

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Pottstown School District

School Building Name

Pottstown Middle School

4-Digit School Building Code

School Street Address

600 N Franklin Street Pottstown PA 19464

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Brian Hostetler	Principal	Pottstown Middle School
Kimberly Boswell	Prinicpal	Pottstown Middle School
Mike Ishler	Principal	Pottstown Middle School
Laurie Kolka	Curriculum Director	Pottstown School District
Kelly Leibold	Counselor	Pottstown Middle School
Beth Burkheimer	Dean of Students	Pottstown Middle School
Andrea Roberts, Jesse Tupper, Cindy Ziegler, Michele Andre, Rich Saylor, Liz Rega, Iris Bucci, Nikki Pezzino, Cathy Knapke	Teacher	Pottstown Middle School
Sue Lawrence	School Board Member	Pottstown Middle School
Diana Stitt	Parent	
David Charles	Community Member/Mentor	
Kelly Earnshaw, Kelly Grosser	Community Member/Mentor/YWCA	YWCA

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

To obtain the most comprehensive approach to our school assessment and improvement, we compiled a diverse committee of stakeholders. This committee consisted of teachers (including regular ed and special ed, as well as various subject areas), building-level administrators, district-level administrators, school board, parents, and community partners.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

Committee members met and collaborated to developing a vision, identifying strengths and weaknesses, and analyze data to perform a needs-assessment and outline the components of the school improvement plan. The plan will be implemented over the course of 3 years and will be revisited bi-yearly to assess, monitor, and track progress to determine any needs or adjustments.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
PMS is a collaborative community where students feel inspired to grow academically, socially, and emotionally at every level	Progress towards the vision will be tracked through numerous data sources such as meeting minutes/notes, professional development plans, attendance, grades, standardized test scores,

	benchmark test scores and any additional progress monitoring tools or resources that we can utilize to track and attain our school goals.

II. School Level Needs Assessment

A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

Utilizing the guidelines provided by the PA Department of Education, we followed the PA Essential Practices Self-Assessment Guide to gather a comprehensive look at data and identify building-level strengths and areas of growth. Surveys were sent out to parents, students, and staff with a collective 1,000 responses between all groups. The committee spent time analyzing data from the survey, student and teacher focus groups, data connected to the current implementation of 18 evidence-based practices that foster sustained improvement.

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

Strengths	Supporting Evidence from Needs Assessment
1-Align curriculum, assessments, and instruction to the PA standards	We've incorporated new programs in math and ELA over the last two years. Departments continue to assess alignment with standards as

	well as examine data to determine gaps in programming. Departments continue to develop common assessments that align to standards and create opportunities for collaboration through data analysis.
2-Use systemic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Time is included in the schedule for collaboration among departments and grade levels.
9-Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Department heads have budget allocations and align purchases with needs to support students. Programming and human resources are aligned to support student growth. Staff pursue additional resources through self-purchases or crowdfunding resources to support needs in the classroom.
11-Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	We have put into place programs to support students' social growth and development in addition to the academic needs. SEL curriculum through Second Step, TERRIFIC Assemblies, Student of the month recognition, Backpack program, Creative Health services, SAP, Literacy nights, etc. are all programs that have been put in place to ensure students are welcomed, supported, and able to grow academically.
15-Partner with local businesses, community organizations, and other agencies to meet the needs of the school	The Pottstown Middle School works collaboratively with many community organizations to help our students gain experiential learning opportunities as well as provide mentoring opportunities to help students recognize their potential. Programs that support PMS students include: iSucceed Program, DOW, Molding Men, Big Brothers/Big Sisters, YWCA, Watch DOGS, North Bay, etc.

C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
4-Identify and address individual student learning	Staff lack professional development on evidenced-	Yes	Staff turnover and lack of a consistent professional

needs	based strategies. Use of data to drive instruction is used sporadically by teachers. Educators have time to collaborate but it is not utilized with a focus on instructional effectiveness and differentiation strategies to meet all student needs		development
10-Continuously monitor implementation of the school improvement plan and adjust as needed	Building-specific goal setting and visionary planning have not been utilized and therefore have not been monitored effectively.	Yes	Lack of a formal improvement plan aligned to data analysis needs
13-Implement a multi-tiered system of supports for academics and behavior	An MTSS program has been initiated in grades 5 & 6 in Reading, but little focus on MTSS occurs outside of Reading in grades 5/6 or any content areas in grades 7/8.	Yes	Staff lack a thorough understanding of a comprehensive MTSS program and the tiered approach to supporting students academically and behaviorally.
14-Implement evidence-based strategies to engage families to support learning	Family engagement exists during fall conferences but is limited beyond this opportunity. Limited effective strategies are incorporated to engage families in	Yes	Communication with families and a collective belief that students can succeed through the support of a school-parent team.
16-Identify professional learning needs through analysis of a variety of data	Professional development needs are based on personal perception with little focus on building data to drive professional development	Yes	Data is not utilized for professional development needs

D. Established Priorities and Aligned Outcome Categories

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

Priority Statements	Rationale	Outcome Category
1. Identify and implement consistent, evidence-based instructional practices for core instruction in all classes for academics and behavior	Through our data analysis, the committee identified a need for professional development tied to and the implementation of best practices in instruction.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction

<p>2. Develop and implement a multi-tiered system of supports for academics and behavior</p>	<p>The steering committee's review of data supported a rating of "not yet evident" in the Essential Practices document (Practice 13). While the school has established readiness for systems change and determine that though MTSS implementation is desirable and feasible, there is little evidence to show that implementation has begun.</p>	<p>Essential Practices Condition 3 - Provide Student-Centered Support Systems</p>
<p>3. Cultivate a school climate that creates the necessary conditions for teaching, learning, and growth among students and staff</p>	<p>Practice 6, Foster a culture of high expectations for success for all students, educators, families, and community members was outlined as an area of growth based on survey data.</p>	<p>Essential Practices Condition 2 - Empower Leadership</p>

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: Identify and implement consistent, evidence-based instructional practices for core instruction in all classes for academics and behavior

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Given a subject-specific, research-based benchmark assessment, 60% of students will achieve grade level standards by the final administration	Beginning of year, subject-specific, standardized (or curriculum-based) benchmark	Middle of year, subject-specific, standardized (or curriculum-based) benchmark	End of year, subject-specific, standardized (or curriculum-based) benchmark
PMS will reduce disciplinary referrals by 10% within the school year as measured by the eSchool system and monitored by school administration	Reduction in office referrals by 3% over the previous year.	Reduction in office referrals by 7% over the previous year	Reduction in office referrals by 10% over the previous year.

Priority Statement #2: Develop and implement a multi-tiered system of supports for academics and behavior

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 2020, PMS will have conducted an MTSS audit, facilitated by MCIU, to review the existing structure and supports for academic and behavioral MTSS (Tiers 1-3) and plan for implementation beginning September 2020	Begin program review and MTSS needs assessment.	Continue program review and needs assessment	Recommendation for MTSS plan implementation in 2020-2021 school year.
By September 2020, PMS will implement a MTSS structure (Tiers 1 -3) in academics and behavior, supported by instructional strategies that have high degrees of efficacy and intervention programs that are	Beginning of year data review in September to determine instructional plans	Middle of year data review in February to review progress and make adjustments	End of year data review for reflection and plan for continuity of services into the next school year

evidence-based			
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Priority Statement #3: Cultivate a school climate that creates the necessary conditions for teaching, learning, and growth among students and staff

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
PMS will improve the results of the student and staff climate surveys to show a 15% increase in favorable responses annually, with 80% of respondents responding positively by June 2022	Beginning of year climate surveys for students and staff	Middle of year climate surveys for students and staff	End of year climate surveys for students and staff
PMS will increase the amount of positive communication between school staff and parents as evidenced by an annual 15% increase of logged calls/ emails, beginning in 2020-2021	Beginning of year faculty meeting review of communication logs	Middle of year faculty meeting review of communication logs	End of year faculty meeting review of communication logs

IV. Action Plans

A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: Identify and implement consistent, evidence-based instructional practices for core instruction in all classes for academics and behavior

Measurable Goals	Evidence-Based Strategy
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Given a subject-specific, research-based benchmark assessment, 60% of students will achieve grade level standards by the final administration	Teacher clarity is a research-based process for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions. Teachers will define and describe learning intentions and success criteria for addressing content-specific academic or core standards by applying the process to a single standard and break a learning intention into learning progressions.
PMS will reduce disciplinary referrals by 10% within the school year as measured by the eSchool system and monitored by school administration.	PMS will implement SEL instruction with fidelity daily, across all curricula, embedded throughout daily activities, measured quarterly with teacher, student, and parent surveys. Additionally, students' social and emotional learning needs and development will be supported throughout community partnerships with organizations offering programming related to SEL and restorative practices.

Priority Statement #2: Develop and implement a multi-tiered system of supports for academics and behavior.

Measurable Goals	Evidence-Based Strategy
By June 2020, PMS will have conducted an MTSS audit, facilitated by MCIU, to review the existing structure and supports for academic and behavioral MTSS (Tiers 1-3) and plan for implementation beginning September 2020.	PMS administrators, teachers, psychologists, school counselors, and student support services develop a core data team to establish an expectation of data collection to support the structure of a MTSS model. Additionally, we will review current Tier 2 & 3 intervention practices and explore the expansion of current practices using data to target standardized, targeted small-group instruction with validated intervention programs in academics and behavior. "Evidence-based" at Tiers 2 & 3 means that the intervention program has been demonstrated through rigorous research to have a positive impact on target outcomes for students at risk, when delivered with fidelity.
By September 2020, PMS will implement a MTSS structure (Tiers 1 -3) in academics and behavior, supported by instructional strategies that have high degrees of efficacy and intervention programs that are evidence-based.	PMS administrators, teachers, psychologists, school counselors, and student support services meet regularly as a core data team to evaluate student data to determine how to best support each student individually, within the context of MTSS.

Priority Statement #3: Cultivate a school climate that creates the necessary conditions for teaching, learning, and growth among students and staff.

Measurable Goals	Evidence-Based Strategy
PMS will improve the results of the student and staff climate surveys to	Incorporation of a mentoring program for students that provides a focus on strengthening the belief that all students, staff, and parents

show a 15% increase in favorable responses annually, with 80% of respondents responding positively by June 2022.	can collaboratively have a positive impact on student growth and learning and that all students can succeed at a high level.
PMS will increase the amount of positive communication between school staff and parents as evidenced by an annual 15% increase of logged calls/ emails, beginning in 2020-2021.	PMS will incorporate electronic and verbal communication strategies and expectations to increase positive communication with parents regarding behaviors and academics.

B. Action Plan Steps

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

Expenditures:

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

Professional Learning Opportunities:

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe

- Lead Person/Position

School Level Action Plans

Priority #1 – Measurable Goal #1: _Given a subject-specific, research-based benchmark assessment, 60% of students will achieve grade level standards by the final administration.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Teachers will provide clarity in learning and instruction through defining and describing learning intentions and success criteria for addressing content-specific academic or core standards by applying the process to a single standard and break a learning intention into learning progressions.	Curriculum Documents; PA Standards, Assessments, Time allocation, general classroom supplies	Teachers, department heads, administration	01/01/2019-09/01/2020
Teachers will continue the process of providing clarity in learning and instruction with multiple standards within a unit of study until the course is mapped, by standard, with learning progressions and success criteria.	Curriculum Documents; PA Standards, Assessments, Time allocation, general classroom supplies	Teachers, department heads, administration	09/01/2020-/09/01/2021
Teachers will clearly display and utilize learning progressions in the classrooms as a visual reminder for students to support the transfer of accountability of learning and monitoring success to students.	General classroom supplies	Teachers	09/01/2019-09/01/2022

Anticipated Outputs:
Curriculum documents updated to include learning progressions and common assessments
Monitoring/Evaluation Plan:
Review grade level and department meeting minutes for evidence of learning progression preparation; Walkthrough data indicating whether or not teachers have learning progressions displayed for the appropriate unit of study.

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

Expenditure (Brief Description)	Funding Source	Cost
Staff Salary & Benefit Costs	General Fund	Staff salaries
Paper Costs	General Fund	\$0.03/copy

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: Teachers will attend Clarity for Learning: Five Essential Practices That Empower Students and Teachers with John Almarode at MCIU on November 15, 2019	
Audience	Lead teachers from each department, building administrator & curriculum director
Topics to be Included	How to achieve clarity in instruction to maximize effectiveness.
Evidence of Learning	Professional learning meeting minutes, by grade level and department, showing evidence of planning and collaboration around improving teacher clarity
Anticipated Timeframe	Enter Start Date:November 15, 2019 Anticipated Completion Date:November 15, 2019
Lead Person/Position	Department Chairs in Math, ELA, Soc St, Science, Special Education

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

Professional Learning Goal 2:

Develop subject-specific professional learning communities with the focus of teacher clarity and learning progressions.

Audience	Math, ELA, Science, Social Studies, Special Education teachers
Topics to be Included	Department chairs will share the learning from the “Clarity for Learning” session and guide his/her team through the creation of learning progressions by unit of study over the course of a year in a professional learning community model
Evidence of Learning	The development of learning progressions, by grade level and department
Anticipated Timeframe	Enter Start Date:November 16, 2019 Anticipated Completion Date:November 16, 2019
Lead Person/Position	Department Chairs in Math, ELA, Soc St, Science, Special Education

Priority #1- Measurable Goal #2: _PMS will reduce disciplinary referrals by 10% within the school year as measured by the eSchool system and monitored by school administration.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Grade level teams meet 3 times per month for the purpose of collaboratively planning for the weekly SEL lessons, systematic cross-curricular connections, and strategies to embed SEL skills and concepts into daily lessons. (evidenced through the template agenda submitted to the building admin team)	Meeting agenda template, clear expectations provided to staff, professional development on effective communication and meeting practices	Teaching professionals, administration	2019-2020 School Year
Teachers will include the reinforcement of SEL concepts and strategies into daily lesson instruction. (evidenced through daily lesson plans which specifically outline SEL concepts/strategies that are a focus for the lesson)	Lesson plan guidelines	Teaching professionals, administration	2019-2020 School Year
Building staff will use consistent language when providing instruction related to SEL skills and strategies. Teachers will maintain SEL word walls that identify SEL skills/strategies taught. (Admin will provide clarity on the language utilized and words to be posted in the room)	Consistent terminology outlined for use in each grade level	All middle school staff	2019-2020 School Year
Community partners and mentors will	Community connections, SEL	Middle School Administration,	2019-2020 School Year

have access to SEL curriculum, concepts, and vocabulary. These groups will reinforce SEL skills through programming offerings to middle school students	curriculum, access to SEL vocabulary	Community Liasion, Community organizations	

Anticipated Outputs:
 Teachers will display word walls for easy reference when utilizing SEL terms during instruction. Teachers will use the Second Step curriculum to outline collaborative planning strategies and development of lessons. Community partners will be able to reinforce SEL skills and concepts because they will have access to the same curriculum and will be able to seek strategies to embed these skills into their programming.

Monitoring/Evaluation Plan:
Walkthrough data on implementation and utilization of an SEL word wall during lessons. Weekly checks of meeting minutes to assess collaboration and planning strategies utilized. Align incentives and behavior language with SEL language.

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

Expenditure (Brief Description)	Funding Source	Cost
Staff Salary & Benefit Costs	General Fund	

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

Professional Learning Goal 1: Develop subject-specific professional learning communities with the focus of SEL.	
Audience	All building staff
	Self-awareness, self-management, responsible decision making, social

Topics to be Included	awareness, relationship skills
Evidence of Learning	Implementation with fidelity of the core SEL lessons, supported by evidence of SEL application in the classroom setting
Anticipated Timeframe	Enter Start Date:08/01/2019 Anticipated Completion Date:08/01/2021
Lead Person/Position	Guidance Team

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

Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #2 – Measurable Goal #1: By June 2020, PMS will have conducted an MTSS audit, facilitated by MCIU, to review the existing structure and supports for academic and behavioral MTSS (Tiers 1-3) and plan for implementation beginning September 2020.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
In collaboration with the MCIU, PMS will perform an audit of our current MTSS implementation.	Current MTSS practices, MCIU needs assessment related to MTSS	Building administration, District administration, Intervention staff, MCIU staff	2019-2020 school year
PMS administrators, teachers, psychologists, school counselors, and student support services develop a core data team to establish an expectation of data collection to support the structure of a MTSS model.	Guidelines for effective data analysis, identify data team members and data team meeting dates	Building level administration, MCIU staff	2019-2020
PMS teachers and administration, with support from MCIU, will review current Tier 2 & 3 intervention practices and explore the expansion of current practices using data to target standardized, targeted small-group instruction with validated intervention programs in academics and behavior. “Evidence-based” at Tiers 2 & 3 means that the intervention program has been demonstrated through rigorous research to have a positive impact on target outcomes for students at risk, when delivered with fidelity.	Materials related to an audit of current programming as well as strategies to effectively address Tier 2 & 3 interventions	Building administration, District administration, Intervention staff, MCIU staff	2019-2020

Anticipated Outputs:			
A thorough analysis of current MTSS strategies at all Tiers including identifying current strengths and areas of growth as well as recommendations for addressing deficiencies and drawing on strengths.			
Monitoring/Evaluation Plan:			
Monthly consultant meetings with MCIU and PMS administrative team; Regular data team meetings guided by the use of a consistent and structured data template for fidelity in data analysis			

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

Expenditure (Brief Description)	Funding Source	Cost
MTSS Evaluation Provided by MCIU	Allocated funding for A-TSI schools as distributed to local IUs	
Evidence-based resources to support the instruction in Tiers 1-3	General fund; Title 1	\$15,000
Technology to access evidence-based programs	General fund; Title 1	\$30,000

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

Professional Learning Goal 1: Teachers will receive learning around the comprehensive MTSS practice, as well as instructional strategies and practices used to deliver curriculum that have the most evidence of efficacy as determined through the MTSS audit process.	
Audience	All Pottstown Middle School Teachers and Administrators
Topics to be Included	Content-specific and research-based best instructional practices, defining a comprehensive MTSS process, data analysis utilized to drive instruction
	Lesson plans reflective of the best practices; data from observations

Evidence of Learning	
Anticipated Timeframe	Enter Start Date:08/01/2019 Anticipated Completion Date:08/01/2021
Lead Person/Position	Building Administrative Team

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

Professional Learning Goal 2: Teachers will form professional learning communities to support the facilitation, reflection, and practice of instructional practices that have the greatest efficacy.

Audience	Math, Social Studies, Special Education, ELA, and Science teachers and administrators
Topics to be Included	Continual collegial dialogues for the purpose of support in the implementation of best practices and strategies in literacy, math, and writing.
Evidence of Learning	Review of meeting minutes, lesson plans, observations
Anticipated Timeframe	Enter Start Date:08/01/2019 Anticipated Completion Date:08/01/2021
Lead Person/Position	Department Chairs

Priority #2 – Measurable Goal #2: By September 2020, PMS will implement a MTSS structure (Tiers 1 -3) in academics and behavior, supported by instructional strategies that have high degrees of efficacy and intervention programs that are evidence-based.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
PMS administrators, teachers, psychologists, school counselors, and student support services meet regularly as a core data team to evaluate student data to determine how to best support each student individually, within the context of MTSS	Data analysis tools/template	Middle school administration, teachers, counselors, school psych, and additional members of the core data team	2020-2021
PMS teachers and administration, with support from MCIU, will create a building schedule to accommodate Tier 2 intervention practices using standardized, targeted small-group instruction with validated intervention programs in academics and behavior	Building schedule	Middle school administration, teachers	2020-2021
Tier 2 & 3 interventions that have been demonstrated through rigorous research to have a positive impact on target outcomes for students at risk, will be delivered with fidelity.	Intervention strategies for tiers 2&3 that provide positive outcomes	Middle school administration, teachers	2020-2021
Anticipated Outputs:			
Development of a core data team, schedule changes to address tier 2 & 3 needs			

Monitoring/Evaluation Plan:
Regular meetings with MTSS focused on tier 2 & 3

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

Expenditure (Brief Description)	Funding Source	Cost
Staff Salaries	General Budget	

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

Professional Learning Goal 1:	
Teachers will continue to receive professional learning and support around instructional strategies and practices used to deliver curriculum that have the most evidence of efficacy.	
Audience	Math, Social Studies, Special Education, ELA, and Science teachers and administrators
Topics to be Included	Content-specific and research-based best instructional practices, defining a comprehensive MTSS process, data analysis utilized to drive instruction
Evidence of Learning	Review of meeting minutes, lesson plans, observations
Anticipated Timeframe	Enter Start Date:08/2020 Anticipated Completion Date:08/2022
Lead Person/Position	Building administrators

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

Professional Learning Goal 2:

Teachers will continue to utilize professional learning communities to support the facilitation, reflection, and practice of instructional practices that have the greatest efficacy.

Audience	Math, Social Studies, Special Education, ELA, and Science teachers and administrators
Topics to be Included	Continual collegial dialogues for the purpose of support in the implementation of best practices and strategies in literacy, math, and writing.
Evidence of Learning	Review of meeting minutes, lesson plans, observations
Anticipated Timeframe	Enter Start Date:08/2020 Anticipated Completion Date:08/2022
Lead Person/Position	Department Chair

Priority #3 – Measurable Goal #1: ___PMS will improve the results of the student and staff climate surveys to show a 15% increase in favorable responses annually, with 80% of respondents responding positively by June 2022.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Develop and implement a building structure that supports a mentoring model through at least 30 minutes of daily connection time	Expectations for the mentoring period	Building administration	2019-2020
Implement the WEB transition program with student mentors	Resources from the Boomerang Project and the WEB transition program	Staff WEB leaders, Student WEB leaders/mentors	2019-2020
Establish community-student mentoring and connections with positive adult role models.	Guidelines and expectations for anticipated mentors	Community leaders, faith-based leaders, district administration	2019-2020
Anticipated Outputs:			
Mentoring opportunities during the school day WEB activities including a beginning of year kick-off and events throughout the school year			
Monitoring/Evaluation Plan:			
Surveys measuring the climate and culture of the school specifically focused on the value of education and learning in student lives.			

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

Expenditure (Brief Description)	Funding Source	Cost
WEB Training & Mentor Development	General Fund, Grant Funding	\$25,000
SEL DESSA Climate Survey Data Collection & Review	Grant Funding	\$15,000
Community partnerships	Grant Funding	\$25,000

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

Professional Learning Goal 1:

Develop an understanding of an evidence-based model for 5th grade transition (WEB).

Audience	Targeted lead mentor teachers
Topics to be Included	Overview of WEB, required components, plan for implementation
Evidence of Learning	Functional transition program for 5th grade students entering MS
Anticipated Timeframe	Enter Start Date:09/2019 Anticipated Completion Date:09/2020
Lead Person/Position	Grade 5 & 6 lead teachers

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

Professional Learning Goal 2:

Develop an understanding of the role of mentors and how to build positive relationships among students and staff

Audience	PMS Building Staff
Topics to be Included	Role of a mentor, power of positive relationships, supporting the whole student
Evidence of Learning	Effective implementation of mentor program at the middle school
Anticipated Timeframe	Enter Start Date:09/2019 Anticipated Completion Date:09/2021
Lead Person/Position	Building administration, community & faith-based leaders

Priority #3 – Measurable Goal #2: _PMS will increase the amount of positive communication between school staff and parents as evidenced by an annual 15% increase of logged calls/ emails, beginning in 2020 2021.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Create a collaborative forum for sharing and monitoring the building’s positive parent collaborations.	Electronic,shared log to record communication, by student, to include type of communication and date	Classroom teachers and building administration	09/2019
Grade level teams, administrative team, support teams, check the collaborative forum monthly to assess progress to make sure that every student has a minimum of 10 positive connections per year (3 verbal, 10 written).	Electronic,shared log to record communication, by student, to include type of communication and date; grade level/ department meetings to track progress	Classroom teachers and building administration	09/2019
Anticipated Outputs:			
9,750 positive connections with families and caregivers of the PMS student population			
Monitoring/Evaluation Plan:			
Monthly check-ins at grade level, department meetings to determine progress toward goals; Quarterly check-ins by the administrative team to track progress and identify areas of need			

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

Expenditure (Brief Description)	Funding Source	Cost
Staff Salaries & Benefits	General Fund	

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

Professional Learning Goal 1: Raise awareness of the community and family conditions that influence the needs of students.

Audience	PMS Staff
Topics to be Included	Trauma-informed care, community health assessment, community environment
Evidence of Learning	Increased empathy in staff
Anticipated Timeframe	Enter Start Date:08/2019 Anticipated Completion Date:09/2021
Lead Person/Position	Guidance Team, Building Administration

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

Professional Learning Goal 2:

Audience	

Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Group presentation during scheduled faculty meeting	PMS Faculty	Review A-TSI planning process, utilize Steering Committee to share draft document	05/17/2019
Public presentation to the community at a School Board meeting	School board, administrative staff, community	Review core priorities of the improvement plan and processes for achieving those goals	05/2019-06/2019
Email communication	PSD Employees & Families	Review core priorities of the improvement plan and processes for achieving those goals	06/2019
Back to School Presentation	PMS Faculty and Families	Review core priorities of the improvement plan and processes for achieving those goals	08/2019 & 09/2019
Monthly faculty meetings	PMS Faculty	Continued conversation of priorities and progress toward goals	Monthly, beginning 08/2019

VI. Plan Submission

Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

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

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (*School Name*) _____
_____ for the _____ - _____ school year.

Board Approval: *Date of Board Meeting:* _____

Board President:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Superintendent of Schools/Chief Executive Officer:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Building Administrator:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

School Improvement Facilitator:

Name (printed)

Signature

Date

Scan and insert the signed Assurances Page: