School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Pottsville Area School District

School Building Name

Lengel Middle School

4-Digit School Building Code

5265

School Street Address

1541 West Laurel Blvd., Pottsville, PA 17901

A. *School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Jeffrey Zwiebel	Superintendent	Administrator
Michael Maley	Principal	Administrator
Caitlin Mohl	Assistant Principal	Administrator
Kelly Brennan	Special Education Director	Administrator
Maria Larish	Federal Programs Coordinator	Educator
Ashley Shappell	5th Grade Teacher	Educator
Julie Saunders	Special Education Lead Teacher	Educator
Matthew Maccarone	7th/8th Grade Math Teacher	Educator
Breanne Ferdoucha	7th/8th Grade ELA Lead Teacher	Educator
Darren March	Parent	Community
Janet Powers	Parent	Community
Tara Grochowski	Business	Community
Joseph Murton	Police Officer	Community
Barbara Wilkinson	Facilitator	IU 29

Vince Hoover	Data Analysis	IU 29
Andrew Gavalis	Data Analysis	IU 29
Michael Cardamone	Board Director	PASD

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

School administrators considered a wide range of stakeholders to participate. In addition to the building principal, assistant principal, and director of special education, educators with expertise and background in the targeted groups were invited to join the committee. PASD parents with students in the targeted groups, regularly involved in school activities, were asked to participate and contribute a different view than the educational community. Community members with unique insight from the local real estate profession and law enforcement, having significant investments in bettering our school community, were invited to join the steering committee.

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 Steering Committee, as a whole, met to introduce the school's designation as A-TSI. Team members discussed the importance of input from the school community via the survey-style needs assessment for each of the stakeholder groups. Representative team members interpreted the provided information, asked questions, and shared perspectives. Parent and community team members solicited survey feedback in order to gain a wide-ranging view of school strengths and challenges. The educator sub-committee reviewed evidence to prioritize goals and drive the focus for improvement.

As the plan is implemented at the start of the 2019/2020 school year, educator sub-committee members, as well as administrators, will serve as liaisons to access the components and support peers. Data collected will be reviewed quarterly by steering committee members to ensure progress and assess the need for changes.

B. *School Level Vision for Learning*

Long-term Vision and the Measures of Success

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?*
Lengel ensures students of all ability levels have access to appropriate grade level instruction daily using a rigorous curriculum aligned to the PA Core Standards.	By 2021/2022, Lengel will meet the school specific exit criteria for math and ELA proficiency levels.
Lengel prepares students to be socially responsible and academically successful as they encounter challenges in school and everyday life.	All students will be on-track for academic success in 9th grade. Students will demonstrate a mastery of career readiness skills to utilize in their personal lives.

II. School Level Needs Assessment

A. Identified School Community Needs:

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

The entire Steering Committee and sub-groups met at various times throughout the 2018/2019 school year to discuss Lengel's designation of A-TSI and the action plan. Surveys were given to parents/guardians, students, and educators to collect input and assess educational weaknesses. The Steering Committee met to review the survey results, analyze collected data, and target essential practices. After prioritizing the identified practices, the educator and administration sub-groups of the A-TSI Steering Committee began creating goals to be addressed in the action plan. During every meeting, IU facilitators led the committee in analyzing data, assessing building needs, and creating the A-TSI action plan. To begin addressing the targeted essential practices, the IU has provided professional development to lead teachers in the creation and implementation of CDTs as well as in curriculum mapping. Lengel parents/guardians will be invited on May 29, 2019 to review and give input on the action plan for the 2019/2020 school year.

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

Strengths	Supporting Evidence from Needs Assessment
Implement an evidence-based system of schoolwide positive behavior interventions and support.	Schoolwide PBIS program in place/operational, State recognition for PBIS implementation, PBIS training, school discipline data
Provide frequent, timely, and systematic feedback and support on instructional practice	Building administration conducts regular observations based on differentiated supervision, feedback and documentation using PA-ETEP

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

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
Align curriculum, assessments, and instruction to the PA Standards.	- Lesson plans were not aligned to standards - Curriculum documents were not complete - No consistent curriculum	Yes	Lack of consistent educational practices and standard curriculum
Use a variety of assessments (including diagnostic,	- Lacking common assessments	Yes	Lack of valid and researched-based

formative, and summative) to monitor student learning and adjust programs and instructional practices.	- Consistent assessment schedules do not exist - Lesson plans do not support formative assessment results		benchmarks, formative, diagnostic, and summative assessments.
Collectively shape the vision for continuous improvement of teaching and learning.	- No school vision - Data analysis is not consistent	No	Lack of clearly defined school/district vision or educational goals.
Identify professional learning needs through analysis of a variety of data.	- Professional goals are not aligned to student and school needs - Professional goals are not consistent as a grade level/department	No	Lack of professional goals addressing weaknesses found in student data

D. *Established Priorities and Aligned Outcome Categories*

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

Priority Statements	Rationale	Outcome Category
1. All departments will develop a PA Core Standards aligned curriculum including, but not limited to, essential questions, objectives, and assessments.	Aligning the curriculum to the PA Core standards will guarantee teachers are addressing essential content in each grade level. This will assure that *all* students have access to learning in every environment.	Essential Practices Condition 1- Focus on Continuous Improvement of Instruction
2. All departments will continue to develop and utilize common assessments. Assessment results will be analyzed and instructional practices will be adjusted accordingly.	Utilizing common assessments will support the alignment of curriculum and provide evidence of student learning. Teachers will have an opportunity to analyze assessment data and adjust instruction in order to meet the needs of each student.	Essential Practices Condition 1- Focus on Continuous Improvement of Instruction

III. Measurable Goal Statements

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

Priority Statement #1: All departments will develop a PA Core Standards aligned curriculum including, but not limited to, essential questions, objectives, and assessments.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of Lengel curriculum for ELA, Mathematics, Science, and Social Studies will be aligned to PA Core Standards, including 4-5 Units for each marking period totaling 20-25 units per map containing essential questions, standards, objectives, lessons, and materials by March 30, 2020.	25% of curriculum will be aligned in each of the core content areas, including the specified components by August 21, 2019.	50% of curriculum will be aligned in each of the core content areas, including the specified components by September 30, 2019.	75% of curriculum will be aligned in each of the core content areas, including the specified components by December 31, 2019.

Priority Statement #2: All departments will continue to develop and utilize common assessments. Assessment results will be analyzed and instructional practices will be adjusted accordingly.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of common assessments will be developed for all content units by March 30, 2020.	25% of formative and summative or project-based assessments will be developed in all content areas by August 21, 2019.	50% of formative and summative or project-based assessments will be developed in all content areas by September 30, 2019.	75% of formative and summative or project-based assessments will be developed in all content areas by December 31, 2019.
CDT modules for ELA and math will be administered three (3) times by March 06, 2020.	The first CDT module for ELA and math will be administered once by September 13, 2019. Data will be analyzed by content area teachers immediately following the assessments.	The second module of CDT assessments will be administered by December 31, 2019. Data will be analyzed by content area teachers immediately following the assessments.	The third module of CDT assessments for ELA and math will be administered by March 06, 2020. Data will be analyzed by content area teachers immediately following the assessments.

IV. Action Plans

A. *Evidence-Based Strategies*

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

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

Priority Statement #1: All departments will develop a PA Core Standards aligned curriculum including but not limited to essential questions, objectives, and assessments.

Measurable Goals	Evidence-Based Strategy
100% of Lengel curriculum for ELA, Mathematics, Science, and Social Studies will be aligned to PA Core Standards, including 4-5 Units for each marking period totaling 20-25 units per map containing essential questions, standards, objectives, lessons, and materials by March 30, 2020.	Engage instructional teams in developing standards-aligned units of instruction. **Evidence:** There is a good deal of evidence of instructional teams (e.g., professional learning communities) positively benefitting student learning and ensuring the units of instruction are standards-aligned; in addition, frequent assessment of student learning is research-supported (Hattie, 2012).

Priority Statement #2: All departments will continue to develop and utilize common assessments. Assessment results will be analyzed and instructional practices will be adjusted accordingly.

Measurable Goals	Evidence-Based Strategy
100% of common assessments will be incorporated for all content units by March 30, 2020.	Engage instructional teams in identifying common assessments and building curriculum-based assessments common among all grade-level content areas to ensure academic growth consistent with PA Core standards and aligned to newly developed curriculum. **Evidence:** Pearson will be incorporated in all content units on account of the validity and consistency of the .
CDT modules for ELA and math will be administered three (3) by March 06, 2020.	Engage instructional teams in analyzing student data collected from the CDTs and monitoring student mastery of the standards. **Evidence:** CDT modules are a valid and researched based assessment provided by PDE that allows student progress to be monitored.

B. *Action Plan Steps*

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

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

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

Expenditures:

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

Professional Learning Opportunities:

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

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

School Level Action Plans

Priority #1 – Measurable Goal #1:
100% of Lengel curriculum for ELA, Mathematics, Science, and Social Studies will be aligned to PA Core Standards, including 4-5 Units for each marking period totaling 20-25 units per map containing essential questions, standards, objectives, lessons, and materials by March 30, 2020.

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

Action Steps	Materials/Resources/ Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Divide standards by similarity which will form units **Indicator:** Document displaying the groups of standards	Administration, Lead Teachers, PA Core, and SAS Portal	Educator Sub-Committee and Lead Teachers	August 26, 2019

Evaluate current curriculum and instructional framework Form objectives to guide units Design lessons to meet objectives and standards Select materials to support lesson activities and objectives Plan differentiated instruction and accommodations based on lessons and current students **Indicator:** Completed curriculum units that detail objectives, essential questions, lessons, resources, and assessments	Administration, Lead Teachers, PA Core, and SAS Portal, lesson plan template, and course materials	Educator Sub-Committee and Lead Teachers	Quarter 1: August 14, 2019 Quarter 2: September 23, 2019 Quarter 3: December 11, 2019 Quarter 4: March 23, 2020
Facilitate grade level/departmental meetings to review quarterly units before implementation **Indicator:** Agendas and sign-in sheets	Administration, Lead Teachers, and completed quarterly units	Educator Sub-Committee and Lead Teachers, and Administration	Quarter 1: August 21, 2019 Quarter 2: September 30, 2019 Quarter 3: December 18, 2019 Quarter 4: March 30, 2020
Post curriculum quarterly on district website to ensure parental access **Indicator:** Updated district website	Curriculum	Administration and IT	Quarter 1: August 28, 2019 Quarter 2: October 7, 2019 Quarter 3: January 3, 2020 Quarter 4: April 6, 2020
Intervention will be built into ELA and Math blocks to focus on Tier 2 and Tier 3 interventions for students, based on data-supported students' needs. **Indicator:** Schedule accommodating a minimum of 1	Administration, Staff availability, research-based intervention strategies	Building principal, assistant principal, special education director	Schedule complete by August 22, 2019 Implementation of intervention blocks following administration of 1st CDT, and continuing through the school year

intervention block per 5 day cycle.			

Anticipated Outputs:

20-25 completed units consisting of Essential Questions, Standards, Objectives, Lessons, Materials and Differentiation/Accommodations

Monitoring/Evaluation Plan:

Units plans will be submitted to administration before each quarter begins.
Administration will monitor implementation by conducting walk-through evaluations and formal evaluations.

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

Expenditure (Brief Description)	Funding Source	Cost
No expenditure expected	IU support	$0

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

Professional Learning Goal: Andrew Gavalis, IU 29, will train each lead teacher how to create standard aligned units while addressing differentiation and accommodations in order to build a curriculum. The lead teachers will work with their departments to create 20-25 units.

Audience	All educators
Topics to be Included	Curriculum mapping
Evidence of Learning	Essential unit components will be evident in daily lessons.
Anticipated Timeframe	Enter Start Date: 5/16/19 Anticipated Completion Date: April 2020
Lead Person/Position	Andrew Gavalis, IU 29

Priority #2 – Measurable Goal #1: 100% of common assessments will be developed for all content units by March 30, 2020.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Design 2-3 formative assessments that measure unit objectives and	SAS Portal, units within the curriculum, formative assessments, CDTs, and Administration	Lead teachers	June 6, 2019 through August 14, 2019 August 22, 2019 through

standards in all quarterly units

Indicator:
Completed quarterly units with formative assessments | | | September 23, 2019

October 1, 2019 through December 11, 2019

December 19, 2019 through March 23, 2020 |
| Meet as a department to review all components of each unit

Indicator:
Agendas and sign-in sheets | SAS Portal and units within the curriculum, and Administration | Lead teachers | Quarter 1: August 21, 2019
Quarter 2: September 30, 2019
Quarter 3: December 18, 2019
Quarter 4: March 30, 2020 |
| Implement CDTs for ELA and math

Indicator:
Grade level and individual student reports | CDTs and results | All teachers | Quarter 2: September 30, 2019

Quarter 4: March 30. 2020 |
| Analyze formative and diagnostic assessment results in grade level/departmental meetings and adjust instruction in all quarterly units

Indicator:
Agendas, sign-in sheets, and revised lesson plans | SAS Portal, formative assessment results, CDT results, Intervention Staff, and Administration | All teachers | Quarter 1: August 21, 2019
Quarter 2: September 30, 2019
Quarter 3: December 31, 2019
Quarter 4: March 30. 2020 |
| Identify 1 summative or project-based assessment that measures unit objectives and standards in all quarterly units

Indicator:
Summative or project-based assessment, including grading guidelines | SAS Portal, units within the curriculum, and Administration | Lead teachers | Quarter 1: August 21, 2019
Quarter 2: September 30, 2019
Quarter 3: December 31, 2019
Quarter 4: March 30. 2020 |
| Analyze summative or project-based assessment results in grade level/departmental meetings and adjust | SAS Portal, summative or project-based assessment, and Administration | All teachers | Quarter 1: August 21, 2019
Quarter 2: September 30, 2019
Quarter 3: December 31, 2019 |

instruction in all quarterly units **Indicator:** Agendas, sign-in sheets, and revised lesson plans			Quarter 4: March 30. 2020

Anticipated Outputs:
40-75 formative assessments measuring unit objectives and standards in the curriculum 20-25 summative or project-based assessments measuring unit objectives and standards in the curriculum

Monitoring/Evaluation Plan:
Formative assessment narratives will be submitted to lead teachers prior to department meetings. Administration will monitor implementation by conducting walk-through evaluations and formal evaluations.

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

Expenditure (Brief Description)	Funding Source	Cost
No expenditures expected		$0

Priority #2 – Measurable Goal #2: CDT modules for ELA and math will be administered bi-annually by March 30, 2020.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Implement CDTs in ELA and math modules **Indicator:** Grade level and individual student reports	CDTs	Lead teachers	Quarter 2: September 30, 2019 Quarter 4: March 30. 2020
Analyze diagnostic assessment results and adjust instruction in grade level/departmental meetings and adjust instruction in all quarterly units **Indicator:** Agendas, sign-in sheets, and revised lesson plans	CDT results, Intervention Staff, and Administration	All teachers	October 15, 2019 April 15. 2020

Anticipated Outputs:
2 sets of CDT diagnostic results

Monitoring/Evaluation Plan:

> **Summative or project-based assessment narratives will be submitted to lead teachers prior to department meetings.**
> **Administration will monitor implementation by conducting walk-through evaluations and formal evaluations.**

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

Expenditure (Brief Description)	Funding Source	Cost
No expenditures expected		$0

V. Communications Plan for School Improvement

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

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
A-TSI Steering Committee meetings	Steering Committee: parents, community leaders, educators, administration	Feedback on identified essential practices and commitment to implementation	1 meeting/marking period
A-TSI parent meetings	Lengel parents/guardians	Discussion on A-TSI process, feedback on strategies, and evaluation of action plan	BOY and EOY meeting
A-TSI website update	Stakeholders	To keep stakeholders informed and updated on progress	BOY and EOY
Monthly building newsletter	Stakeholders	To keep stakeholders informed and updated on improvement plan	Monthly
Parent workshop	Lengel parents/guardians	Educate parents on current educational trends and identified workshop topics	Minimum of two workshops during the 19/20 school year

VI. Plan Submission

Affirmations

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

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

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

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

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

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

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by *(School Name)* <u>Lengel Middle School</u> for the 2019-2020 school year.

Board Approval: *Date of Board Meeting:* _____

Board President:

_____   _____
          _____

Name (printed)   *Signature*
Date

Superintendent of Schools/Chief Executive Officer:

_____   _____

_____

Name (printed)   *Signature*
Date

Building Administrator:

_____   _____

_____

Name (printed)   *Signature*
Date

School Improvement Facilitator:

_____   _____

_____

Name (printed)   *Signature*
Date

Scan and insert the signed Assurances Page: