectations for success.

Measurable Goals <i>(Can pull from Rational statement above- one for teachers one for students)</i>	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of teachers will collaboratively develop measurable student goals by June of 2020, as measured by completion and communication of student goals sheets for all students.	By November of 2019, there will be a system and tool in place for developing student goals and expectations and it will be communicated to all staff.	By January of 2020, there will be professional development for teachers to work in a collaborative, professional learning community model to utilize the tool in place to communicate student goals and expectations.	50% of teachers will collaboratively develop measurable student goals by March of 2020, as measured by completion and communication of student goals sheets for all students.
School will meet interim PSSA targets of 20% Proficiency in Math and 32% Proficiency in ELA on 2020 PSSA and will meet the PA standard for academic growth.	Using the CDT Focus Group Growth Report, 25% of students will make significant growth by November of 2019.	Using the CDT Focus Group Growth Report, 50% of students will make significant growth by January of 2020.	Using the CDT Focus Group Growth Report, 75% of students will make significant growth by March of 2020.

Priority Statement #2: Our priority is to implement a multi-tiered system of supports for academics and behavior for all students.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of teachers will provide documentation of intervention strategies during core instruction based on student needs, as determined by screener by June of 2020.	25% of teachers will provide documentation of intervention strategies during core instruction based on student needs on screened needs by November of 2019.	50% of teachers will provide documentation of intervention strategies during core instruction based on student needs on screened needs by January of 2020.	75% of teachers will provide documentation of intervention strategies during core instruction based on student needs on screened needs by March of 2020.
School will meet interim PSSA targets of 20% Proficiency in Math and 32% Proficiency in ELA on 2020 PSSA and will meet the PA standard for academic growth.	Using the CDT Focus Group Growth Report, 25% of students will make significant growth by November of 2019.	Using the CDT Focus Group Growth Report, 50% of students will make significant growth by January of 2020.	Using the CDT Focus Group Growth Report, 75% of students will make significant growth by March of 2020.
The average number of students with chronic misconduct, as defined by 10 or more conduct referrals per quarter, will be reduced by 50% by June of 2020 from the baseline established in November of 2019.	In November of 2019, the school will establish a baseline by calculating the number of students who are considered chronic offenders.	By January of 2020, there will be an 18% reduction in the average number of students who are considered chronic offenders from the November 2019 baseline.	By March of 2020, there will be an 36% reduction in the average number of students who are considered chronic offenders from the November 2019 baseline.
90% of students will report on the student perception survey that they feel safe in all areas of the building (classrooms, hallways, bathrooms, cafeteria) by June of 2020.	By November of 2019, 30% of students will report on the student perception survey that they feel safe in all areas of the building (classrooms, hallways, bathrooms, cafeteria).	By January of 2020, 50% of students will report on the student perception survey that they feel safe in all areas of the building (classrooms, hallways, bathrooms, cafeteria).	By March of 2020, 70% of students will report on the student perception survey that they feel safe in all areas of the building (classrooms, hallways, bathrooms, cafeteria).

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: Our priority is to foster a culture of high expectations for success.

Measurable Goals	Evidence-Based Strategy
100% of teachers will collaboratively develop measurable student goals by June of 2020, as measured by completion and communication of student goals sheets for all students.	<p>Engage Instructional Teams in assessing and monitoring student mastery (Center on Innovations in Learning, <i>Effective Practices, Research Briefs and Evidence Ratings</i>, Rating of “Strong,” pages 54-56), as evidenced by the following Tier 1 evidence-based research:</p> <p>Ronfeldt, M., Owens Farmer, S., McQueen, K., Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement. <i>American Educational Research Journal</i>. v52 n3 p475-514 2015.</p>
School will meet interim PSSA targets of 20% Proficiency in Math and 32% Proficiency in ELA on 2020 PSSA and will meet the PA standard for academic growth.	

Priority Statement #2: Our priority is to implement a multi-tiered system of supports for academics and behavior for all students.

Measurable Goals	Evidence-Based Strategy
100% of teachers will provide documented intervention strategies during core instruction based on student needs, as determined by screener by June of 2020.	<p>Provide a tiered system of instructional and behavioral supports and intervention (Center on Innovations in Learning, <i>Effective Practices, Research Briefs and Evidence Ratings</i>, Rating of “Strong,” pages 80-84), as evidenced by the following Tier 1 evidence-based research:</p> <p>Burns, M., Appleton, J., Stehouwer, J., Meta-analytic review of responsiveness-to-intervention research: Examining field research-implemented models. <i>Journal of Psychoeducational Assessment</i>, v23 n4 p381-394 2005.</p>
School will meet interim PSSA targets of 20% Proficiency in Math and 32% Proficiency in ELA on 2020 PSSA and will meet the PA standard for academic growth.	
The average number of students with chronic misconduct, as defined by 10 or more conduct referrals per quarter, will be reduced by 50% by June of 2020.	
90% of students will report that they feel safe in all areas of the building (classrooms, hallways, bathrooms, cafeteria) by June of 2020.	

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: 100% of teachers will collaboratively develop measurable student goals by June of 2020, as measured by completion and communication of student goals sheets for all students.

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
School will work with district leadership to determine process for selecting professional development facilitators.	District leadership protocol to hire professional development facilitator	Principal and Office of Teaching and Learning	July 2019
School will work with district leadership to research and recruit possible vendors to provide professional development facilitators to establish and train staff in the Professional Learning Community and Data Team process.	Meeting with district administration to research and recruit possible vendors	Principal and Office of Teaching and Learning	July 2019
School will work with district leadership to screen possible vendors to provide professional development facilitators to establish and train staff in the Professional Learning Community and Data Team process.	Meeting with district administration to screen possible vendors	Principal and Office of Teaching and Learning	July 2019
School will work with district leadership to interview and select possible vendors to provide professional development facilitators to establish and train staff in the Professional Learning Community and Data Team process.	Meeting with district administration to interview and select possible vendors	Principal and Office of Teaching and Learning	August 2019
Once professional development facilitator is selected and approved by the board of school directors, the school	Meeting with district administration to select and approve vendor	Principal and Office of Teaching and Learning	August 2019

will work with district leadership to create an evaluation plan for the professional development facilitator.			
School will work with district leadership to contract consultant as professional development facilitator to conduct staff training on professional learning community model and data team process.	Professional Contract for Support Services	Principal	August 2019 - September 2019
School administration will work with professional development facilitator to design implementation and coaching model for professional learning communities and data team model.	Professional Development Facilitator Agenda for Sessions Meeting Schedule	Principal and Assistant Principals	September 2019 - November 2019
A schedule will be created for data teams to be established with teachers who teach the same grade level and content area.	Staff Matrix and Master Schedule	Principal	August 2019
Data teams will work collaboratively to identify and create student goal sheets that account for fundamental student learning mastery objectives, per quarter, for each grade and subject area.	PA State Standards for each grade level and content areas RSD Curriculum Guides Student Goal Sheet Template Paid time for teachers to create student goal sheets	Academic Interventionists	September 2019 - ongoing (weekly meetings)
Data teams will work collaboratively to create common assessments to be used throughout units of instruction.	PA State Standards for each grade level and content areas RSD Curriculum Guides Student Goal Sheets Paid time to create common assessments	Data teams and Academic Interventionists Office of Teaching and Learning	September 2019 - June 2020 (bi-weekly meetings)
Train teachers on the professional learning community model so that teachers are prepared to engage in data-driven, collaborative conversations to improve instructional practices	Professional Development Facilitator Common Assessment Data Analysis	Educational Consultant, Principal and Academic Interventionists	November 2019 - January 2020

Each PLC data team creates team norms	Professional Development	Academic Interventionists	January 2020
Teachers will attend and engage in weekly Professional Learning Community meetings. Weekly, scheduled data team meetings will become PLC meetings once professional development is provided.	Meeting Agendas Common Preparatory time in Master Schedule	Teachers (SPED and ESL included)	January 2020 - June 2020 (weekly)
Teachers will work collaboratively to have data-driven conversations about student achievement and instructional outcomes in PLC meetings.	Meeting Agendas Common Preparatory time in Master Schedule	Teachers (SPED and ESL included)	January 2020 - June 2020 (weekly)
Support PLCs in cyclical, data-driven, collaborative conversations using academic coaching model in PLC meetings.	Professional Development Facilitator	Educational Consultant, Principal and Academic Interventionists	January 2020 - June 2020 (weekly)
Teachers will administer common assessments and report results in PLC meetings.	Common Assessments Meeting Schedule	Teachers (SPED and ESL included)	January 2020 - June 2020 (weekly)
Teachers will develop shared outcomes and shared instructional practices in PLC meetings.	Results of Common Assessments Meeting Schedule	Teachers (SPED and ESL included)	January 2020 - June 2020 (weekly)
Teachers will discuss results of common assessments and develop a plan to remediate, accelerate, or enrich instruction in PLC meetings.	Results of Common Assessments Meeting Schedule	Educational Consultant, Administration and Academic Interventionists	January 2020 - June 2020 (weekly)
Teachers will complete quarterly student goal sheets to review student progress in PLC meetings.	Results of Common Assessments Student Goal Sheets	Academic Interventionists and Teachers (SPED and ESL included)	January 2020 - June 2020 (quarterly)
Communicate student goal progress quarterly with report cards to students and parents.	Completed Student Goal Sheets	Teachers (SPED and ESL included)	January 2020 - June 2020 (quarterly)
School leadership will continuously monitor professional development facilitator based on established	Professional Development Facilitator Evaluation Tool (district developed)	Principal and Assistant Principals	January 2020 - June 2020

evaluation plan.			
Anticipated Outputs:			
PLC Professional Development Student Goal Sheets for each subject area and grade level PLC Goal Sheet Reporting Document PLC Team Norms Meeting Schedule Meeting Agendas Quarterly Completed Student Goal Sheets Common Assessments Unit Plans Lesson Plans Weekly PLC Common Assessment Data Analysis			
Monitoring/Evaluation Plan:			
Quarterly PLC Data Summits to review student goal sheet progress in PLC groups and adjust instructional practices based on results Administrative Observation of PLCs Administrative Evaluation of Professional Development Facilitator Monthly meetings of School Improvement and Steering Committee to review status of action plan steps			

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

Expenditure (Brief Description)	Funding Source	Cost
Educational Consultant for Professional Development for PLC Model and Data Team Structure (Contracted Consultant for 1 year)	CSI	129,539.17
Academic Interventionists (filling 4 positions for 1 year)	CSI	243,927.64
Teachers on the data teams will be compensated at the contractual hourly rate for meetings beyond the school day to create student goal sheets and common assessments.	CSI	50,958.00

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

Professional Learning Goal: Full implementation of professional learning community / data team model

Audience	All teachers and administrators
Topics to be Included	Professional Learning Communities; Cycle of Continuous Improvement; Data Analysis; Student Goal Sheets; Parental Communication of Progress
Evidence of Learning	Teacher teams (PLCs) will establish team norms; be able to participate in reflection about common assessment results for data analysis; be able to engage in conversations about instructional needs for enrichment/remediation/acceleration for students; be able to complete student goals sheets; be able to communicate results of the goal sheets with students and parents
Anticipated Timeframe	Enter Start Date: July 1, 2019 Anticipated Completion Date: June of 2020
Lead Person/Position	Educational Consultant TBD (supported by Administration and Academic Interventionists)

Priority #2 – Measurable Goal #1: 100% of teachers will provide documented intervention strategies during core instruction based on student needs, as determined by screener by June of 2020.

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 School
<p>School Improvement Team will function to create the MTSS model for Central Middle School.</p> <p>Schoolwide Positive Behavior Support (SWPBIS) Team will function to create the behavioral supports for the MTSS model.</p> <p>The MTSS Team will function to create the academic supports for the MTSS model.</p>	<p>Designation of team members</p>	<p>Principal and Assistant Principals</p>	<p>July 2019 - August 2019</p>
<p>School Improvement Team will articulate a specific school-wide system of supports for academic and behavioral needs for Central Middle School based on the Reading School District model of MTSS for middle schools</p>	<p>Compensation for School Improvement Team to meet to create MTSS protocols IU 14 Support</p>	<p>Principal and SIP Team</p>	<p>July 2019 - August 2019</p>
<p>School Improvement Team will create matrices for academic expectations and supports. Team will also identify parameters and protocol to place students into different tier levels according to screened need and process for MTSS team to review screener results quarterly.</p>	<p>Paid time for School Improvement Team to meet to create matrices IU 14 Support</p>	<p>Principal and SIP Team</p>	<p>July 2019 - August 2019</p>
<p>Schoolwide Positive Behavior Support (SWPBIS) Team will develop specific behavioral matrixes for each school area (classroom, hallway, bathroom, cafeteria,</p>	<p>Paid time for SWPBIS team to create matrices</p>	<p>SWPBIS Chairperson and Committee</p>	<p>July 2019 - August 2019</p>

gym).			
SWPBIS team will develop lessons and a plan to provide ongoing instruction in the expected behaviors.	Paid time for SWPBIS team to create lessons	SWPBIS Facilitator and Committee	July 2019 - August 2019
Teachers will explicitly teach the SWPBIS lessons during the advisory period.	SWPBIS lessons	Teachers	September 2019
SWPBIS team will create annual calendar that focuses on essential behavioral spotlights and CHAMPS of the Month Program.	Paid time for SWPBIS team to create spotlight calendar	SWPBIS Facilitator and Committee	July 2019 - August 2019
School administration will communicate the use of the behavioral spotlight calendar, teachers will use it each week, and school administration will monitor the use of the behavioral spotlight calendar.	Spotlight Calendar Administrative Walkthroughs	Principal and Assistant Principals	September 2019 - June 2020
SWPBIS team works to create and manage incentive system for student rewards.	Paid time for SWPBIS team to create and manage incentive system	SWPBIS Facilitator and Committee	July 2019 - June 2020
MTSS Facilitator position will be created for the Year 1 rollout of the MTSS program (functions to be assumed by MTSS teams beginning in Year 2).	MTSS Facilitator Position creation	Superintendent	August 2019
MTSS Facilitator will be selected for Year 1 rollout and facilitation of new MTSS model	MTSS Facilitator position must be created by Reading School District; then follow hiring process Support of Core Team members Support of IU 14	Principal and Office of Teaching and Learning	September 2019
Principal and MTSS Facilitator will create and conduct professional development session for teachers to explain new process for school-wide system of supports, including training on use of academic screeners (SRI and SMI)	Compensation for MTSS Facilitator to create professional development Support of Core Team members Support of IU 14	Principal and MTSS Facilitator	September 2019 - June 2020 (ongoing during regular data team/PLC meetings)

All students will be screened on Math and ELA proficiency, as well as conduct referral counts. (September / November / January / March / May)	SRI and SMI (utilize data reports to define student tier levels based on MTSS system design) Conduct Referral Analysis (utilize OnHand system to identify students who have chronic misconduct issues : 10 or more per quarter)	Teachers	September 2019 - June 2020
MTSS Facilitator will research and select programs specifically designed to address academic deficiencies for each Tier level of support.	Tier 3 Support Programs Support of Core Team members Support of IU 14	MTSS Facilitator	August 2019 - October 2019
MTSS team will be created for each grade level which will include regular education, special education, and ESL teachers.	Compensation for MTSS team to meet	Principal and Assistant Principal	September 2019 - June 2020
Teachers will work with their respective grade-level MTSS team to determine Tier Level of support for each student based on established protocols after each screener.	Compensation for teachers and MTSS team to meet Support of Core Team members Support of IU 14	Teachers, MTSS Teams, and MTSS Facilitator	September 2019 - June 2020 (quarterly)
Teachers will create MTSS Roster for each class with If/Then Document, which will include new target for quarterly screener to determine effectiveness of MTSS intervention.	Professional Development during PLC meetings	Teachers, MTSS Teams, and MTSS Facilitator	September 2019 - June 2020 (quarterly)
Teachers will receive ongoing (weekly) training and support from the MTSS Facilitator and Academic Interventionist for conducting Tier 1 instruction and Tier 2 intervention.	Professional Development during PLC meetings Support of Core Team members Support of IU 14	MTSS Facilitator and Academic Interventionist	September 2019 - June 2020 (weekly)
Teachers will plan for and conduct Tier 1 instruction and Tier 2 interventions during scheduled intervention time.	Structured PLC meetings to determine instructional strategies for Tier 1 and Tier 2 supports Support of Core Team members Support of IU 14	Teachers, Academic Interventionists, and MTSS Facilitator	September 2019 - June 2020

MTSS teams will plan for Tier 3 interventions.	Compensation for MTSS team to meet	MTSS Team	September 2019 - June 2020
Students will receive prescribed tier level programming.	Programs to support tier levels including but not limited to Corrective Reading, Read 180, System 44, CHAMPS, 95%	Teachers	September 2019 - June 2020
All students will be rescreened quarterly and MTSS team will meet to review performance.	SRI and SMI (utilize data reports to define student tier levels based on MTSS system design) Conduct Referral Analysis (utilize OnHand system to identify students who have chronic misconduct issues : 10 or more per quarter)	Teachers and MTSS team	November 2019 - June 2020
SWPBIS team works to quarterly to analyze student conduct referrals to address refinement needs.	Paid times for SWPBIS team to complete data analysis	SWPBIS Chairperson and Committee	November 2019 - June 2020
Teachers will quarterly communicate program to students and parents regarding progress in MTSS model based on established quarter targets.	Parent-Teacher Conferences / Class Dojo	Teachers	August 2019 - June 2020
Teachers will participate in a Teacher's Academy Professional Development to begin to fully implement MTSS model for 2020-2021 school year.	Paid time for teachers to complete professional development and planning sessions.	Principal, Assistant Principal, and MTSS Facilitator	June 2020

Anticipated Outputs:

MTSS Facilitator position created and staffed
MTSS Matrix is created for both academic and behavioral supports
MTSS Teams created for each grade level
Report of approved Math and ELA intervention programs
Schedule of meetings
SRI/SMI Results
OnHand Discipline Report Analysis
Each teacher will have MTSS roster for each class with students assigned to a specific tier.
Lesson Plans that specifically include academic interventions and behavioral supports from the MTSS model
SWPBIS Matrices

SWPBIS Lessons
 SWPBIS Spotlight Calendar
 SWPBIS Incentive Program

Monitoring/Evaluation Plan:

All students will be assigned to a specific instructional tier.
 School Improvement team and Steering Committee will utilize MTSS Team and SWPBIS Team data reviews to determine progress towards action steps and adjust monthly, if necessary.

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

Expenditure (Brief Description)	Funding Source	Cost
Extra Wages for SIP Team meetings to create MTSS model for Central Middle School (paid at the contractual rate - 20 hours)	CSI	20,000.00
Intervention Programs for Tier 3 for academic and behavioral supports	CSI	219,857.40
MTSS Facilitator for the 2019-2020 school year (temporary position needed to facilitate the implementation of the MTSS program)	CSI	100,000.00
Extra Wages for MTSS Data Team meetings (paid at the contractual rate - 1 hour per week)	CSI	63,697.50
Extra Wages for SWPBIS Team (paid at the contractual rate - 1 hour per week plus summer work to refine SWPBIS matrices, lessons, and spotlight calendar)	CSI	45,862.20
SWPBIS Program Supplies (items for program: behavioral activities/supplies and motivational assemblies)	CSI	60,637.25
Extra Wages for Professional Development (Summer) to implement MTSS model of instruction and programs.	CSI	78,000.00
Supplies and books for MTSS Summer Academy	CSI	15,000.00
95% Intervention Materials - Tier 2 ELA	CSI	25,000.00
OnHands DataBase Training for Administration and MTSS Facilitators on using the MTSS portion of OnHands	CSI	13,500.00
Materials to house and display data from data teams.	CSI	15,000.00
Contract services to create CRA lessons and coaching integration of CRA lessons into the classroom. (Tier 1)	CSI	10,000.00
Math manipulatives to use in the CRA model for Mathematics (Tier	CSI	30,000.00

1)		
Professional Development on effective classroom instruction (Tier 1)	CSI	15,000.00
Marzano group PD sessions, coaching sessions and walkthroughs to support high leverage instructional practices.	CSI	104,000.00

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

Professional Learning Goal 1: Full implementation of MTSS process.

Audience	All teachers
Topics to be Included	Process for MTSS at Central Middle School; specific intervention strategies at each tier; referral process for higher levels of support
Evidence of Learning	All teachers will be able to use screened data to determine level of intervention and support needed for each student and either complete the intervention or refer the student to higher levels of support through the MTSS system.
Anticipated Timeframe	Enter Start Date: July 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Principal and MTSS Facilitator

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

Professional Learning Goal 1: Provide professional development to staff for revised SWPBIS program.

Audience	All teachers
Topics to be Included	New SWPBIS Matrices; new SWPBIS lessons; new SWPBIS spotlight calendar; strategies to utilize SWPBIS in the classroom consistently

Evidence of Learning	All teachers will understand how to use the refined SWPBIS program and demonstrate appropriate use in the classroom during walkthroughs and observations
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Principal and SWPBIS Chairperson

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
Professional Development to communicate focus and action steps of the School Improvement Plan	Central Middle School Staff	Information for new School Improvement Plan	August 2019
Parent and Community Meeting to communicate focus and action steps for the School Improvement Plan	Central Middle School Parents and Community Members	Information for new School Improvement Plan	September 2019
Publishing Plan on School Website	All	Information for new School Improvement Plan	September 2019
Monthly meetings with School Improvement Team to review progress towards completion of action plan steps	School Improvement Team	Action plan check-in to note progress towards completion; gain feedback regarding any shifted needs; create solutions for unanticipated concerns	October 2019 - June 2020
Monthly communication of School Improvement Progress to central administration and staff	Reading School District Office of Teaching and Learning and Central Middle School staff	Information about the progress of the school improvement plan	October 2019 - June 2020

Steering Committee will create Quarterly Staff and Parent/Community newsletters to communicate progress of the action plan steps	Central Middle School Staff and Parents and Community Members	Information about the progress of the school improvement plan	November 2019 - June 2020
Quarterly Newsletters will be posted to school website and ClassDojo.	Central Middle School Staff and Parents and Community Members	Information about the progress of the school improvement plan	November 2019 - June 2020
Steering Committee will create communication protocol to communicate progress of action plans to greater school community at large.	Central Middle School Staff and Parents and Community Members	Information about the progress of the school improvement plan	November 2019 - June 2020
Cafeteria Displays to communicate action plan progress to students quarterly.	Students	Information about the progress of the school improvement plan	November 2019 - June 2020

VI. Plan Submission (All required signatures are needed and the plan must be submitted to PDE no later than June 30, 2019.)

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**

