Southern MS

School Improvement Plan

07/01/2014 - 06/30/2019
School Profile

Demographics

Southern MS
931 Chestnut St
Reading, PA 19602-1958
610-371-5803

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Mitza Morales
Superintendent: Khalid Mumin

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO AP since February 2018</td>
<td>Administrator : School Improvement Plan</td>
</tr>
<tr>
<td>Mitza Morales</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Jason Chopra</td>
<td>Business Representative : School Improvement Plan</td>
</tr>
<tr>
<td>Amy Anders</td>
<td>Ed Specialist - Other : School Improvement Plan</td>
</tr>
<tr>
<td>Nilda Mayol</td>
<td>Ed Specialist - Other : School Improvement Plan</td>
</tr>
<tr>
<td>Steve Rossignoli</td>
<td>Ed Specialist - School Counselor : School Improvement Plan</td>
</tr>
<tr>
<td>Connie Skipper</td>
<td>Intermediate Unit Staff Member : School Improvement Plan</td>
</tr>
<tr>
<td>Linda Fredericks</td>
<td>Middle School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Matthew Reinoehl</td>
<td>Middle School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Ryan Schumacher</td>
<td>Middle School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Joseph Scoboria</td>
<td>Middle School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Kate Seifrit</td>
<td>Middle School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Jordan Sholedice</td>
<td>Middle School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Colleen Eeles</td>
<td>Middle School Teacher - Special Education : School Improvement Plan</td>
</tr>
</tbody>
</table>
Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school’s compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. Assurances 1 through 12

No assurances have been identified

Assurance 13

No strategies have been identified

Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of previous school plan and updated the current plan based on the evaluation.

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

All schools are offered assistance with the creation of their Schoolwide Plans. Central Administration staff attend planning meetings as requested, read plans, and offer input as they are being drafted, and, read the final copies for completeness and accuracy to ensure that the school’s individual needs are being addressed, while following the required consistent strategies that are used district-wide. The Teaching and Learning Team of the Reading School District monitor all areas of planning, implementation and evaluation for schoolwide plans. All assistance is individualized by the LEA for each particular building.
Schools receive help with their professional development needs through the Director of Instructional Services and Professional Development.

Curriculum is created/implemented/monitored through the assistance of the Director of Curriculum and Assistant to the Superintendent for Teaching and Learning.

The Director of Federal Programs ensures that purchases made with federal funds are in alignment with Schoolwide Title I plans.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Instructional Services and PD</td>
<td>4/25/2018</td>
<td>Technical support and Recommendations</td>
</tr>
<tr>
<td>IU Representative</td>
<td>4/24/2018</td>
<td>Review Plan, Provide Feedback</td>
</tr>
</tbody>
</table>

**Student Assessment of Progress**

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Using benchmark assessment data, teachers have a daily ELA or Math lesson to complete during the advisory/RAE periods at least 3 of the 5 days in a week. The lessons are design to cover just 1 concept.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes or No</th>
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</thead>
<tbody>
<tr>
<td><strong>Extended School Day/Tutoring Programs</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
</tr>
<tr>
<td>Before School</td>
<td>No</td>
</tr>
<tr>
<td>After School</td>
<td>Yes</td>
</tr>
<tr>
<td>Lunch/Study Periods</td>
<td>No</td>
</tr>
<tr>
<td><strong>Summer School Program</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>In-class Instructional Support</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Pull Out Instructional Support</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>
Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

Yes, the school intends to consolidate the funds.

<table>
<thead>
<tr>
<th>Federal Grant Program</th>
<th>Amount of Grant</th>
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<tbody>
<tr>
<td>Title I</td>
<td>$390082.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State/Local Grant Program</th>
<th>Amount of Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCAP grant</td>
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<tr>
<td>21st CCLC</td>
<td>$66667.00</td>
</tr>
<tr>
<td>general allotment</td>
<td>$49467.00</td>
</tr>
</tbody>
</table>
Needs Assessment

School Accomplishments

Accomplishment #1:
Attendance for the 017-18 school year is 97.12%, an increase of 5.9%.

Accomplishment #2:
70 students were referred to SAP, 40 students participated in social skills group offered by the Caron Foundation.

Accomplishment #3:
Student accessibility to student services such as a piloted mentoring and/or role models programs and peer mediations increased this year by 10%. Approximately 8 students per lunch period participate in a social interaction development program held daily in our security office. This program provides a positive environment for students to discuss issues faced during the school day and facilitates a positive relationship with security staff.

Accomplishment #4:
The staff collaboration and participation on schoolwide planning committees continues to increase. Staff led professional development is also increasing.

Fredericks-ELLevation-October
Cook-SAP-October
Halferty-Restorative Practices-January
Staff-Diversity-November and May
Seifrit/Halferty-CHAMPS-March
Dahlquist-Class Dojo-February
Eeles-MTSS-February
Anders-EschoolPlus TAC-January
Anders, Dahlquist & Engle-Chromebook-February
Accomplishment #5:
Using a spreadsheet, team-based discipline data was collected monthly. This data was used to identify at-risk students, celebrate students who earned incentives, and track frequent classroom behaviors. Team leaders collaboration has increased from meeting once monthly to at least twice monthly. Department Chairs meetings have increased from once a month to twice a month. both team leaders and Department Chairs also meet jointly.

Accomplishment #6:
The Discipline committee monitors discipline data quarterly. Summer meetings were held to revamp the school-wide discipline process. Building and classroom expectations were rewritten more positively. After School Intervention was introduced as a way for students that missed academic minutes due to class cuts throughout the school day to make up their missed academic work. Currently, we have a 40% success rate.

Accomplishment #7:
Members of the MTSS team were identified on January 25th and monthly meetings have been occurring. A timeline has been created and followed in order to accomplish our action sequence. We have had two professional development trainings to staff, led by the MTSS team. The third training is planned for the week of June 11th. We have also identified students in need of the MTSS process.

Accomplishment #8:
Increase in participation in school climate survey, including 100% participation from the teaching staff as well as a rise in the number of parents who have completed the survey. Participation from parents is nine times greater than the number of parents who completed the survey last year.

Accomplishment #9:
There was an increase in positive communication from teachers to parents through class dojo, our parent outreach coordinator, and phone calls. Increase in the number of family activities such as our winter family dance.

School Concerns

Concern #1:
For Social/Emotional Growth: With the lack of engaging parents and bridging the gap between home and school, there is a significant increase in inappropriate (relational) behavior. Students seem unable or ill-equipped to respond to different and often challenging social situations. The inappropriate sexual interactions increased in all of the following: sexual assault (1), sexual harrassment (3), verbal sexual harrassment (1), the inappropriate use of cellphone due to sexual nature (3), and obscene and other sexual materials and performances (3).
Concern #2:
For Discipline: The number of student discipline referrals that results in out of school suspensions has decreased but there are more severe incidents that have risen. This includes: Disrespect/Defiance in Language or Actions (106), Bullying (2), and Harrassment/Intimidation (8).

Concern #3:
For Equity: The lack of professional development and the turnover in the staff has led to lack of recognition, planning, and embracing the diversity of all learners. There are 18 new teachers in the 2017-18 school year and 80% of the staff has taught three years or less at Southern MS.

Concern #4:
For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

Concern #5:
For Mathematics: Although there was growth, we did not meet the achievement gap closure for the "All Students" population. We remain in the lower achievement/lower growth quandrant (PVAAS Scatterplots).

Prioritized Systemic Challenges

Systemic Challenge #1 (Guiding Question #6) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Mathematics: Although there was growth, we did not meet the achievement gap closure for the "All Students" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

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Systemic Challenge #2 (Guiding Question #4) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

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For Equity: The lack of professional development and the turnover in the staff has led to lack of recognition, planning, and embracing the diversity of all learners. There are 18 new teachers in the 2017-18 school year and 80% of the staff has taught three years or less at Southern MS.

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

Aligned Concerns:
For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

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**Systemic Challenge #4 (Guiding Question #3)** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Mathematics: Although there was growth, we did not meet the achievement gap closure for the "All Students" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

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

For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

For Mathematics: Although there was growth, we did not meet the achievement gap closure for the "All Students" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

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**Systemic Challenge #6 (Guiding Question #1)** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

For Reading/English Language Arts: Although there was growth, we did not meet the achievement gap closure for the "All Student" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).
For Mathematics: Although there was growth, we did not meet the achievement gap closure for the "All Students" population. We remain in the lower achievement/lower growth quadrant (PVAAS Scatterplots).

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School Level Plan

Action Plans

**Goal #1**: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**
- **Type**: Annual
- **Data Source**: Discipline data
- **Specific Targets**: Out of school suspensions will decrease by 10% from the previous year

Type: Annual
- **Data Source**: POA's parent surveys
- **Specific Targets**: Parent and Family participation and support of school and students will increase by 10%

**Strategies:**

*Mentoring Program*

**Description:**

Students will be paired with staff and they work on academic, personal, and behavioral goals

*SAS Alignment*: Safe and Supportive Schools

*Positive Behavioral Interventions and Supports*

**Description:**

Positive behavior support strives to use a system to understand what maintains an individual’s challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child’s ability to participate in community and school activities.?

(Source: [http://en.wikipedia.org/wiki/Positive_behavior_support](http://en.wikipedia.org/wiki/Positive_behavior_support)) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools
provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: [http://www.pbis.org/default.aspx](http://www.pbis.org/default.aspx)) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high_school_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx)) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: [http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive](http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive)

**SAS Alignment:** Safe and Supportive Schools

**Family and Community Engagement**

**Description:**

Schools play an important part of a child’s life along with the parents and the community. By combining the three stakeholders, studies indicate academic achievement will increase. Parental involvement can be many things, volunteering, attending conferences, being a member of the PTO. Communities have become an integral part of a child’s education. They have a strong stake in how a child does in school. In many instances, communities become the child’s extended family. Community engagement can be as simple as ensuring a safe corridor for students to get home.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

**SWPBIS System monitoring**

**Description:**

The current SWPIS will be monitored for the efficacy of its strategies to assure that it is being implemented appropriately. The positive outcomes will be measure via multiple indicators such as school climate, culture, and safety. Data will be obtained through surveys, focus groups, and interviews with staff, students, family members, and community members.

**Start Date:** 8/1/2018   **End Date:** 6/14/2019

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

- Positive Behavioral Interventions and Supports

**Mentoring program monitoring**

Description:

The mentoring program will address academic, personal and behavioral goals. Mentors and mentees will meet monthly to set goals and to monitor the growth of the goals. Data will be collected to measure the success of the program (reduction in discipline or prevention, raise of academic growth).

**Start Date:** 8/31/2018    **End Date:** 6/14/2019

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

Supported Strategies:

- Mentoring Program
- Positive Behavioral Interventions and Supports

**Family Activities/Community Outreach**

Description:

1. Community Outreach committee meets over the summer to plan and schedule family activities for the school year. The events could include a Community Resource Fair, Meet-the-Teacher Carnival, Parenting Skills class, and Cyberbully/Internet Safety Session.

2. Advertise & distribute information to families about events.

3. Coordinate with Parent Outreach Assistant to implement plan for activities

4. The classroom teacher will promote the events along with an incentive for the class with the highest percentage participating in each event.

**Start Date:** 6/1/2018    **End Date:** 5/31/2019

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

Supported Strategies:
• Positive Behavioral Interventions and Supports
• Family and Community Engagement

**Creation School Assistance Program (SAP) Team Liaison**

**Description:**

The SAP Team will evaluate students for any emotional, social and academic problems they may be experiencing. The team will share information with team teachers in order to remediate student academic weaknesses. The SAP team will also work to coordinate efforts and connect students with available resources to help when and where needed according to individual student needs. The SAP liaison will conduct focus groups and provide interventions to students.

**INDICATORS of IMPLEMENTATION**

• Consistent schedule for SAP Team meetings
• Consistent process for teacher referrals of students
• Increase of expedited and effective interventions for students
• Decrease in discipline infractions
• Increase in student attendance
• Increase in student engagement

**Start Date:** 8/27/2018   **End Date:** 6/30/2019

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

**Supported Strategies:**

• Positive Behavioral Interventions and Supports

**Professional development for SWPBIS**

**Description:**

Professional development for staff and teaching the students on all aspect of the SWPBIS.

**Start Date:** 9/3/2018   **End Date:** 6/14/2019

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

**Supported Strategies:**
• Positive Behavioral Interventions and Supports

**Class Dojo**

**Description:**
Use class dojo to communicate with parents and as a learning tool for parents.

**Start Date:** 9/3/2018  **End Date:** 6/14/2019

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

**Supported Strategies:**

• Positive Behavioral Interventions and Supports
• Family and Community Engagement

**Create a Parent Resource Room**

**Description:**
Create a space within the building for parents to feel welcome and for them to have resources available to help their students.

**Start Date:** 8/20/2018  **End Date:** 6/28/2019

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

**Supported Strategies:**

• Family and Community Engagement

**Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

**Type:** Annual
Data Source: PSSA Scores
Specific Targets: 10% growth increase for all students in all categories

Type: Interim

Data Source: OnHand Benchmark
Specific Targets: 10% growth increase for all students

Type: Annual

Data Source: IRLA Scores
Specific Targets: On average, students will grow at least one year for students with 2-grade levels of proficiency during the school year. On average, students will grow at least one and a half years for students reading 2 or more years below proficiency.

Type: Annual

Data Source: WIDA
Specific Targets: 10% of ESL students will be exited from services

**Strategies:**

*A Culture of Professional Collaboration*

**Description:**

Meaningful professional growth occurs when teachers collaborate and learn from each other. Classroom closed doors need to be open and professional, positive feedback needs to be a part of the conversations. Collaboration takes different forms: PLC, Peer Observation, Peer Walk-Throughs...

*SAS Alignment:* Curriculum Framework, Instruction

*College and Career Readiness*
Description:

Middle school is the perfect time to plant the seed for future. Students need to be exposed to different experiences that will, down the educational line, facilitate choosing a career path or an educational path. Experiences could be as simple as, but not limited to, interest inventory, career days, mentors, and student created college fairs.

SAS Alignment: Curriculum Framework, Instruction

Cultural Competence/Equity

Description:

According to extensive research, students perform better for teachers who have demonstrated a caring attitude and taken the time to build relationships with their students. A big step towards building relationships with our students is understanding who they are and where they come from. Understanding who our students are and what they are capable of doing, will help teachers to have high expectations for students.

SAS Alignment: Curriculum Framework, Instruction

Implementation Steps:

Best Practices-professional development and data base

Description:

Teachers will have the opportunity to develop skills and strategies in areas that have been identified as unsuccessful, based on classroom observation, teacher request, peer to peer walkthroughs, and anecdotal records. Evidence of Implementation: increase academic data, less classroom management concerns.

Start Date: 8/27/2018   End Date: 6/7/2019

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- A Culture of Professional Collaboration
- Cultural Competence/Equity
Peer to Peer Walk-Throughs

Description:
Teachers will conduct walk-throughs and observe best practices used in each other’s classrooms. They will discuss the implementation and monitoring steps during their PLC/component period.

Start Date: 9/3/2018   End Date: 6/3/2019

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

Supported Strategies:
- A Culture of Professional Collaboration
- Cultural Competence/Equity

College/university trips

Description:
Students will visit college/university tours to nearby universities/colleges.

Start Date: 8/13/2018   End Date: 5/31/2019

Program Area(s): Student Services

Supported Strategies:
- College and Career Readiness
- Cultural Competence/Equity

Hire additional staff.

Description:
If class sizes continue to increase as the school year progresses, and student academic needs require further assistance, additional teaching staff and/or school interventionists will be hired to provide smaller group instruction.

Start Date: 5/28/2018   End Date: 6/14/2019
Program Area(s): Professional Education

Supported Strategies:

- A Culture of Professional Collaboration
- Cultural Competence/Equity

*Continue implementation of Culturally Responsive Teaching and Equity Initiative*

Description:

Principal and Assistant Principal will continue to attend training sessions from Gary Howard to implement equity in the building. CRT (Culturally Responsive Teaching Team) will attend yearly trainings to continue to develop Deep Equity and how it applies to all staff and students. Deep equity training will be provided for all staff members throughout the school year. Equity will continue to be a focus in all content areas of instruction.

Start Date: 7/1/2017    End Date: 6/30/2019

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

Supported Strategies:

- A Culture of Professional Collaboration
- Cultural Competence/Equity

**Goal #3:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Interim

Data Source: Benchmark assessment, Attendance data, discipline data

Specific Targets: Student achievement will increase by 10% as measured by interim benchmarks.
Type: Annual

Data Source: Benchmark assessment, Attendance data, discipline data, PSSA

Specific Targets: Student achievement will increase by 10% as measured by the PSSA

Type: Annual

Data Source: safe school climate survey, discipline data

Specific Targets: The school climate will consistently become positive as measured by the safe school climate survey.

**Strategies:**

*Safe School Climate*

**Description:**

Cultivate a positive, safe and supportive school climate that ensures learning for all students

*SAS Alignment:* Safe and Supportive Schools

*Professional Learning/Collaborating Communities*

**Description:**

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

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

*Effective Multi-Tiered Systems of Support (MTSS-RtII)*

**Description:**
Pennsylvania’s Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Source: [http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(RTII)] Resource: [http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources](http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources))

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

**Implementation Steps:**

**Hire additional staff.**

**Description:**

If class sizes continue to increase as the school year progresses, and student academic needs require further assistance, additional teaching staff and/or school interventionists will be hired to provide smaller group instruction.

**Start Date:** 5/28/2018  **End Date:** 6/14/2019

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

**Supported Strategies:**

- Professional Learning/Collaborating Communities

**Peer to Peer Walk-Throughs**

**Description:**

Teachers will conduct walk-throughs and observe best practices used in each other’s classrooms. They will discuss the implementation and monitoring steps during their PLC/component period.

**Start Date:** 9/3/2018  **End Date:** 6/3/2019
Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Professional Learning/Collaborating Communities

Restructure of the master schedule

Description:

The configuration of the master schedule will accommodate alignment of component times.

Start Date: 7/2/2018     End Date: 8/10/2018

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

Data-driven instruction and interventions

Description:

Collect data on students who qualify for MTSS and use to drive the interventions and classroom instruction when applicable. Data will be review quarterly for growth.

Start Date: 8/13/2018     End Date: 6/14/2019

Program Area(s):

Supported Strategies: None selected

Data-Based Flex Grouping

Description:

Using benchmark assessment and diagnostic assessment, students will be group according to their ability/prior knowledge of the content.

Start Date: 9/3/2018     End Date: 5/31/2019
Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies: None selected

Implementation of Safe School Climate Action Plan

Description:

Administer survey twice a year, analyze data, adjust the action plan for the following school year

Start Date: 10/1/2018   End Date: 4/30/2019

Program Area(s):

Supported Strategies:

- Safe School Climate
Appendix: Professional Development Implementation

Step Details

<table>
<thead>
<tr>
<th>LEA Goals Addressed:</th>
<th>Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy #1: A Culture of Professional Collaboration</td>
<td></td>
</tr>
<tr>
<td>Strategy #2: Cultural Competence/Equity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27/2018</td>
<td>6/7/2019</td>
<td>Best Practices-professional development and data base</td>
<td>Teachers will have the opportunity to develop skills and strategies in areas that have been identified as unsuccessful, based on classroom observation, teacher request, peer to peer walkthroughs, and anecdotal records. Evidence of Implementation: increase academic data, less classroom management concerns.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>Southern Middle School</td>
<td>School</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Supportive Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple research-based instructional practices</td>
<td>Differentiation Strategies</td>
</tr>
<tr>
<td>Go Math and American Reading Company Instructional Frameworks</td>
<td>Pre-teaching Strategies</td>
</tr>
</tbody>
</table>
Flex Grouping

Acceleration Strategies

Positive Classroom Management

Equity

Instructional Technologies

Inquiry-based Science

Restorative Practices

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format**

Series of Workshops
<table>
<thead>
<tr>
<th>Participant Roles</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers</td>
<td>Middle (grades 6-8)</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>Other educational</td>
<td></td>
</tr>
<tr>
<td>specialists</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow-up Activities</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team development and</td>
<td>Classroom observation focusing on</td>
</tr>
<tr>
<td>sharing of content-area</td>
<td>factors such as planning and preparation,</td>
</tr>
<tr>
<td>lesson implementation</td>
<td>knowledge of content, pedagogy and</td>
</tr>
<tr>
<td>outcomes, with</td>
<td>standards, classroom environment,</td>
</tr>
<tr>
<td>involvement of administrator and/or peers</td>
<td>instructional delivery and professionalism.</td>
</tr>
<tr>
<td>Peer-to-peer lesson</td>
<td>Review of participant lesson plans</td>
</tr>
<tr>
<td>discussion</td>
<td></td>
</tr>
<tr>
<td>Lesson modeling with</td>
<td></td>
</tr>
<tr>
<td>mentoring</td>
<td></td>
</tr>
<tr>
<td>Journaling and reflecting</td>
<td></td>
</tr>
</tbody>
</table>
Assurance of Quality and Accountability

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

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

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

With this **Assurance of Quality & Accountability**, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Southern MS in the Reading SD for the 2014-2019 school-year.

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**No signature has been provided**

Superintendent/Chief Executive Officer

**No signature has been provided**

Board President

**No signature has been provided**

IU Executive Director
Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.
School-wide rules and expectations were rewritten in a more positive manner. New school-wide expectations were created to establish an academic-focus environment which recognizes students who are on-track academically, behaviorally and attending school regularly. More student activities were added to the school calendar. Parent engagement and participation increased by 50% from the 2016-17 school year. Academically, students demonstrated growth on the OnHand Benchmark assessment. In terms of discipline, it has decreased considerably. During the 2016-17 school year, we were #3 district-wide. This year we dropped down to #5 district-wide. The school climate during the 2016-17 school year was loud, chaotic and disruptive. For the 2017-18 school year, the school climate is quiet and conducive to learning. The staff even participated in a community walk in May.

Describe the continuing areas of concern from past the year.
One concern is a need to address the social-emotional needs of our students. Some students lack the skills necessary to successfully negotiate the middle school years. Another concern is that although we are making growth academically, it is still not enough.

Describe the initiatives that have been revised.
The school-wide positive behavior plan (ChAMPS) had to be revised to better meet the needs of our students. How to help students make better choices? How to help students be successful? The main objective is to change a punitive culture into a culture of "catch them being good".

2016-2017 Improvement Evaluation

Describe the success from the past year.
A success for Southern MS is the creation of an academic support team in 6th grade to provide additional academic support for students below grade level. The creation of this team also reduced the class sizes for the other 6 grade teams thus allowing the teachers to provide more individualize help to the students as needed.

Describe the continuing areas of concern from the past year.
An area which remains a concern is the social/emotional growth of the students. Southern MS continues to be the top middle school in terms of discipline concerns. There are constant concerns regarding safety concerns, such as the numbers of fights, and on-going concerns with verbal disagreements among the students.

Describe the initiatives that have been revised.
In order to address the safety and disciplinary concerns and social/emotional growth of the students, a mentoring program will be created. Also, the PBIS will be review to ensure that its serving the needs of the students.

2015-2016 Improvement Evaluation

Describe the success from the past year.
One of the biggest successes that we have had at Southern Middle School is the acquisition of the materials and professional development needed to support the reading and mathematics programs for students in both grade levels. Additionally, the revitalization and restructuring of both the SAP and Child Study Teams has been an accomplishment. While we still have limited parental participation for many events, the addition of the parent ESL classes has been a huge success.

Describe the continuing areas of concern from the past year.
Student discipline has been a tremendous concern. With the lack of parental support, staff, and alternative education placements, student discipline has seen a drastic spike this school year, especially in the area of police citations. Moreover, there is still a limited amount of information currently completed on the development of the base curriculum for both Math and Language Arts.

Describe the initiatives that have been revised.
Safe schools has become our number one priority (with a complete overhaul of the current positive behavioral support program), followed by instructional practices (where we plan to focus on professional development), and curriculum development.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.
Although the Reading School District has not completed a district-wide curriculum audit yet, there have been new instructional materials and frameworks providing the both English Language Arts and Math at the middle school level. In addition, teacher committees were created to plan and enact monthly parent involvement events hosted at the school.

Describe the continuing areas of concern from the first year plan.
The Reading School District has yet to complete a complete curriculum audit. We also still do not have completed curriculum mapping. Due to the lack of student services supports (compounded by a complete lack of substitutes - so the only school counselor, the Reading Specialist, and other support staff had to cover classes internally on a daily basis), student discipline continued to rise dramatically. The monthly parent events were poorly attended and lacked an educational focus.

Describe the initiatives that have been revised.
Due to a lack of support for the OLWEUS program, a general character building curriculum will be developed and utilized during the re-instituted Advisory period.