# School Improvement Plan – Guidelines and Process

1. **School Level Narrative** ***School Building Information*** Local Education Agency (LEA) Name

Allentown School District

School Building Name

Harrison-Morton Middle School

1. Digit School Building Code 2791

School Street Address

137 N. 2nd Street, Allentown, PA 18102

## School Improvement Committee

Committee Members and Positions in School/Community:

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| Name | Position/Role | Building/Group/Organization |
| Daria Custer/ Patrick McNulty | Principal | Harrison-Morton MS |
| Katherine Perkins | Supervisor of Instruction | Harrison-Morton MS |
| John Polaski | Teacher | Harrison-Morton MS |
| Dr. Carolyn Headley/  Mr. Johnson | Assistant Principal | Harrison Morton MS |
| Madeline Brader | ESOL Teacher | Harrison-Morton MS |
| Lee Koterba | Special Education Facilitator | Harrison-Morton MS |
| Kate Hendricks | Teacher | Harrison-Morton MS |
| Jennifer Camella | Teacher | Harrison-Morton MS |
| Yazmin Velez | Parent | Allentown School District |
| David George | Site Coordinator | Community In Schools |
| Kimberly Mackey | Executive Dir. of Secondary Ed. | Allentown School District |
| Charlotte Golden | School Improvement Facilitator | IU |
| Bandy Sawyer | Director of STEM | Allentown School District |
| Melissa Smith | Director of Grants | Allentown School District |

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 official’s advocacy organizations).

The stakeholder committee is comprised of building administrators, content teachers, ESOL teacher, special education facilitator, parent, community partner, school improvement facilitator, and central office administrator. Individuals volunteered to be comprised of this group or were members of the stakeholder group for the 2017-18 School Improvement Plan.

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.

The role of the committee is to discuss, plan, and create the School Improvement Plan following the established guidelines/protocols and referencing selected data points. The committee will implement the SIP and monitor its effectiveness during its duration. The committee will also be responsible for presenting the SIP to all stakeholders.

## School Level Vision for Learning

Long-term Vision and the Measures of Success

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| **Long-Term Vision for Students**  *What will students know and be able to demonstrate upon leaving the school?* | **Measures of Success**  *How will you know you are on track to achieving your vision or students?* |
| Every student, with the active support of the entire school community, will move onto high school ready to thrive in a diverse and rigorous educational setting. | -PSSA/PASA scores  -Algebra Readiness  -WIDA Access  -STAR benchmarks  -Promotion rate |
| Students will demonstrate PVAAS projected growth from 6th to 8th grade in all tested subjects. | -PVAAS projections for all students and desegregated by historically underperforming students. |
| Individual academic needs of all students will be met through culturally responsive and student-centered learning. | -Increase in proficiency rate (PSSAs) over the course of three years in middle school.  -Completed college and career readiness portfolio for  all students enrolled consistently in the ASD. |

# School Level Needs Assessment

## Identified School Community Needs:

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

The School Improvement Facilitator (SIF) met with student focus groups on April 4, 2019. There were three grade level focus groups. One comprised of 6th graders, one of 7th graders, and the last of 8th graders.

Students were selected by numeric student ID and included "regular education' students, students with IEPs, and ELL students.

The SIF also met with a staff focus group which was comprised of a variety of staff members (content, specialty, and non-rostered staff) who volunteered to be a member of this focus group. This meeting occurred on April 3, 2019.

The stakeholder group met with the SIF on April 29, 2019. Members of the stakeholder group are the individuals listed on this committee.

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

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| **Strengths** | **Supporting Evidence from Needs Assessment** |
| Use systematic, collaborative planning process to ensure instruction is coordinated. | School-based PD, Team and Content meetings, grade level meetings, data analysis |
| Implement an evidence- based system of schoolwide behavior intervention supports. | School-wide plan implemented at beginning of 2018-19 school year, which includes lessons and recognition of students meeting expectations mid- year review. Visuals displayed in all classrooms and throughout the building. Recitation of  MORTON pledge. |
| Partner with local businesses, community  organizations, and other agencies to meet the needs of the school. | Partnership with "Communities in School", 21st Century Presenters, SAP facilitators, PAL |

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|  | basketball programs, DRIVE baseball, St. Luke's  Athletic Trainers. |

* 1. ***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.***

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| **Challenges** | **Supporting Evidence from Needs Assessment** | **Priority for Planning** | **Primary Root Cause** |
| 1. Align instruction and assessments to the PA Standards | Students learning and assessment lacks rigor and direct alignment to standards. Time for meaningful team and content collaboration, i.e.  planning. | Yes | Lack of best practices (i.e. differentiated instruction); multi-modality lessons; and meaningful cross- curricular collaboration. |
| 2. Provide frequent, timely, and systematic feedback and support on instructional practices, through the use of multiple learning designs to support the learning needs of staff. | A needs assessment has not occurred to develop professional learning needs  of adults within the school. | Yes | Limited administrative walkthroughs with timely feedback, and limited school-based input and decision making on PD, curriculum, and resources. |
| 3. Promote and sustain a positive school environment where expectations are high for all community members, and these members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. | Stakeholders are not consistent with (1) reflecting on their quality of teachings and interactions to foster a positive, caring, and respectful environment; (2) lack of active identification and confrontation of  policies, practices, and cultures. | Yes | Lack of ownership and support; self-reflection and awareness; inconsistent implementation of policies and procedures, at the district/school/team levels. Minimal opportunities for partnerships and family involvement. |

* 1. ***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.”

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| **Priority Statements** | **Rationale** | **Outcome Category** |
| 1. Align instruction and assessments to the PA Standards | If instruction and assessments are aligned to the PA Standards and connected to college and career success, then teachers will effectively implement teaching strategies and utilize resources to support the needs of all learners, and students will meet or exceed the standards for PA academic growth (PVAAS) and career readiness. | Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction |
| 2. Provide frequent, timely, and systematic feedback and support on instructional practices, through the use of multiple learning designs to support the learning needs of staff. | If administrators set clear expectations for the school’s observation, monitoring, and feedback systems that support teachers’ learning needs, then teachers will implement a rigorous cycle of teaching practices that lead to enhanced student achievement. | Essential Practices Condition 1 - Focus on continuous improvement of Instruction  Condition 4 - Foster Quality Professional Learning |
| 3. Promote and sustain a positive school environment where expectations are high for all community members, and these members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. | If we consistently develop and regularly communicate high expectations and goals for students, staff, and school outcomes, emphasizing all staff members’ roles and accountabilities, stakeholder interpersonal interactions will be mutually positive, caring, and respectful. | Essential Practices  Condition 2 - Empower Leadership  Condition 3 - Provide Student-Centered Support Systems |

# 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.

### Review log in and Priority Statement #1: Align instruction and assessments to the PA Standards



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| **Measurable Goals** | **Quarterly**  **Benchmark #1** | **Quarterly**  **Benchmark #2** | **Quarterly**  **Benchmark #3** |
| By the end of the 2019-2020 school year 100% of teacher lesson plans will be aligned to the PA Standards and demonstrate that teachers are effectively implementing teaching strategies and utilizing resources to support the needs of all learners through personalized learning. | By October 31st 100% of staff will attend professional development geared toward aligning instruction to PA standards | By December 31st 100% of staff will attend professional development geared toward aligning assessments to PA standards | By February 100% of staff will produce lesson plans that reflect alignment in instruction and assessment to PA standards. |
| By the end of the 2019-2020 school year,80 % of students will meet or exceed the standards in ELA and Math (STAR). | By September 30,  2019, 90% of enrolled students will participate in district adopted assessment to establish a baseline for student  achievement in ELA and Math (STAR). | By December 31,  2019, half of all enrolled students will achieve .3 year growth by achieving a 35 SGP based on the district adopted assessment (STAR). | By March 30, 2020, 75% of all students will demonstrate .6 year of academic growth by achieving a 35 SGP based on the district adopted assessment (STAR). |

**Priority Statement #2: Provide frequent, timely, and systematic feedback and support on instructional practices, through the use of multiple learning designs to support the learning needs of staff.**

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| **Measurable Goals** | **Quarterly Benchmark #1** | **Quarterly Benchmark #2** | **Quarterly Benchmark #3** |
| By the end of the 2019-2020 school year, 95% of teachers will demonstrate proficiency and/or distinguished through the use of the Danielson Rubric, specific to Domain 3: Classroom Instruction. | By November 15,  2019, 50% of the teachers will demonstrate proficiency and/or distinguished through the use of the Danielson Rubric, specific to Domain 3: classroom instruction | By January 31, 2020, 65% of the teachers will demonstrate proficiency and/or distinguished through the use of the Danielson Rubric, specific to Domain 3: Classroom Instruction. | By April 10, 2020, 80% of the teachers will demonstrate proficiency and/or distinguished through the use of the Danielson Rubric, specific to Domain 3: Classroom Instruction. |

**Priority Statement #3: \_Promote and sustain a positive school environment where expectations are high for all community members, and these members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.**



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| **Measurable Goals** | **Quarterly**  **Benchmark #1** | **Quarterly**  **Benchmark #2** | **Quarterly**  **Benchmark #3** |
| By the end of the 2019-2020 school year, to decrease absenteeism by 25%. | By November 15,  2019, 80% of our students will attend school 95% of the first rating period. | By January 31, 2020, 80% of our students will attend school 95% of the first semester. | By April 10, 2020, 80% of our students will attend school 95% of the time between the first day and the end of  the third rating period. |
| By the end of the 2019-2020 school year, there will be a 20% decrease in the number of disciplinary incidents entered in Sapphire specifically level II and level III infractions (for example, Sapphire code 2mc -1343 to be reduced by 270), as staff align discipline procedures with the goals of supporting students in their learning and being respectful to all individuals, and enhancing those goals with authentic student driven opportunities for restoration when appropriate. | By November 10,  2019, 20% decrease in level II and level III discipline incidents recorded in Sapphire for the  specifically, level II and level III infractions, as staff align discipline procedures with the goals of supporting students in their learning and being respectful to all individuals and enhancing those goals with authentic student driven opportunities for restoration when appropriate. | By January 31, 2020, 20% decrease in level II and level III discipline incidents entered in Sapphire for the first semester as compared specifically level II and level III infractions, as staff align discipline procedures with the goals of supporting students in their learning and being respectful to all individuals and enhancing those goals with authentic student driven opportunities for restoration when appropriate. | By April 10, 2020,  20% decrease in level II and level III discipline incidents entered in Sapphire from the first rating  period to the end of  entered in Sapphire specifically level II and level III infractions, as staff align discipline procedures with the goals of supporting students in their learning and being respectful to all individuals and enhancing those goals with authentic student driven opportunities for restoration when appropriate. |

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1. **Action Plans**
   1. ***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: Align instruction and assessment to the PA Standards



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| **Measurable Goals** | **Evidence-Based Strategy** |
| By the end of the 2019-2020 school year 100% of teacher lesson plans will be aligned to the PA Standards and demonstrate that teachers are effectively implementing teaching strategies and utilizing resources to support the needs of all learners  through personalized learning. | **Implement Targeted Professional Learning:** An evidence-based practice that focuses on improving teaching practices in a content area and/or a grade level in order to support student learning. Targeted professional learning should be explicitly aligned to student learning goals, student achievement, and school improvement. (ESSA TIER 2).  **Teacher Study Groups** ([www.evidenceforpa.org/strategies/90)](http://www.evidenceforpa.org/strategies/90)) pair professional development with teacher observation and feedback. “Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge, and skills, [and these] settings enable teachers to help one another use new learning.” Explicit and targeted professional development focuses on evidence- based instructional practices and recursive observation assesses the quality of reading instruction. (Gersten, 2009, Murphy, 1992)( ESSA Tier 3)  **Align classroom observations with targeted professional learning** (ESSA TIER 3) |
| By the end of the 2019-2020 school year, 80% of all students will meet or exceed the Pa standards for academic growth in math and ELA(PVAAS) | **Deliver sound instruction in a variety of modes to support all learners.** (ESSA TIER 1)  **Use appropriate technological tools and programs to enhance student learning to support all learners.** (ESSA TIER 2)  **Mix traditional classroom instruction with online delivery of instruction and content, including learning activities completed outside the school, granting the student a degree of control over time, place, pace, and/or path.** (ESSA TIER 2)  Utilization of **one-on-one tutoring** by an adult in a structured tutoring program, as well as **small group tutoring** specifically for students identified as not meeting grade level standards. (ESSA TIER 3)  **Implement Targeted Professional Learning:** An evidence-based practice that focuses on improving teaching practices in a content area and/or a grade level in order to support student learning. Targeted professional learning should be explicitly aligned to student learning goals, student achievement, and school improvement. (ESSA TIER 2).  **Teacher Study Groups** ([www.evidenceforpa.org/strategies/90)](http://www.evidenceforpa.org/strategies/90)) pair professional development with teacher observation and feedback. “Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge, and skills, [and these] settings enable teachers to help one another use new learning.” Explicit and targeted professional development focuses on evidence- based instructional practices and recursive observation assesses the quality of reading instruction. (Gersten, 2009, Murphy, 1992)( ESSA Tier 3)  **Align classroom observations with targeted professional learning** (ESSA TIER 3)  **Increase student motivation and engagement in literacy learning** through providing a positive learning environment that promotes students’ autonomy in learning and making literacy experiences more relevant to students’ interests, everyday life, or important current events (ESSA TIER 3) |

**Priority Statement #2: Provide frequent, timely, and systematic feedback and support on instructional practices, through the use of multiple learning designs to support the learning needs of staff.**

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| **Measurable Goals** | **Evidence-Based Strategy** |
| By the end of the 2019-2020 school year, 95% of teachers will demonstrate proficiency and/or distinguished through the use of the Danielson Rubric, specific to Domain 3: Classroom Instruction. | **Implement Targeted Professional Learning:** An evidence-based practice that focuses on improving teaching practices in a content area and/or a grade level in order to support student learning. Targeted professional learning should be explicitly aligned to student learning goals, student achievement, and school improvement. (ESSA TIER 2).  **Teacher Study Groups** ([www.evidenceforpa.org/strategies/90)](http://www.evidenceforpa.org/strategies/90)) pair professional development with teacher observation and feedback. “Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge, and skills, [and these] settings enable teachers to help one another use new learning.” Explicit and targeted professional development focuses on evidence- based instructional practices and recursive observation assesses the quality of reading instruction. (Gersten, 2009, Murphy, 1992)( ESSA Tier 3)  **Align classroom observations with targeted professional learning** (ESSA TIER 3) |

**Priority Statement #3: \_Promote and sustain a positive school environment where expectations are high for all community members, and these members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.**



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| **Measurable Goals** | **Evidence-Based Strategy** |
| By the end of the 2019-2020 school year, to increase our attendance to meet the minimum state indicator, 80% of our students will attend school 95% of the school year. | **Implement an Early Warning Intervention and Monitoring System**-a systematic approach to identifying students at risk of not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at- risk students back on track for on-time graduation. (ESSA Tier 1) |
| By the end of the 2019-2020 school year, there will be a 10% decrease in disciplinary incidents, specifically level II and level III infractions, by consistently implementing and adhering to school-wide behavior expectations. | **Implement a school-wide system of positive behavioral interventions and supports**. (ESSA TIER 1)  **Provide instruction, modeling, classroom norms, and caring**  **attention that promotes students’ self-respect, management of emotions, concern for others, and responsibility.** (ESSA TIER 3)  **Implement Targeted Professional Learning:** An evidence-based practice that focuses on improving teaching practices in a content area and/or a grade level in order to support student learning. Targeted professional learning should be explicitly aligned to student learning goals, student achievement, and school improvement. (ESSA TIER 2).  **Teacher Study Groups** ([www.evidenceforpa.org/strategies/90)](http://www.evidenceforpa.org/strategies/90)) pair professional development with teacher observation and feedback. “Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge, and skills, [and these] settings enable teachers to help one another use new learning.” Explicit and targeted professional development focuses on evidence- based instructional practices and recursive observation assesses the quality of reading instruction. (Gersten, 2009, Murphy, 1992)( ESSA Tier 3)  **Align classroom observations with targeted professional learning** (ESSA TIER 3) |

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* 1. ***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 & 2: \_Align curriculum, assessments, and instruction to the PA Standards: By the end of the 2019-2020 school year, all student groups will meet or exceed the standards for PA academic growth in Math and ELA (PVAAS).

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

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| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| Ensure that a system is in place to align lesson plans to the standards:   * create lesson plan templates * share and discuss templates with staff * implement protocol for lesson plan collection | curriculum, program resources, standards, lesson plan templates | LEA administration and building principal | 08/01/2019-09/01/2019 |
| Update technology to support individual student learning:   * purchase classroom chrome books and carts * purchase graphing calculators to practice math skills * translations capabilities for ELL's * provide blended and personalized learning, i.e. math stations for remediation and accelerated learning, project-based learning, self-directed blended learning * access online and supplemental materials to support literacy and math programs and grade recovery program * Research and purchase educational software to support diagnostic assessments linked to student skills   and personalized/individualized | chrome books & carts; TI-73 graphing calculators | Building Principal, Dir Technology, | 08/10/2019-09/01/2019 |

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| instruction embedded within ELA, Math, Social Studies, and ELL classrooms. Software is designed to meet the needs of ESSA Tiers 1, 2, or 3 |  |  |  |
| Content alignment and intervention support:   * accountability of content teachers teaching the standards * creating and administering grade level common assessments * administer district adopted benchmark assessments * create a schedule for content teachers to meet weekly for teacher study/focus groups * implement a grade recovery program as an extended learning intervention for low performing students. * implement reading remediation program as an extended learning program for ELL students and students with IEPs | curriculum, program resources, standards, common assessments, SAS portal, PA-ETEP, graphing calculators, chrome books & carts, content meeting schedule, grade recovery program, reading remediation program | building administration, content teachers | 08/01/2019-06/15/2020 |
| Ensure that all literacy and social studies classes have classroom libraries for independent reading and whole class book study:  -purchase novels to support existing literacy programs and based on student interest  - implement literacy circles | novels/books for literacy and social studies classrooms | Building Principal, SOI, Director of Grants, Exec. Dir of Secondary Education; Dir of Literacy | 08/01/2019-09/01/2019 |
| Provide high quality PD for staff:  - Incorporate appropriate strategies and techniques during instruction to | Professional development focused on EL strategies and techniques,  expert presenters | Building Principal, SOI, Dir of ESOL and World Languages,  ESOL and content teachers | 08/01/2019-06/15/2020 |

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| scaffold ELs and second language learners   * implementing literature circles * independent reading |  |  |  |
| **Anticipated Outputs:** | | | |
| By implementing the above action steps, by the end of the 2019-2020 school year, all students will meet or exceed the growth goal for Math and ELA (PVAAS). | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **The building administration team will conduct walkthroughs; staff members will submit bi-weekly lesson plans to building principal/SOI; and administrative team will participate in content meetings.** | | | |

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

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| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Computers/Chromebook and Carts to update and add additional technology for students to complete benchmark assessments and intervention/enrichment activities specific to ELA and math to be utilized during literacy/ELA classes, math classes, and after school grade recovery.  **Necessary for the implementation of the evidence-based strategies of:**  **Deliver sound instruction in a variety of modes to support all learners.**  **Use appropriate technological tools and programs to enhance student learning to support all learners.**  **Mix traditional classroom instruction with online delivery of instruction and content, including learning activities completed outside the school, granting the student a degree of control over time, place, pace, and/or path.** | CSI Allocations | $150,240…480  chrome books at approximately  $263/each=$126,240;  $24,000 to purchase laptop carts that hold 30  chrome books. |
| Extended learning program: Grade Recovery for Math and Reading to support low performing students in all grade levels  with afterschool intervention and enrichment.  **Necessary for the implementation of the evidence-based strategy of:**  **Utilization of one-on-one tutoring by an adult in a structured tutoring program, as well as small group tutoring specifically for students identified as not meeting grade level standards.** | CSI Allocations | $16,154…$41.42/hour for 6 certified teachers @ 16.25  hours each, every rating pd. |
| ESOL Summer Institute for ESOL and content teachers to learn best strategies to support our ELL.  **Necessary for the implementation of the evidence-based strategies of: Teacher Study Groups and Job-Embedded Professional Development (focused on evidence-based supports for ELL)** | CSI Allocations | $1243…$41.42/hour for 10 certified teachers @ 3 hours  each |
| Books to build classroom libraries for independent reading for pleasure, variety of grade levels, English and Spanish **Necessary for the implementation of the evidence-based strategy of: Increase student motivation and engagement in literacy learning** through providing a positive learning environment that promotes students’ autonomy in learning and making literacy experiences more relevant to students’ interests, everyday life, or important current events (ESSA TIER 3) | CSI Allocations | $27,400…$2000 allotted to 12 literacy/reading classrooms; $1000 allotted to 2 learning support  classrooms |

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

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| Professional Learning - Describe the Professional Development Plan to achieve this goal. | | | |
| **Professional Learning Goal: Provide PD specific to incorporating technology to support blended and personalized learning.** | | | |
| Audience | all staff | | |
| Topics to be Included | blended learning, personalized learning, implementing technology in ELA and math classrooms, literacy circles and differentiated instruction for small groups | | |
| Evidence of Learning | teachers demonstrating a command of technology components within district adopted components | | |
| Anticipated Timeframe | Enter Start Date:08/01/2019  Anticipated Completion Date:06/15/2020 | | |
| Lead Person/Position | Building Principal, SOI, SIP team | | |
| **Expenditure (Brief Description)** | | **Funding Source** | **Cost** |
| Graphing Calculators (TI-73, Explorer) to support math instruction and learning for student use.  **Necessary for implementation of the evidence-based strategy of:**  **Use appropriate technological tools and programs to enhance student learning to support all learners.** | | CSI Allocations | $12,000…150 calculators at  $80/each |
| Purchase supporting novels/books for the literacy programs and social studies curriculum in all grade levels.  **Increase student motivation and engagement in literacy learning** through providing a positive learning environment that promotes students’ autonomy in learning and making literacy experiences more relevant to students’ interests, everyday life, or important current events (ESSA TIER 3) | | CSI Allocations | $51,300…6 classroom sets per grade level (20 classrooms total) of 4 different titles @  approximately $800/set  47033.94 CSI  4266.06 Title 1 |
| With support from PDE-assigned Core Team Members, we will research ESSA Tier I or Tier II programs and implement an ELA technology program to enhance and support achievement and  growth in ELA | | Title I Allocations | $35,000 |
| Extended learning: Reading remediation for ELL students and students with IEPs to provide afterschool remediation and enrichment for low performing students in all grade levels.  **Necessary for the implementation of the evidence-based strategy of:**  **Utilization of one-on-one tutoring by an adult in a structured tutoring program, as well as small group tutoring specifically for students identified as not meeting grade level standards.** | | CSI Allocations | $3314…$41.42/hour for 2 certified teachers for 10  hours each rating period, 4 rating pds. |

### Priority #2 – Measurable Goal #1: Provide frequent, timely, and systematic feedback and support on instructional practices, using multiple learning designs to support the learning needs of staff: By July 1, 2020, 95% of teachers will demonstrate proficiency and/or distinguished using the Danielson Rubric, specific to Domain 3: Classroom Instruction.

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

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| **Action Steps** | **Materials/Resources/Supports**  **Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| Create a professional development plan that focuses on classroom instruction, unique student needs, and aligns with the district strategic framework. | Danielson Rubric, sapphire demographic report, strategic framework, staff surveys/input | building admin team, team leaders | 07/01/2019-09/01-2019 |
| Implement building-wide professional development plan | 2019-2020 professional development plan | building administration | 08/01/2019-06/15/2020 |
| Incorporate appropriate strategies and techniques during instruction to scaffold ELs and second language learners  - participate in PD specific to ELs  -incorporate strategies and techniques in instruction  -collaborate with content teachers | Professional development focused on EL strategies and techniques, expert presenters, collaborative planning time | Building Principal, SOI, Dir of ESOL and World Languages, content and ESOL teachers | 08/01/2019-06/15/2020 |
| Incorporate appropriate strategies and techniques during instruction to scaffold and differentiate instruction for students with IEPs.  - participate in PD specific to co- teaching, scaffolding, and differentiated instruction  -incorporate strategies and techniques in instruction  -collaborate with content teachers | Professional development focused on strategies and techniques, expert presenters, collaborative planning time | Building Principal, SOI, Dir of Special Education, Special Education Facilitator, content teachers and IEP case managers\ | 08/01/2019-06/15/2020 |

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| Implement an Instructional Leadership Team to review student achievement data specific to reading, math, and classroom instruction | benchmark data, classroom instruction data | Building administration | 08/01/2019-06/15/2020 |
| **Anticipated Outputs:** | | | |
| By creating and implementing a professional development plan, using a variety of learning designs, 95% of teachers will demonstrate proficiency and/or distinguished in Domain 3. | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **Administrative team will review and analyze walkthrough data and reports.** | | | |

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

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| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Compensation for Instructional Leadership Team to review student achievement data specific to reading, math, and classroom instruction.  **Necessary for the implementation of the evidence-based strategy of:**  **Align classroom observations with targeted professional learning and teacher study groups** | CSI Allocations | $8285…$41.42/hour for 10 certified teachers @ 20 hours each throughout  school year |
| Collaborative Planning Session (summer) for ILT to create professional development plan  **Necessary for the implementation of the evidence-based strategy of:**  **Align classroom observations with targeted professional learning and teacher study groups** | CSI Allocations | $1990…$41.42/hour for 8  certified teachers @ 6 hours each |
| LS & ELL Collaborative Planning Sessions with co-teachers  geared towards differentiated instruction and specifically designed instruction  **Necessary for the implementation of the evidence-based strategy of:**  **Align classroom observations with targeted professional learning and teacher study groups** | CSI Allocations | $16,570…$41.42/hour for  20 certified teachers @ 20 hours each |
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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:**  All staff members will attend and participate in professional development sessions specific to Domain 3 of the Danielson Framework | |
| Audience | All staff members |
| Topics to be Included | Not limited to: trauma informed classrooms, working with kids in poverty, gang relations, culturally responsive classrooms, Danielson Framework |
| Evidence of Learning | classroom walkthroughs/observations |
| Anticipated Timeframe | Enter Start Date:08/01/2019  Anticipated Completion Date:06/15/2020 |
| Lead Person/Position | building principal |

### Priority #3 – Measurable Goal #1: \_Promote and sustain a positive school environment where expectations are high for all community members, and these members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically: By the end of the 2019-2020 school year, to increase our attendance to meet the minimum state indicator, 80% of our students will attend school 95% of the school year.



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

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| **Action Steps** | **Materials/Resources/Supports Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| Celebrate student attendance achievements:   * review and revitalize current celebrations * create individual incentive plans for chronically absent students | Attendance reports, tangible incentives, washer/dryer & detergent, additional funds to meet unique student needs | SIP team and attendance team | 08/01/2019-06/15/2020 |
| Create and maintain a welcoming environment:  - greet all students and guests in a positive manner | PD for clerical staff and security officers specific to customer service | Building principal | 08/01/2019-06/15/2020 |
| All stakeholders will participate in professional development to meet the needs of our students:   * create a professional development plan for all stakeholders (staff and administrators) that focus on culturally responsive classrooms, trauma informed classrooms, restorative practices, middle school transformation * identify expert presenters * purchase professional literature, specifically to deepen our understanding of our students' cultural   needs | Professional development plan, expert presenters, professional literature | all stakeholders | 07/01/2019-06/15/2020 |

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| Provide additional mental health resources for students  - contract with social work services specific to attendance and discipline | contract with social work services | Building Principal, Dir of CSS | 08/01/2019-06/15/2020 |
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| **Anticipated Outputs:** | | | |
| Through celebration and positive interactions, our school will be a more welcoming place that students will want to attend. | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **Attendance reports will be reviewed and analyzed and mid- and end-of year surveys.** | | | |

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

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| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Hourly compensation for Attendance Committee to meet to review, analyze, and discuss interventions specific to attendance  **Necessary for implementation of the evidence-based strategy of:**  **Implement an Early Warning Intervention and Monitoring System** | CSI Allocation | $6628…$41.42/hour for 8  committee member @ 2 hours/10 months each |
|  |  |  |
| Contract for Social Work Service to support students specific to truancy concerns to decrease the current 26% chronic absences.  **Necessary for implementation of the evidence-based strategy of:**  **Implement an Early Warning Intervention and Monitoring System** | CSI Allocations | $50,000 |
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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:** | |
| Audience |  |

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

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| 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 #3 – Measurable Goal #2: Promote and sustain a positive school environment where expectations are high for all members, and these members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically: By the end of the 2019-2020 school year, there will be a 10% decrease in disciplinary incidents, specifically level II and level III infractions, by consistently implementing and adhering to school-wide behavior expectations.

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

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| **Action Steps** | **Materials/Resources/Supports**  **Needed** | **Person(s)/Position Responsible** | **Implementation Timeline** |
| Implement school-wide behavior expectations:   * review and revitalize current SWPBP * review and revitalize presentation timeline/activities for SWPBP | SWPBP, presentation, updated posters, incentives, discipline data | SIP team and building administrators | 08/01/2019-06/15/2020 |
| Build positive relationships with all stakeholders, especially students:  - create and implement a professional development plan to include topics on understanding our student population and engaging in positive interactions | professional development plan, designated time to implement plan | all stakeholders | 08/01/2019-06/15/2020 |
| Consistently enforce the expectations and responsibilities in ASD Parent and Student Handbook:   * make students aware of the student responsibilities in the handbook * make staff aware of the faculty/staff responsibilities in the handbook * make administrators aware of the administrators’ responsibilities in the handbook * create individual incentive plans for students of concern | ASD Parent and Student Handbook | all stakeholders | 08/01/2019-10/01/2019 |
| All stakeholders will attend | Professional development plan, | all stakeholders | 07/01/2019-06/15/2020 |

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| professional development to meet the needs of our students:  - create a professional development plan for all stakeholders (staff and administrators) that focus on culturally responsive classrooms, trauma informed classrooms, restorative practices, middle school transformation | expert presenters |  |  |
| Provide additional mental health resources for students  - contract with social work services specific to attendance and discipline | contract with social work services | Building Principal, Dir of CSS | 07/01/2019-06/15/2020 |
| **Anticipated Outputs:** | | | |
| By implementing the action items, we will create a welcoming and supportive environment where students want to attend and meet expectations to decrease student disciplinary incidents. | | | |
| **Monitoring/Evaluation Plan:** | | | |
| **Administrative team will run disciplinary reports to be reviewed and analyzed by the administrative team and each academic team.** | | | |

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

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| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Hourly compensation for School Climate Committee to review, analyze, and discuss school culture and climate  **Necessary for implementation of the evidence-based strategies of: Implement a school-wide system of positive behavioral interventions and supports**.  **Provide instruction, modeling, classroom norms, and caring**  **attention that promotes students’ self-respect, management of emotions, concern for others, and responsibility.**  **Align classroom observations with targeted professional learning and teacher study groups** | CSI Allocations | $2500…$41.42/hour for 6 committee members @  2hours/10 months  MOVE TO TITLE |
| Professional literature specific to SEL, Restorative Practices, Trauma Informed Classrooms, etc. Title samples could include: “Fostering Resilient Learners: Strategies for Creating a Trauma- Sensitive Classroom”; “Hacking School Discipline: 9 Ways to Create a Culture of Empathy & Responsibility Using Restorative  Justice”; “Motivating Students Who Don’t Care”  **Necessary for implementation of the evidence-based strategies of: Implement a school-wide system of positive behavioral interventions and supports**.  **Provide instruction, modeling, classroom norms, and caring**  **attention that promotes students’ self-respect, management of emotions, concern for others, and responsibility.**  **Align classroom observations with targeted professional learning and teacher study groups** | CSI Allocations | $3000…100 books @ approximately $30.00/each. |
| SWPBP educational incentives (notebooks, pens, pencils, markers, erasers, backpacks, etc) selected by SWPBP in | CSI Allocations | $8300… 830 students/$10 |

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| accordance to the PDE federal guidelines for incentives and the Director of Grants will vet and approve all items prior to purchasing.  **Necessary for implementation of the evidence-based strategies of:**  **Implement a school-wide system of positive behavioral interventions and supports**.  **Provide instruction, modeling, classroom norms, and caring**  **attention that promotes students’ self-respect, management of emotions, concern for others, and responsibility.**  **Align classroom observations with targeted professional learning and teacher study groups** |  | per student to purchase school supplies, educational field trip costs/fees, books  etc. |
|  |  |  |
| Compensation for SIP/SWPBP Committee (summer planning and monthly throughout 19-20 school year) to review and update current SWPBP.  **Necessary for implementation of the evidence-based strategies of:**  **Implement a school-wide system of positive behavioral interventions and supports**.  **Provide instruction, modeling, classroom norms, and caring**  **attention that promotes students’ self-respect, management of emotions, concern for others, and responsibility.**  **Align classroom observations with targeted professional learning and teacher study groups** | CSI Allocations | $3231…$41.42/hour for 6 committee members @ 13  hours each  MOVE TO TITLE |

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

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| **Expenditure (Brief Description)** | **Funding Source** | **Cost** |
| Contract for Social Work Service to support our critical needs  student sub groups based on the early warning system data.  **Necessary for implementation of the evidence-based strategy of:**  **Implement an Early Warning Intervention and Monitoring System** | CSI Allocations | $50,000 |
| Professional Book Study that will focus on the professional literature (see expenditure above) specific to SEL, Restorative Practices, Trauma Informed Classrooms, Classroom  Management, etc. (See title samples above.)  **Necessary for implementation of the evidence-based strategies of:**  **Implement a school-wide system of positive behavioral interventions and supports**.  **Provide instruction, modeling, classroom norms, and caring**  **attention that promotes students’ self-respect, management of emotions, concern for others, and responsibility.**  **Align classroom observations with targeted professional learning and teacher study groups** | CSI Allocations | $15,000…$41.42/hour for 20 staff members @ 6 hours  for 3 sessions.  MOVE TO TITLE |
| Contracted services for professional development focused on schoolwide implementation of social emotional learning.  **Necessary for implementation of the evidence-based strategies of:**  **Implement a school-wide system of positive behavioral interventions and supports**.  **Provide instruction, modeling, classroom norms, and caring**  **attention that promotes students’ self-respect, management of emotions, concern for others, and responsibility.**  **Align classroom observations with targeted professional learning and teacher study groups** | CSI Allocations | $10,000 |
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| Professional Learning - Describe the Professional Learning Plan to achieve this goal. | |
| **Professional Learning Goal 1:**  All staff members will attend and participate in professional development sessions and implement strategies to meet the needs of our student population. | |
| Audience | All staff members |
| Topics to be Included | Not limited to: trauma informed classrooms, working with kids in poverty, gang relations, culturally responsive classrooms |
|  | Discipline reports, classroom walkthroughs/observations |

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| Evidence of Learning |  |
| Anticipated Timeframe | Enter Start Date:08/01/19  Anticipated Completion Date:06/20/2020 |
| Lead Person/Position | Building Principal, SOI, SIP team |

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| 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 |  |

# 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:

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| --- | --- | --- | --- |
| **Communication Strategies** | **Audience** | **Purpose of Message** | **Anticipated Timeline** |
| Presentation to the HMMS CIS Team | CIS Team | Inform stakeholders of plan | May 31, 2019 |
| Presentation to ASD Education Committee | ASD Education Committee | Inform stakeholders of plan | June 13, 2019 |
| Public Display of Plan | HMMS Community | Share overview of plan with all stakeholders | June 14- July 14, 2019 |
| Presentation to HMMS Faculty and Staff | HMMS faculty and staff | Share overview of plan with all stakeholders | June 14, 2019; August 2020; ongoing |
| Presentation to HMMS Families | HMMS Families | Share overview of plan with all stakeholders | September 2020 |

1. **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:



*Name (printed) Signature Date*

### Superintendent of Schools/Chief Executive Officer:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Name (printed)*  **Building Administrator:** |  | *Signature* |  | *Date* |
| *Name (printed)* |  | *Signature* |  | *Date* |

**School Improvement Facilitator:**

*Name (printed) Signature Date*

Scan and insert the signed Assurances Page: