Southwest MS

School Improvement Plan

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

Demographics

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

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

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Zulick</td>
<td>Administrator</td>
</tr>
<tr>
<td>Dennis Campbell</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Mary Altimar</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Sue Fries</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Jennifer Haupt</td>
<td>Ed Specialist - School Counselor</td>
</tr>
<tr>
<td>Joshua Hoyt</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Amy Heist</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Janna Isbell</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Terry Koch</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Leigh Anne Machowski</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Michael Phelps</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Moises Rivera</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Erik Baker</td>
<td>Middle School Teacher - Special Education</td>
</tr>
<tr>
<td>Angela German</td>
<td>Parent</td>
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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 Leadership 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 Professional Development</td>
<td>4/18/2017</td>
<td>Consultation</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.

Teachers use CDT’s and Study Island benchmark assessments to drive instruction. Once the data is reviewed they differentiate instruction during their advisory period and regular classroom instruction.

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>
</tr>
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<tbody>
<tr>
<td><strong>Extended School Day/Tutoring Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>No</td>
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<tr>
<td><strong>Before School</strong></td>
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<tr>
<td>After School</td>
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<tr>
<td>Lunch/Study Periods</td>
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<td><strong>Summer School Program</strong></td>
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<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>No</td>
</tr>
<tr>
<td><strong>In-class Instructional Support</strong></td>
<td></td>
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<tr>
<td>Pull Out Instructional Support</td>
<td>Yes</td>
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</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>
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<table>
<thead>
<tr>
<th>State/Local Grant Program</th>
<th>Amount of Grant</th>
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<tr>
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<tr>
<td>21st Century</td>
<td>$66667.00</td>
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<tr>
<td>BCAP</td>
<td>$2000.00</td>
</tr>
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</table>
Needs Assessment

School Accomplishments

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

**Accomplishment #2:**
Student attendance is at 93%

**Accomplishment #3:**
Staff attendance and Staff morale has increased.

**Accomplishment #4:**
The physical environment has improved and the space is better organized.

**Accomplishment #5:**
Pssa’s score are increasing each year in both Math and ELA.

School Concerns

**Concern #1:**
Although most students did not make annual targets, Special education and ESL students had a bigger achievement gap in both reading and math.

**Concern #2:**
For Equity: All classrooms are not consistent in regards to recognizing, planning, and embracing the diversity of all learners and consistent use of culturally responsive teaching.

**Concern #3:**
Although progress has been made towards closing the achievement gap with Special Ed and ESL, much more progress needs to be made in Math and ELA.

**Concern #4:**
There needs to be more focus on student engagement. Some classrooms do not engage all students in the lessons.
Prioritized Systemic Challenges

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

**Aligned Concerns:**

Although most students did not make annual targets, Special education and ESL students had a bigger achievement gap in both reading and math.

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

**Aligned Concerns:**

Although most students did not make annual targets, Special education and ESL students had a bigger achievement gap in both reading and math.

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

**Aligned Concerns:**

Although most students did not make annual targets, Special education and ESL students had a bigger achievement gap in both reading and math.

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

**Aligned Concerns:**

There needs to be more focus on student engagement. Some classrooms do not engage all student in the lessons.

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

There needs to be more focus on student engagement. Some classrooms do not engage all student in the lessons.

Although most students did not make anual targets, Special education and ESL students had a bigger achievement gap in both reading and math.

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

Aligned Concerns:

There needs to be more focus on student engagement. Some classrooms do not engage all student in the lessons.

Although most students did not make anual targets, Special education and ESL students had a bigger achievement gap in both reading and math.
School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual
Data Source: PVAAS Based on 2015 PSSA Data in Math and Reading Assessments
Specific Targets: Minimum of 65% of all students will show at least one year of predicted growth in math or reading

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

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

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

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

Strategies:

PLC Implementation

Description:
Utilize PLCs including an efficient documentation process. The PLCs will determine the best possible instructional strategies and/or delivery in order to provide equitable and consistent instruction from classroom to classroom.

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

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

### 2 Tier Professional Development: Develop

**Description:**

2 Tier Professional Development: Develop a 2 tiered professional development plan to ensure implementation and continuous follow through

1. **Full Staff PD:** During PD days, deliver the targeted initiative/instructional practice information to the entire staff
2. **PLC/Team Support:** Within PLCs and Team settings, discuss implementation plans and feedback to determine best practices for implementation
3. **RATIONALE:** To ensure quality and consistent implementation of PD topics

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

**Differentiated Instruction utilizing Data Analysis**

**Description:**

Ongoing analysis of data to inform and guide instruction. This includes Benchmark Assessments and CDT’s assessments. Professional development on how to analyze data for instructional purposes. Review and identify alternative benchmark assessments.

**SAS Alignment:** Assessment, Instruction

**Administrative Walk-Throughs**

**Description:**

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

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

**Determining Effective Interventions**

**Description:**

Using an Intervention Chart, effective interventions will be identified for every intensive student (based on data sources). Each child will have an individualized plan of action for intervention.

**SAS Alignment:** Assessment, Instruction, Materials & Resources

**High Quality Professional Development for Teachers**

**Description:**

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: [https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf](https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf) Jenny DeMonte July 2013. Resource: [http://effectivestrategies.wiki.caiu.org/Professional+Development](http://effectivestrategies.wiki.caiu.org/Professional+Development)

Provide professional development to train additional teachers in conferencing for the ARC program.

**SAS Alignment:** Instruction

**Blending technology into Instructional Practices**

**Description:**

Technology is an integral part of the 21st Century. Utilization of Chromebooks into the daily instruction will enhance student engagement. This includes software to enhance the instructional delivery.

**SAS Alignment:** Materials & Resources

**Implementation Steps:**

**Develop an efficient PLC implementation plan**

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

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

**INDICATOR(S) OF IMPLEMENTATION:**

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

**Start Date:** 4/12/2017  **End Date:** 6/10/2019

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

**Supported Strategies:**

- PLC Implementation

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

**Description:**

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

**INDICATOR(S) OF IMPLEMENTATION**

1. List of Areas of Focus for Professional Development as Determined by the School Improvement Team with a focus on classroom management.
2. Calendar of Dates for Professional Development Facilitation (Scheduled Around or in Conjunction with District Planned Professional Development)
3. Continue presenting Equity program throughout the school year. (Gary Howard)

**Start Date:** 8/1/2017  **End Date:** 6/10/2019

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

**Supported Strategies:**

- PLC Implementation
Create PLC Meeting Schedules for Each Content Area

Description:

A consistent schedule for PLC meetings will be created and built into the Master Schedule. Documented evidence will be available through the PLC meeting goal setting process that includes detailed short-term and long-term goals for teachers and students. This will be scheduled 3 times in a 6 day cycle.

INDICATOR(S) OF IMPLEMENTATION:

1. Meeting Schedule for PLC Created
2. Documented Meeting Minutes Providing Information on Curriculum, Student and Program Progress
3. Targeted Focus for Consistent Curriculum Delivery and Instructional Practices and content area minutes reviewed on a monthly basis.
4. Develop a PLC minute rubric document to be used as an action plan.

Start Date: 9/8/2017  End Date: 6/7/2019

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

Supported Strategies:

• PLC Implementation

Data Summits

Description:

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

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

Start Date: 9/7/2017  End Date: 6/7/2019

Program Area(s): Professional Education
Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

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

Description:

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

Evidence of Implementation: Mentor meeting notes

Start Date: 8/17/2015   End Date: 6/5/2019

Program Area(s): Teacher Induction

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis
- Administrative Walk-Throughs
- High Quality Professional Development for Teachers

*Identify Students for SAP*

Description:

Archives of referred students will be created and utilized to progress monitor the intervention process per SAP guidelines.

**INDICATOR(S) OF IMPLEMENTATION:**

1. Lists of Identified Students Created and Archived for Monitoring Purposes Throughout the School Year
2. Action Plans for Identified Students
3. Determine criteria/timeline for SAP referrals
4. Counselor introduces SAP referral criteria at August inservice

Start Date: 8/3/2017   End Date: 6/9/2019
**Program Area(s):** Special Education, Student Services

**Supported Strategies:**

- PLC Implementation

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

**Description:**

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

Evidence of Implementation: Meeting log; Student data will indicate that they are making progress towards their goal

**Start Date:** 8/17/2015     **End Date:** 6/5/2019

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

**Supported Strategies:**

- PLC Implementation
- Differentiated Instruction utilizing Data Analysis

*Professional Development on Data Analysis and Differentiated Instruction*

**Description:**

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

Evidence of Implementation: PD agendas and materials

**Start Date:** 8/17/2015     **End Date:** 6/12/2019

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

- PLC Implementation
- Differentiated Instruction utilizing Data Analysis

**Monitoring for Consistent Instructional Practices including student engagement Across the School**

Description:

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

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

**Start Date:** 9/7/2015  **End Date:** 6/5/2019

Program Area(s):

**Supported Strategies:**

- Administrative Walk-Throughs

**Technology Implementation**

Description:

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

**Start Date:** 6/7/2017  **End Date:** 6/5/2019

Program Area(s): Educational Technology

**Supported Strategies:**

- PLC Implementation
- Differentiated Instruction utilizing Data Analysis
- Administrative Walk-Throughs
Professional development on language development in the content area

Description:
Teachers will receive training on professional development on developing the language (vocabulary) in the content area.

Start Date: 8/23/2017   End Date: 6/8/2018

Program Area(s): Professional Education

Supported Strategies:
- 2 Tier Professional Development: Develop

Instructional Intervention Chart

Description:
Every teacher will utilize an instructional intervention chart to identify interventions being provided based on area of need determined by initial assessments and ongoing progress monitoring for at risk students.

Evidence of Implementation: Instructional Intervention Chart

Start Date: 8/21/2017   End Date: 6/8/2018

Program Area(s): Special Education

Supported Strategies:
- Differentiated Instruction utilizing Data Analysis

Implementation of direct instruction from data analysis

Description:
Utilizing the data from benchmark testing, students, paying particular attention to students with special needs, will be placed in small groups for instruction with a scientifically-researched based program. The students will be placed based upon needs.

Start Date: 9/21/2015   End Date: 6/7/2018
**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- Differentiated Instruction utilizing Data Analysis

**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:**

- PLC Implementation
- High Quality Professional Development for Teachers

**Purchase technology**

**Description:**

Purchasing of technology, additional chromebooks, interactive whiteboards and headphones will allow teachers and students access. This also includes software to enhance instruction and provide interventions to students.

**Start Date:** 7/2/2018  **End Date:** 6/14/2019

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

**Supported Strategies:**

- Blending technology into Instructional Practices

**Equity Training and Implementation**
**Description:**

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:**

- High Quality Professional Development for Teachers

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

**Indicators of Effectiveness:**

**Type:** Annual

**Data Source:** PSSA / PVAAS

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

**Type:** Interim

**Data Source:** Benchmark Assessments

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

**Strategies:**

*Common Assessment within Grade/Subject*

SAS Alignment: Assessment, Instruction

Reading Across the Curriculum

Description: "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CReating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four interventions?ReadAbout, CReating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Instruction

Common Core Language Arts Curriculum

Description:

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

SAS Alignment: None selected

Common Core Math Curriculum
Description:

Implementation of curriculum that is aligned to the Pennsylvania Common Core.

**SAS Alignment:** Standards

**Implementation Steps:**

**Implementation of Common Core Language Arts Curriculum**

Description:

Implement the language arts curriculum based upon the common core and utilize the resources provided. Utilize ARC Framework.

**Start Date:** 3/2/2015    **End Date:** 6/5/2019

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

**Supported Strategies:**

- Common Core Language Arts Curriculum

**Implementation of Common Core Math Curriculum**

Description:

Teachers will implement the common core math curriculum with the resources provided. Utilize GO MATH Program.

**Start Date:** 1/5/2015    **End Date:** 6/5/2019

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

**Supported Strategies:**

- Common Core Math Curriculum

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

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

Evidence of Implementation: Professional Development schedule/Teacher Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Common Core Language Arts Curriculum

Technology Implementation

Description:

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

Start Date: 6/7/2017    End Date: 6/5/2019

Program Area(s): Educational Technology

Supported Strategies:

- Common Core Language Arts Curriculum
- Common Core Math Curriculum

Professional Development of Common Core Math Curriculum

Description:

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

Evidence of Implementation: Professional development schedule/Lesson Plans
Start Date: 1/5/2015   End Date: 6/9/2019

Program Area(s): Professional Education

Supported Strategies:

• Common Core Math Curriculum

*Use Common Benchmark Assessments*

Description:

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

Start Date: 6/1/2015   End Date: 8/21/2019

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

Supported Strategies:

• Common Assessment within Grade/Subject

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: SAP Referrals

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

Type: Annual

Data Source: Discipline referrals

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

*Student Assistant Program*

**Description:**

The Student Assistant Program will assist in identifying students at-risk and provide supports that are needed in the area of mental health, behaviors and academic at-risk students. The team will provide strategies for implementation.

Evidence of Implementation: Records from SAP, Child Study and MTSS

**SAS Alignment:** Safe and Supportive Schools

*School-Wide Positive Behavior Support*

**Description:**

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

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

Evidence of Implementation: Incentive Schedule

**SAS Alignment:** Safe and Supportive Schools

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

**Description:**

Provide remedial math, reading and writing instruction for at-risk students. At-risk student are identified through data analysis as well as SAP. Scientifically-based programs will be utilized. Corrective reading and dibels will be administered at least three times during the school year.
**SAS Alignment**: Safe and Supportive Schools

**Parental Involvement**

**Description:**

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

**SAS Alignment**: Safe and Supportive Schools

**Multi-Tiered System of Support**

**Description:**

Implementation of Multi-Tiered System of support to provide interventions to students that are not making progress. Teachers are also able to refer students to Tier 3 interventions.

**Evidence of Implementation:**

1. Schedule of Intervention
2. Progress Monitoring Data

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

**School Climate**

**Description:**

Research indicates that a positive school climate is an important part of a school culture. Successful schools has an environment that is positive to all stakeholders, students, parents and teachers.

**SAS Alignment**: Safe and Supportive Schools

**Implementation Steps:**

**Revision of PBIS plan**
Description:

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

Indicator of Implementation: Revised PBIS plan and utilize the SWIS referral documentation system.

Start Date: 8/17/2015  End Date: 6/5/2019

Program Area(s): Special Education, Student Services

Supported Strategies:

- School-Wide Positive Behavior Support

Development of Monthly Incentives

Description:

Committee will develop and ensure implementation of monthly incentives for students exhibiting positive behaviors throughout the school community. Monthly incentive could include field trips, schoolwide assemblies and rewards from the school store.

Start Date: 8/1/2017  End Date: 6/10/2019

Program Area(s): Student Services

Supported Strategies:

- School-Wide Positive Behavior Support

Professional Development of PBIS

Description:

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

**Start Date:** 8/17/2015    **End Date:** 6/5/2019

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

**Supported Strategies:**

- School-Wide Positive Behavior Support

**Administrative Review of Discipline Referrals**

**Description:**

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

**Start Date:** 8/21/2017    **End Date:** 6/7/2019

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

**Supported Strategies:**

- Student Assistant Program
- School-Wide Positive Behavior Support

**SAP Referral**

**Description:**

Students can be referred to SAP through the PLCs

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

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

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

- Student Assistant Program

**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 liason 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:**

- Student Assistant Program

**Monthly Parent Involvement Activities**

**Description:**

The school will host monthly parent involvement events that allow teachers and school leaders the opportunity to collaborate with parents towards student success.

Evidence of Implementation: Parent Summits

Hosting events that draw parents into the school creates an opportunity to collaborate with parents about their students' success and the school's programs.
**Start Date:** 9/7/2015  **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Parental Involvement

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

Description:

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

**Start Date:** 9/1/2017  **End Date:** 6/10/2019

Program Area(s):

Supported Strategies:

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

**Development of a Formal Parent Organization**

Description:

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

**Start Date:** 8/1/2017  **End Date:** 6/10/2019

Program Area(s): Student Services

Supported Strategies:

- Parental Involvement

"**DIBEL-down**" on students with an IEP, identified as ESL and/or scored Below Basic on the PSSA.
Description:

Description: Each Special Education and/or ESL student will have grade level DIBELS data as well as DIBELS data from other grades until the student reaches benchmark at a 90% accuracy rate.

Evidence of Implementation: Data spreadsheet will indicate the students that have been "dibel-downed."

Start Date: 9/5/2017   End Date: 6/8/2018

Program Area(s): Special Education

Supported Strategies:

- Multi-Tiered System of Support

**Utilization of "dibel-down" data to determine intervention for students**

Description:

Description: Reading Specialists and Leadership team will look at the data and determine which scientifically based materials will match the needs of the students.

Evidence of Implementation: Implementation of intervention materials no later than 10/15/2018

Start Date: 9/28/2018   End Date: 6/14/2019

Program Area(s): Special Education

Supported Strategies:

- Multi-Tiered System of Support

**Purchase of scientifically-based materials for Intervention**

Description:

Materials will be purchased for intervention.

Start Date: 8/27/2018   End Date: 11/30/2018
Program Area(s): Special Education, Student Services

Supported Strategies:

- Multi-Tiered System of Support

Administer School Climate Survey

Description:
Stakeholders will take the School Climate survey so that the Leadership team can create an action plan to improve the climate.

Start Date: 7/2/2018   End Date: 7/13/2018

Program Area(s): Professional Education

Supported Strategies:

- School Climate

Develop and implement an action plan to address School Climate

Description:
The school climate committee will develop an action plan to address the deficits of the school climate survey.

Evidence of Implementation: Climate action plan

Start Date: 8/1/2018   End Date: 6/7/2019

Program Area(s): Student Services

Supported Strategies:

- School Climate
### Appendix: Professional Development Implementation

#### Step Details

<table>
<thead>
<tr>
<th>LEA Goals Addressed: 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>
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<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4/12/2017</td>
<td>6/10/2019</td>
<td>Develop an efficient PLC implementation plan</td>
<td>All PLCs will have uniform and detailed meeting guidelines with action planning documentation. PLCs will have multiple focuses including but not exclusive to...</td>
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<td></td>
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<td></td>
<td>• Implementation of Common Core Curriculums</td>
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<td>• Data Analysis</td>
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<td>• Action Planning</td>
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<td></td>
<td></td>
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<td>• At-risk students</td>
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**INDICATOR(S) OF IMPLEMENTATION:**

1. Documented Meeting Minutes Providing Information on Curriculum, Student and Program Progress
2. Targeted Focus for Consistent Curriculum Delivery and Instructional Practices
<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
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<td>Building Administration</td>
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<td>40</td>
<td>Reading School District Staff</td>
<td>School Entity</td>
<td>Yes</td>
</tr>
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</table>

1. Data-Analysis Tools and Procedures
2. Collaborative Instructional Support

**Knowledge**

3. Effective Intervention Development and Implementation
4. Development and Utilization of Common Assessments

**Supportive Research**

Professional Learning Communities

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

**Training Format**
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

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

**Grade Levels**
- Middle (grades 6-8)

**Follow-up Activities**
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring

**Evaluation Methods**
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
LEA Goals Addressed:

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

Strategy #1: PLC Implementation
Strategy #2: Differentiated Instruction utilizing Data Analysis

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<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>8/17/2015</td>
<td>6/12/2019</td>
<td>Professional Development on Data Analysis and Differentiated Instruction</td>
<td>Discussions of grouping techniques, appropriate strategies for instruction, strategies for gap skills, sharing of strategies with grade level and content. PLCS will be incorporated throughout the school year.</td>
</tr>
</tbody>
</table>

Evidence of Implementation: PD agendas and materials

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<tr>
<th>Person Responsible</th>
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<th>EP</th>
<th>Provider</th>
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<td>50</td>
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<td>School Entity</td>
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</table>

Knowledge

Understanding of how to differentiate for individual student needs. How to use Diagnostic data to place and instruct students.

Supportive Research

Differentiated instruction is a best practice. Using data to instruct students is also best practice.

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.

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

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

**Training Format**

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

**Participant Roles**

- Classroom teachers
- Principals / Asst. Principals

**Grade Levels**

- Middle (grades 6-8)

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- PVAAS Report
LEA Goals Addressed:
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

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<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>8/23/2017</td>
<td>6/8/2018</td>
<td>Professional development on language development in the content area</td>
<td>Teachers will receive training on professional development on developing the language (vocabulary) in the content area.</td>
</tr>
</tbody>
</table>

Person Responsible: Administrators

Provider: Reading School District ESL Professional Development Facilitators

Knowledge
Teachers will utilize strategies to learn to enhance vocabulary development.

Supportive Research
Vocabulary development

Designed to Accomplish

For classroom teachers, school counselors and education specialists:
Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s
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<tr>
<th>Training Format</th>
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<tbody>
<tr>
<td>LEA Whole Group Presentation</td>
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<tr>
<td>Series of Workshops</td>
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<tr>
<td>Professional Learning Communities</td>
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<th>Participant Roles</th>
<th>Grade Levels</th>
<th>Follow-up Activities</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers</td>
<td>Middle (grades 6-8)</td>
<td>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</td>
<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
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<td>Principals / Asst. Principals</td>
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<td>Creating lessons to meet varied student learning styles</td>
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<td>School counselors</td>
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<tr>
<th>LEA Goals Addressed:</th>
<th>Strategy #1: Common Core Language Arts Curriculum</th>
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<tbody>
<tr>
<td>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.</td>
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</table>
Teacher professional development on implementation of revised Language Arts curriculum and implementation in secondary classrooms. These include English, Science and Social Studies teachers.

Evidence of Implementation: Professional Development schedule/ Teacher Lesson Plans

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<th>App.</th>
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<tbody>
<tr>
<td>Director of Secondary Ed; Secondary Principals; and teachers</td>
<td>6</td>
<td>1</td>
<td>10</td>
<td>American Reading Company</td>
<td>For Profit Company</td>
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</table>

Knowledge

How to use the program with fidelity to better utilize the IRLA (assessment). How to Conferences with students and work within the time allowed for a class period.

Supportive Research

The American Reading program is a research base program that promotes best 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.

For school and district administrators, and other educators seeking leadership

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and
interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

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

Instructs the leader in managing resources for effective results.

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<td>Principals / Asst. Principals</td>
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<tr>
<td>Paraprofessional</td>
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<td>Peer-to-peer lesson discussion</td>
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<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
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<tr>
<td>Student PSSA data</td>
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<tr>
<td>Standardized student assessment data other than the PSSA</td>
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<td>School pace data</td>
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LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned Curriculum

Strategy #1: Common Core Math Curriculum
curriculum framework across all classrooms for all students.

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<tbody>
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<td>Houghton Mifflin and Harcourt publishers</td>
<td>For Profit Company</td>
<td>No</td>
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</table>

Knowledge

Better understanding of how to teach common core standards through GO Math program. How to use resources from GO Math.

Supportive Research

The Go math program is research based and the instruction uses best teaching practices.

Designed to Accomplish

- 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.
- Provides the knowledge and skills to think and plan strategically, ensuring that...
Educators seeking leadership roles:

- Assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

### Training Format

**Department Focused Presentation**

### Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Paraprofessional

### Grade Levels

Middle (grades 6-8)

### Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussion
- Joint planning period activities

### Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- PVAAS results

### LEA Goals Addressed:

**Ensure that there is a system within the**

**Strategy #1: School-Wide Positive Behavior**
Professional development will be provided to the faculty of Southwest of the revision on the plan and the schedule of events. There will also be a review of the referral process.

Indicator of Implementation: Meeting agenda

- **Knowledge**: Staff sharing ideas on classroom management. Consistent rules and procedures school wide.

- **Supportive Research**: PBIS is Research based and it utilizes best teaching practices.

**Designed to Accomplish**

- **For classroom teachers, school counselors and education specialists:**
  - Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
  - Empowers educators to work effectively with parents and community partners.

- **For school and district administrators, and other educators seeking leadership roles:**
  - Provides leaders with the ability to access and use appropriate data to inform decision-making.
  - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
  - Instructs the leader in managing resources for effective results.
<table>
<thead>
<tr>
<th>Training Format</th>
<th>LEA Whole Group Presentation</th>
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<tr>
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<th>Participant survey</th>
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<tbody>
<tr>
<td></td>
<td>Evaluating amount of student discipline referrals each year</td>
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</table>
Assurance of Quality and Accountability

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

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

- Addresses all the required components prescribed by the Pennsylvania Department of Education
- Meets 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 Southwest MS in the Reading SD for the 2014-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director
Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.
Southwest focused on the common benchmark assessments. Teachers as well as students established goals for each benchmark period. The item analysis was also utilized to ensure that the needs of the students were being met. Students received remediation on these skills during Saturday school as well as RAE.

Describe the continuing areas of concern from past the year.
Consistent implementation of instructional practices across all classroom teachers. This was evident in walk-throughs. The district technology coach will continue to provide supports to the teachers. Also, the safe and supportive schools goal needs to be revisited to ensure students are receiving adequate supports.

Describe the initiatives that have been revised.
Safe and supportive schools had a SAP liason added to it as well as MTSS process of identifying students for additional interventions using a scientifically-researched based materials. Student engagement will be a focus as well as teachers supports of one another.

2016-2017 Improvement Evaluation

Describe the success from the past year.
Through the use of data (CDT’s and Study island) teacher were able to drill down on specific needs of student and improve instruction. Benchmark assessments are showing improvement. This data was utilized to organize advisory and intervention groups. Additional professional development was provided for the language arts and social studies teacher to ensure students received instruction at their instructional level.

Describe the continuing areas of concern from the past year.
Despite many improvements there is still a achievement gap with ESL and Special Ed students. Teachers still need additional professional development on developing language skills in the content area.

Describe the initiatives that have been revised.
Instead of just utilizing the benchmarks, the implementation of the CDTs allows Southwest to dig deeper into the data and adjust intervention time.

2015-2016 Improvement Evaluation

Describe the success from the past year.
The successful implementation of a new Math program (GO MATH) and a new ELA program (ARC) has put student on the right path towards understanding common core standards.

Describe the continuing areas of concern from the past year.
There needs to be more work towards student engagement and checking for understand. Results from PVAAS indicate that some students are not performing where they are predicted to perform.

Describe the initiatives that have been revised.
New Math and ELA programs have been adjusted to coincide with eligible content. PBIS has been revised to fit the needs of the ever changing diverse student population. Staff is getting deeper into equity training with a better understanding of cultural competence.

2014-2015 Improvement Evaluation

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

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

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