

POTTSTOWN MS

600 N Franklin St

ATSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

PMS is a collaborative community where students feel inspired to grow academically, socially, and emotionally at every level

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

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.

Other

Parent and family engagement

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.

Essential Practices 3:
Provide Student-Centered Support Systems

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Provide Student-Centered Support Systems

Through our data analysis, the committee identified a need for professional development tied to and the implementation of best practices in instruction.

Essential Practices 1:
Focus on Continuous Improvement of Instruction

Essential Practices 3:
Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Teacher Clarity & Assessments

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Improving Instruction

Given a subject-specific, research-based benchmark assessment, student proficiency will increase by 5% each year. *Rationale for change: this measurement aligns more closely with PDE exit criteria

MTSS - Tier 1

PMS will conduct an MTSS audit, supported by MCIU, to review the existing structure and supports for academic and behavioral MTSS (Tiers 1-3) and plan for planning and implementation beginning September 2020

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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.	2019-11-01 - 2021-01-01	Teachers, department heads, administration	Curriculum Documents; PA Standards, Assessments, Time allocation, general classroom supplies
Teachers will continue the process of providing clarity in learning and instruction with multiple standards within a unit of study until the course	2020-09-01 - 2021-09-01	Teachers, department	Curriculum Documents; PA Standards, Assessments,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
is mapped, by standard, with learning progressions and success criteria.		heads, administration	Time allocation, general classroom supplies
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.	2019-09-01 - 2022-09-01	Teachers	General classroom supplies
Benchmark assessments will be identified per subject and grade level to be administered at the end of the year. Benchmark assessments will be administered annually and progress reported.	2020-06-01 - 2022-06-01	Department Heads, Teachers	Research-based benchmark assessments

Anticipated Outcome

Curriculum documents updated to include learning progressions and common assessments

Monitoring/Evaluation

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.

Evidence-based Strategy

Utilizing effective discipline strategies

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Effective student discipline strategies	PMS will reduce disciplinary referrals by 10% within the school year as measured by the eSchool system and monitored by school administration
MTSS - Tier 1	PMS will conduct an MTSS audit, supported by MCIU, to review the existing structure and supports for academic and behavioral MTSS (Tiers 1-3) and plan for planning and implementation beginning September 2020

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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)	2019-09-16 - 2020-06-01	Teaching professionals, administration	Meeting agenda template, clear expectations provided to staff, professional development on effective communication and meeting practices
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)	2019-09-01 - 2022-09-01	Teaching professionals, administration	Lesson plan guidelines
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)	2019-09-01 - 2020-10-08	All middle school staff	Consistent terminology outlined for use in each grade level

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Community partners and mentors will have access to SEL curriculum, concepts, and vocabulary. These groups will reinforce SEL skills through programming offerings to middle school students	2019-09-01 - 2020-06-01	Middle School Administration, Community Liasion, Community organizations	Community connections, SEL curriculum, access to SEL vocabulary

Anticipated Outcome

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

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.

Evidence-based Strategy

Implementation of MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS - Tier 1	PMS will conduct an MTSS audit, supported by MCIU, to review the existing structure and supports for academic and behavioral MTSS (Tiers 1-3) and plan for planning and implementation beginning September 2020

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
With support from MCIU, PMS will enhance our Core/ Tier 1 curriculum framework in ELA and math to reflect standards alignment and best instructional practices.	2019-09-01 - 2021-01-01	Building administration, District administration, Intervention staff, MCIU staff	Current MTSS practices, MCIU needs assessment related to MTSS
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.	2019-09-01 - 2020-11-01	Building level administration, MCIU staff	Guidelines for effective data analysis, identify data team members and data team meeting dates
PMS teachers and administration, with support from MCIU, will review current practices through the Benchmarks of Quality Assessment and Implementation blueprint	2019-09-01 - 2020-06-01	Building administration, District administration, Intervention staff, MCIU staff	Materials related to a review of current programming as well as strategies to effectively address Tier 2 & 3 interventions

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PMS will join the state-wide PBIS network	2020-01-01 - 2020-06-01	Building administration	

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

MTSS Tiers 1-3

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS - Tiers 1-3	By September 2020, PMS will be implementation ready for an 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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PMS administrators, teachers, psychologists, school	2020-09-01 -	Middle school	Data analysis

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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	2021-06-01	administration, teachers, counselors, school psych, and additional members of the core data team	tools/template
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	2020-09-01 - 2021-06-01	Middle school administration, teachers	Building schedule
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.	2020-09-01 - 2022-06-01	Middle school administration, teachers	Intervention strategies for tiers 2&3 that provide positive outcomes

Anticipated Outcome
 Development of a core data team, schedule changes to address tier 2 & 3 needs

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



Evidence-based Strategy

Improve staff and student climate surveys

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Climate surveys

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

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Develop and implement a building structure that supports a mentoring model through at least 30 minutes of daily connection time

2019-09-01 -
2020-06-01

Building administration

Expectations for the mentoring period

Implement the WEB transition program with student mentors

2019-09-01 -
2020-06-01

Staff WEB leaders,
Student WEB
leaders/mentors

Resources from the Boomerang Project and the WEB transition program

Establish community-student mentoring and connections with positive adult role models.

2019-09-01 -
2020-06-01

Community leaders,
faith-based leaders,
district administration

Guidelines and expectations for anticipated mentors

Anticipated Outcome

Mentoring opportunities during the school day WEB activities including a beginning of year kick-off and events throughout the school year

Monitoring/Evaluation

Surveys measuring the climate and culture of the school specifically focused on the value of education and learning in student lives.

Evidence-based Strategy

Positive communication with families

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Family engagement	PMS will increase the amount of positive communication between school staff and parents as evidenced by a minimum of 90% of students receiving at least 3 positive phone calls annually.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a collaborative forum for sharing and monitoring the building's positive parent collaborations.	2019-09-01 - 2021-07-22	Classroom teachers and building administration	Electronic, shared log to record communication, by student, to include type of communication and date
Grade level teams, administrative team, support teams, check the collaborative forum monthly to assess progress to make sure that each subject area teacher will contact each student on their rosters with a positive phone call one time per year. Related arts teachers will divide	2019-09-01 - 2021-06-22	Classroom teachers and building administration	Electronic, shared log to record communication, by student, to include type of communication and date;

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

**Materials/Resources/Supports
Needed**

calls by team and grade level.

grade level/ department
meetings to track progress

Anticipated Outcome

3000 positive connections with PMS families yearly

Monitoring/Evaluation

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



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given a subject-specific, research-based benchmark assessment, student proficiency will increase by 5% each year. *Rationale for change: this measurement aligns more closely with PDE exit criteria (Improving Instruction)</p> <p>PMS will conduct an MTSS audit, supported by MCIU, to review the existing structure and supports for academic and behavioral MTSS (Tiers 1-3) and plan for planning and implementation beginning September 2020 (MTSS - Tier 1)</p>	Teacher Clarity & Assessments	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.	11/01/2019 - 01/01/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
PMS will conduct an MTSS audit, supported by MCIU, to review the existing structure and supports for academic and behavioral MTSS (Tiers 1-3) and plan for planning and implementation beginning September 2020 (MTSS - Tier 1)	Implementation of MTSS	With support from MCIU, PMS will enhance our Core/ Tier 1 curriculum framework in ELA and math to reflect standards alignment and best instructional practices.	09/01/2019 - 01/01/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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 (Climate surveys)	Improve staff and student climate surveys	Implement the WEB transition program with student mentors	09/01/2019 - 06/01/2020

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Continued alignment of our curriculum resources with state standards along with updated resources tied to greater levels of rigor and greater use of assessments and data to identify student learning strengths and weaknesses.

The middle school collaboration with community resources is an asset to our student connectivity and efficacy.

A continued focus district-wide on students' social and emotional growth and development.

Student growth in grade 8 has shown significant evidence that students are exceeding the standard for growth

PVAAS growth in grade 6 has shown 3 years of significant growth

PVAAS growth in 7th and 8th grade is inconsistent

Science curriculum continues to be examined and a work in progress with a greater focus on curriculum development in grades 5/6

We have outlined a greater focus on our whole student body and a need for a pervasive approach at this time

Challenges

Identify and implement consistent, evidence-based instructional practices for core instruction in all classes for academics and behavior

Develop and implement a multi-tiered system of supports for academics and behavior

Cultivate a school climate that creates the necessary conditions for teaching, learning, and growth among students and staff

Making measurable progress towards our proficiency percentage will allow us to close the gap between our scores and the state average

With a focus on student growth and our PVAAS scores in all grades will allow us to close gaps in student performance.

Making measurable progress towards our proficiency percentage will allow us to close the gap between our scores and the state average

With a focus on student growth and our PVAAS scores in all grades will allow us to close gaps in student performance.

Strengths

Continuation with our career readiness benchmarks

Align curricular materials and lesson plans to the PA Standards

Continuously monitor implementation of the school improvement plan and adjust as needed

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

Both growth and proficiency scores fall significantly short of expectations.

We have outlined a greater focus on our whole student body and a need for a pervasive approach at this time

Seeking strategies to increase our career readiness levels and meet the state performance standard

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Implement a multi-tiered system of supports for academics and behavior

Monitor and evaluate the impact of professional learning on staff practices and student learning

Most Notable Observations/Patterns

We need a balanced approach to comprehensive school improvement. We will need to address academic performance, use of data, effective instruction, student efficacy, along with partnerships and support from the community.

Challenges**Discussion
Point****Priority for Planning**

Identify and implement consistent, evidence-based instructional practices for core instruction in all classes for academics and behavior

Develop and implement a multi-tiered system of supports for academics and behavior

Cultivate a school climate that creates the necessary conditions for teaching, learning, and growth among students and staff

ADDENDUM B: ACTION PLAN

Action Plan: Teacher Clarity & Assessments

Action Steps	Anticipated Start/Completion Date
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.	11/01/2019 - 01/01/2021
Monitoring/Evaluation	Anticipated Output
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.	Curriculum documents updated to include learning progressions and common assessments
Material/Resources/Supports Needed	PD Step
Curriculum Documents; PA Standards, Assessments, Time allocation, general classroom supplies	yes

Action Steps**Anticipated Start/Completion Date**

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.

09/01/2020 - 09/01/2021

Monitoring/Evaluation**Anticipated Output**

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.

Curriculum documents updated to include learning progressions and common assessments

Material/Resources/Supports Needed**PD Step**

Curriculum Documents; PA Standards, Assessments, Time allocation, general classroom supplies

no



Action Steps**Anticipated Start/Completion Date**

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.

09/01/2019 - 09/01/2022

Monitoring/Evaluation**Anticipated Output**

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.

Curriculum documents updated to include learning progressions and common assessments

Material/Resources/Supports Needed**PD Step**

General classroom supplies

no



Action Steps**Anticipated Start/Completion Date**

Benchmark assessments will be identified per subject and grade level to be administered at the end of the year. Benchmark assessments will be administered annually and progress reported.

06/01/2020 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

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.

Curriculum documents updated to include learning progressions and common assessments

Material/Resources/Supports Needed**PD Step**

Research-based benchmark assessments

no

Action Plan: Utilizing effective discipline strategies

Action Steps**Anticipated Start/Completion Date**

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)

09/16/2019 - 06/01/2020

Monitoring/Evaluation**Anticipated Output**

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.

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.

Material/Resources/Supports Needed**PD Step**

Meeting agenda template, clear expectations provided to staff, professional development on effective communication and meeting practices

no



Action Steps**Anticipated Start/Completion Date**

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)

09/01/2019 - 09/01/2022

Monitoring/Evaluation**Anticipated Output**

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.

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.

Material/Resources/Supports Needed**PD Step**

Lesson plan guidelines

no



Action Steps**Anticipated Start/Completion Date**

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)

09/01/2019 - 10/08/2020

Monitoring/Evaluation**Anticipated Output**

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.

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.

Material/Resources/Supports Needed**PD Step**

Consistent terminology outlined for use in each grade level

no



Action Steps**Anticipated Start/Completion Date**

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

09/01/2019 - 06/01/2020

Monitoring/Evaluation**Anticipated Output**

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.

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.

Material/Resources/Supports Needed**PD Step**

Community connections, SEL curriculum, access to SEL vocabulary

no

Action Plan: Implementation of MTSS

Action Steps**Anticipated Start/Completion Date**

With support from MCIU, PMS will enhance our Core/Tier 1 curriculum framework in ELA and math to reflect standards alignment and best instructional practices.

09/01/2019 - 01/01/2021

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Current MTSS practices, MCIU needs assessment related to MTSS

yes



Action Steps**Anticipated Start/Completion Date**

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.

09/01/2019 - 11/01/2020

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Guidelines for effective data analysis, identify data team members and data team meeting dates

no

Action Steps**Anticipated Start/Completion Date**

PMS teachers and administration, with support from MCIU, will review current practices through the Benchmarks of Quality Assessment and Implementation blueprint

09/01/2019 - 06/01/2020

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Materials related to a review of current programming as well as strategies to effectively address Tier 2 & 3 interventions

no

Action Steps

Anticipated Start/Completion Date

PMS will join the state-wide PBIS network

01/01/2020 - 06/01/2020

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

no

Action Plan: MTSS Tiers 1-3

Action Steps**Anticipated Start/Completion Date**

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

09/01/2020 - 06/01/2021

Monitoring/Evaluation**Anticipated Output**

Regular meetings with MTSS focused on tier 2 & 3

Development of a core data team, schedule changes to address tier 2 & 3 needs

Material/Resources/Supports Needed**PD Step**

Data analysis tools/template

no



Action Steps**Anticipated Start/Completion Date**

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

09/01/2020 - 06/01/2021

Monitoring/Evaluation**Anticipated Output**

Regular meetings with MTSS focused on tier 2 & 3

Development of a core data team, schedule changes to address tier 2 & 3 needs

Material/Resources/Supports Needed**PD Step**

Building schedule

no



Action Steps**Anticipated Start/Completion Date**

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.

09/01/2020 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Regular meetings with MTSS focused on tier 2 & 3

Development of a core data team, schedule changes to address tier 2 & 3 needs

Material/Resources/Supports Needed**PD Step**

Intervention strategies for tiers 2&3 that provide positive outcomes

no

Action Plan: Improve staff and student climate surveys

Action Steps**Anticipated Start/Completion Date**

Develop and implement a building structure that supports a mentoring model through at least 30 minutes of daily connection time

09/01/2019 - 06/01/2020

Monitoring/Evaluation**Anticipated Output**

Surveys measuring the climate and culture of the school specifically focused on the value of education and learning in student lives.

Mentoring opportunities during the school day WEB activities including a beginning of year kick-off and events throughout the school year

Material/Resources/Supports Needed**PD Step**

Expectations for the mentoring period

no



Action Steps**Anticipated Start/Completion Date**

Implement the WEB transition program with student mentors

09/01/2019 - 06/01/2020

Monitoring/Evaluation**Anticipated Output**

Surveys measuring the climate and culture of the school specifically focused on the value of education and learning in student lives.

Mentoring opportunities during the school day WEB activities including a beginning of year kick-off and events throughout the school year

Material/Resources/Supports Needed**PD Step**

Resources from the Boomerang Project and the WEB transition program

yes

Action Steps

Anticipated Start/Completion Date

Establish community-student mentoring and connections with positive adult role models.

09/01/2019 - 06/01/2020

Monitoring/Evaluation

Anticipated Output

Surveys measuring the climate and culture of the school specifically focused on the value of education and learning in student lives.

Mentoring opportunities during the school day WEB activities including a beginning of year kick-off and events throughout the school year

Material/Resources/Supports Needed

PD Step

Guidelines and expectations for anticipated mentors

no

Action Plan: Positive communication with families

Action Steps**Anticipated Start/Completion Date**

Create a collaborative forum for sharing and monitoring the building's positive parent collaborations.

09/01/2019 - 07/22/2021

Monitoring/Evaluation**Anticipated Output**

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

3000 positive connections with PMS families yearly

Material/Resources/Supports Needed**PD Step**

Electronic, shared log to record communication, by student, to include type of communication and date

no



Action Steps**Anticipated Start/Completion Date**

Grade level teams, administrative team, support teams, check the collaborative forum monthly to assess progress to make sure that each subject area teacher will contact each student on their rosters with a positive phone call one time per year. Related arts teachers will divide calls by team and grade level.

09/01/2019 - 06/22/2021

Monitoring/Evaluation**Anticipated Output**

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

3000 positive connections with PMS families yearly

Material/Resources/Supports Needed**PD Step**

Electronic, shared log to record communication, by student, to include type of communication and date; grade level/ department meetings to track progress

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given a subject-specific, research-based benchmark assessment, student proficiency will increase by 5% each year. *Rationale for change: this measurement aligns more closely with PDE exit criteria (Improving Instruction)</p> <p>PMS will conduct an MTSS audit, supported by MCIU, to review the existing structure and supports for academic and behavioral MTSS (Tiers 1-3) and plan for planning and implementation beginning September 2020 (MTSS - Tier 1)</p>	Teacher Clarity & Assessments	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.	11/01/2019 - 01/01/2021
PMS will conduct an MTSS audit, supported by MCIU, to review the existing structure	Implementation	With support from	09/01/2019

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
and supports for academic and behavioral MTSS (Tiers 1-3) and plan for planning and implementation beginning September 2020 (MTSS - Tier 1)	of MTSS	MCIU, PMS will enhance our Core/ Tier 1 curriculum framework in ELA and math to reflect standards alignment and best instructional practices.	- 01/01/2021
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 (Climate surveys)	Improve staff and student climate surveys	Implement the WEB transition program with student mentors	09/01/2019 - 06/01/2020

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Clarity for Learning	Lead teachers from each department, building administrator & curriculum director	How to achieve clarity in instruction to maximize effectiveness, efficacy, assessment.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional learning meeting minutes, by grade level and department, showing evidence of planning and collaboration around improving teacher clarity, classroom walkthroughs showing evidence of clarity, and student data	11/15/2019 - 06/01/2020	Department Chairs in Math, ELA, Soc St, Science, Special Education

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
MTSS	All Pottstown Middle School Teachers and Administrators	Content-specific and research-based best instructional practices, defining a comprehensive MTSS process, data analysis utilized to drive instruction, comprehensive understanding of Tiers 1-3 in Math, ELA, and behavior

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
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.	01/01/2020 - 06/01/2022	Building administration, department heads, PMS teachers

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction 1f: Designing Student Assessments 4a: Reflecting on Teaching 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Develop an understanding of an evidence-based model for 5th grade transition (WEB).	Targeted lead mentor teachers	Overview of WEB, required components, plan for implementation

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Functional transition program for 5th grade students entering MS

09/01/2019 - 09/01/2020

Grade 5 & 6 lead teachers

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

4c: Communicating with Families

Teaching Diverse Learners in an Inclusive Setting

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

3a: Communicating with Students
