

Springhouse MS

School Level Plan

07/01/2014 - 06/30/2015

School Profile

Demographics

Springhouse MS

1200 Springhouse Rd
Allentown, PA 18104
(610)351-5700

Federal Accountability Designation: NA

Title I Status: No

Principal: Michelle Minotti

Superintendent: Richard Sniscak

Planning Committee

Name	Role
Brian Barone	Ed Specialist - School Psychologist
Jeff Bartman	Administrator
Corey Bergstein	Middle School Teacher - Special Education
Gina Clifton	Parent
Darvin Faust	School Resource Officer
Jim Haines	Secondary School Teacher - Regular Education
Steve Hoffman	Ed Specialist - Instructional Technology
Rob Holmes	Administrator
Cindy James	Parent
Kelly Kester	Administrative Assistant
Doug Leonzi	Business Representative
Elaine Letoski	Ed Specialist - School Counselor
Missy Maggioncalda	Parent
Michelle Minotti	Administrator
Pete Pizzuto	Middle School Teacher - Special Education
Maria Serina	Middle School Teacher - Regular Education
Kerin Steigerwalt	Middle School Teacher - Regular Education
Cherise Yee	Parent
Kristin Yudt	Secondary School Teacher - Regular Education

Needs Assessment

School Accomplishments

Accomplishment #1:

All below basic, basic, proficient and advanced students exceeded the standard for Academic Growth for 6th grade math.

Accomplishment #2:

All below basic and proficient students exceeded the standard for Academic Growth for 6th grade reading.

Accomplishment #3:

7th grade reading proficiency students did show moderate evidence that the group exceeded the standards for PA Academic Growth.

Accomplishment #4:

8th grade basic, below basic, proficient and advanced students in science and math showed growth.

Accomplishment #5:

8th grade basic and proficient reading students showed moderate evidence that the group exceeded the standard for PA Academic Growth.

Accomplishment #6:

Algebra I Keystone students scoring basic, proficient and advanced showed moderate evidence that the group exceeded the standard for PA Academic Growth.

Accomplishment #7:

Improvement in Study Island Reading and Math benchmarks for the 2012-13 school year.

Accomplishment #8:

High percentage of students on Principal's, High Honor Roll, and Honor Roll.

Accomplishment #9:

Extensive parent and community involvement and communication.

Accomplishment #10:

Team teaching offers a variety of opportunities to differentiate instruction and support through new initiatives.

School Concerns

Concern #1:

Lack of progress in the advanced category. Need to do a more effective job of meeting needs below:

1. 6th grade reading advanced students did not show moderate evidence that they exceeded the standard for PA Academic Growth.
2. 7th grade reading and math advanced students showed moderate evidence that they did not meet the standard for PA Academic Growth.
3. 8th grade advanced students for Math and Reading showed moderate evidence that the group did not meet the standard for PA Academic Growth.

Concern #2:

Enhance differentiated instruction to meet the needs of all students through a variety of approaches including blended learning initiatives.

Concern #3:

Improve instructional monitoring and effectiveness of intervention to impact student growth to ensure consistency in implementation.

Concern #4:

Establish differentiated professional development to meet staffing needs to ultimately impact student achievement and growth.

Concern #5:

Ensure that each member of the school community promotes, enhances and sustains a shared vision of positive school climate.

Prioritized Systemic Challenges

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

Aligned Concerns:

Lack of progress in the advanced category. Need to do a more effective job of meeting needs below:

1. 6th grade reading advanced students did not show moderate evidence that they exceeded the standard for PA Academic Growth.

2. 7th grade reading and math advanced students showed moderate evidence that they did not meet the standard for PA Academic Growth.

3. 8th grade advanced students for Math and Reading showed moderate evidence that the group did not meet the standard for PA Academic Growth.

Enhance differentiated instruction to meet the needs of all students through a variety of approaches including blended learning initiatives.

Improve instructional monitoring and effectiveness of intervention to impact student growth to ensure consistency in implementation.

Establish differentiated professional development to meet staffing needs to ultimately impact student achievement and growth.

Ensure that each member of the school community promotes, enhances and sustains a shared vision of positive school climate.

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

Aligned Concerns:

Lack of progress in the advanced category. Need to do a more effective job of meeting needs below:

1. 6th grade reading advanced students did not show moderate evidence that they exceeded the standard for PA Academic Growth.

2. 7th grade reading and math advanced students showed moderate evidence that they did not meet the standard for PA Academic Growth.

3. 8th grade advanced students for Math and Reading showed moderate evidence that the group did not meet the standard for PA Academic Growth.

Establish differentiated professional development to meet staffing needs to ultimately impact student achievement and growth.

School Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Indicators of Effectiveness:

Type: Annual

Data Source: Performance Tracker data including Study Island, PSSA, writing assessments, etc.

Student Learning Objectives

Observations

Specific Targets: Increase middle school scores by 3 - 5% proficiency and student growth (PVAAS) in math, reading, science, and writing.

Data teams will create action plans to identify needs by subject and demonstrate growth through designed student learning objectives

Strategies:

Classroom Observations

Description:

Leadership team observes classroom practices and creates opportunities to reflect and grow. Classroom walk throughs, observations and conferences give feedback and suggestions for improved teaching strategies. They also allow administrative teams to identify strengths and areas that need improvement between content teachers.

Communication with the Department of Curriculum, Instruction, and Professional Development between team leaders and content teams to establish current practices. Differentiated professional development will help improve teaching strategies. Follow up observations and conferences.

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

Implementation Steps:

Staff collaboration between OMS and SMS on content team goals

Description:

Team meetings - weekly (team minutes)

Content meetings - marking period 2 and 5 (minutes) and goals

Start Date: 9/1/2014 **End Date:** 6/15/2015

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies: None selected

Effective and Engaging Lessons

Description:

Professional Development workshops on effective instructional practice. This collaboration is for our entire middle school program to ensure that curriculum is also meeting our demands to effectively create engaging lessons.

Start Date: 9/1/2014 **End Date:** 6/16/2015

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

Supported Strategies: None selected

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA

PVAAS

Performance Tracker

District/School level assessments

Study Island Benchmarks

Previous Grade data

Specific Targets: Although our middle school program believes this is an area of strength, we want to focus on consistent implementation of instructional practices.

Strategies:

Effective and Engaging Lessons

Description:

Middle School Content Teams will meet collaboratively during summer workshops and professional development throughout the year to learn and teach best practices in instruction including differentiated instruction, blended learning, and Response to Instruction and Intervention based on the multiple levels of assessments throughout the year. Content teams will meet to identify learning needs and determine strategies to guide students to create a years worth of growth as identified in the PVAAS system.

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

Implementation Steps:

Professional Development

Description:

Differentiated professional development will be planned by all stakeholders and implemented throughout the school year. Teachers will also have opportunities in Parkland Academies, and team/content meeting time to work on differentiated instruction goals and improve RTII processes. The goal is for this professional development to match their individual goals and Student Learning Objectives to show growth in PVAAS.

Start Date: 9/2/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies: None selected

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Revision Cycles (Feedback/ surveys)

PVAAS

All Student data sources

Specific Targets: The key is 'consistent' implementation of the standards aligned curriculum. There have been many shifts these past few years including the shift to common core. Although our Curriculum Department works with teams to align the measures noted above, the middle school teams will work to ensure everyone is on the same page making student growth. Specific Target -teachers will review/analyze student data, collaborate, and progress monitor.

Type: Annual

Data Source: Study Island Benchmarks, teacher assessments, PSSA/Keystone

Specific Targets: Improve assessment tools to align with PA Core standards to ensure all learners will grow.

Type: Annual

Data Source: Student data reports, team minutes, action plans, SLO, differentiated assessments

Specific Targets: Improve the middle school Response to Instruction and Intervention program at the middle school so a consistent implementatoin of standards can be measured for student growth.

Type: Annual

Data Source: Teacher surveys, professional development assessments, observations, walk throughs, teacher collaboration/conferences

Specific Targets: Working more effectively to integrate technology within a blended format to expose students to the types of skills they need in the post K-12 phase of their lives.

Strategies:

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research>

; the following link provides an overview of curriculum mapping:

http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf>; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf; Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Enhance Mastery of Instruction

Description:

Create opportunities for teachers to collaborate with content teams and Curriculum to ensure mastery of instruction. Teachers will have professional development time to understand the shift to PA Core standards and research best instructional practices to differentiate instruction and meet student needs. Moreover, teachers will create data plans individually and with teams beyond Student Data Reports. Team Data Plans should identify how each member of the team will strive to improve instructional outcomes. Professional development will also be provided for online resources including Study Island, Khan Academy, IXL math, etc. The 8th grade Math teachers will pilot the Dellicker Hybrid model for the 2014-2015 school year. Differentiated professional Development for other 'best practices' will be provided throughout the year.

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

Intervention and Enrichment

Description:

The Parkland Middle Schools plan to establish a system to fully ensure students who are academically at risk are identified early and are supported by a process that provides interventions based upon student need and includes procedures for monitoring effectiveness. This comes through data driven decision making for differentiated instruction. Both OMS and SMS recognize the need for a refined Response to Instruction and Intervention System. We are reviewing the current schedule to maximize time for effective interventions and enrichment. We have many measures already built into our school day, but with increased pressures to improve academic growth it is important that we look beyond Student Data Reports and identify better ways to identify concerns and create opportunities for intervention and enrichment.

SAS Alignment: None selected

Implementation Steps:

Curriculum Review

Description:

Collaborate with Curriculum Department and content teams to ensure a curriculum review is aligning core content from the elementary to secondary schools. Example: Curriculum Writing Process revised grades 6- 12; Ensure teachers understand the

Curriculum Connector Tool and utilize it to help them enrich lessons and meet Student Learning Objectives (SLO).

Start Date: 9/1/2014 **End Date:** 6/30/2015

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

Supported Strategies: None selected

Collaboration SMS/OMS

Description:

Middle School Content Teams will have opportunities to assess data and identify areas of concern and plans for improvement. Training and implementation of aligned curriculum will take place during team meetings, content time, and professional development.

Start Date: 9/1/2014 **End Date:** 6/30/2015

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

Supported Strategies: None selected

RTII Research and Implementation

Description:

Research best practices for middle school RTII programs and decide how they fit for SMS/OMS. Continue to use Student Data Reports and SLOs to improve instruction, but consider other opportunities with data team and Student Services.

Start Date: 9/1/2014 **End Date:** 6/30/2015

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

Develop User Friendly Data System

Description:

Development of toolbox/resources available for teams and staff must be readily available during team meetings. This will require the technology department to ensure that Student Data Reports and other RTII reporting tools are easily accessed by teachers. This data base will help teachers to identify strategies that teachers have tried to reach success. Further, the overarching goal of this system would be to track progress with data.

Start Date: 10/15/2014 **End Date:** 9/15/2015

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies: None selected

Olweus Bullying Prevention Program and SWPBIS

Description:

Implement OBPP for the 2014-2015 school year and assess reduction in discipline referrals and electronic bullying referrals throughout the school year. OBPP will be part of the middle school steps towards School Wide Positive Behavior Interventions and Supports. The goal is to ensure that students feel safe at school. Research shows when students feel safe at school attendance and academic achievement increases.

Start Date: 9/26/2014 **End Date:** 6/19/2015

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

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

Start	End	Title	Description	Provider	Type	App.
9/2/2014	6/12/2015	Professional Development	Differentiated professional development will be planned by all stakeholders and implemented throughout the school year. Teachers will also have opportunities in Parkland Academies, and team/content meeting time to work on differentiated instruction goals and improve RTII processes. The goal is for this professional development to match their individual goals and Student Learning Objectives to show growth in PVAAS.	Parkland School District	School Entity	Yes
		Person Responsible Principal, teacher, Curriculum and Instruction		SH 7	S 7	EP 90

Knowledge

- Differentiated Instruction Practices
- Blended Learnin Strategies
- Curriculum Alignment to Common Core

Bullying Initiative

Supportive Research

Collaboration between instructional leadership team and teacher leaders to ensure best practices in the classroom and beyond.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Training Format

LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation
 Live Webinar

Department Focused Presentation
 Podcast
 Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists	Grade Levels	Middle (grades 6-8)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data

Assurance of Quality and Accountability

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

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

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Springhouse MS in the Parkland SD for the 2014-2015 school-year.

Affirmed by Richard Sniscak on 8/28/2014

Superintendent/Chief Administrator

Affirmed by Roberta Marcus on 8/28/2014

Board President

No signature has been provided

IU Executive Director

Springhouse MS
Goal Projected Costs

Goal #1: Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.	\$0.00
Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	\$0.00
Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all	\$3,000.00
Minus Multipurpose Implementation Steps	\$0.00
Total Projected Cost	\$3,000.00

Goal #1: Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.		
Strategies Classroom Observations		
Staff collaboration between OMS and SMS on content team goals		\$0.00
Effective and Engaging Lessons		\$0.00
	Goal #1 Total	\$0.00
Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching		
Strategies Effective and Engaging Lessons		
Professional Development		\$0.00
	Goal #2 Total	\$0.00
Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.		
Strategies Curriculum Mapping		
Differentiating Instruction		
Enhance Mastery of Instruction		
Intervention and Enrichment		
Curriculum Review	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$3,000.00
Collaboration SMS/OMS		\$0.00
RTII Research and Implementation		\$0.00
Develop User Friendly Data System		\$0.00
Olweus Bullying Prevention Program and SWPBIS		\$0.00
	Goal #3 Total	\$3,000.00

Springhouse MS Action Plans

Goal #1: Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.				
Strategies		Classroom Observations		
Start	End	Implementation Step Title	Description	Responsible
9/1/2014	6/15/2015	Staff collaboration between OMS and SMS on content team goals	Team meetings - weekly (team minutes) Content meetings - marking period 2 and 5 (minutes) and goals	Administration/ Team Leaders
9/1/2014	6/16/2015	Effective and Engaging Lessons	Professional Development workshops on effective instructional practice. This collaboration is for our entire middle school program to ensure that curriculum is also meeting our demands to effectively create engaging lessons.	Building level administration, Curriculum Instruction, and Team Leaders
Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching				
Strategies		Effective and Engaging Lessons		
Start	End	Implementation Step Title	Description	Responsible
9/2/2014	6/12/2015	Professional Development	Differentiated professional development will be planned by all stakeholders and implemented throughout the school year. Teachers will also have opportunities in Parkland Academies, and team/content meeting time to work on differentiated instruction goals and improve RTII processes. The goal is for this professional development to match their individual goals and Student Learning Objectives to show growth in PVAAS.	Principal, teacher, Curriculum and Instruction
Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.				
Strategies		Curriculum Mapping Differentiating Instruction Enhance Mastery of Instruction Intervention and Enrichment		
Start	End	Implementation Step Title	Description	Responsible

Springhouse MS Action Plans

9/1/2014	6/30/2015	Curriculum Review	Collaborate with Curriculum Department and content teams to ensure a curriculum review is aligning core content from the elementary to secondary schools. Example: Curriculum Writing Process revised grades 6- 12; Ensure teachers understand the Curriculum Connector Tool and utilize it to help them enrich lessons and meet Student Learning Objectives (SLO).	Curriculum Department, Principals
9/1/2014	6/30/2015	Collaboration SMS/OMS	Middle School Content Teams will have opportunities to assess data and identify areas of concern and plans for improvement. Training and implementation of aligned curriculum will take place during team meetings, content time, and professional development.	Principals, SMS- Michelle Minotti; OMS - Todd Gombos
9/1/2014	6/30/2015	RTII Research and Implementation	Research best practices for middle school RTII programs and decide how they fit for SMS/OMS. Continue to use Student Data Reports and SLOs to improve instruction, but consider other opportunities with data team and Student Services.	Principal, Student Services
10/15/2014	9/15/2015	Develop User Friendly Data System	Development of toolbox/resources available for teams and staff must be readily available during team meetings. This will require the technology department to ensure that Student Data Reports and other RTII reporting tools are easily accessed by teachers. This data base will help teachers to identify strategies that teachers have tried to reach success. Further, the overarching goal of this system would be to track progress with data.	Principal, C&I, Technology Department, Core Planning Team, Student Services
9/26/2014	6/19/2015	Olweus Bullying Prevention Program and SWPBIS	Implement OBPP for the 2014-2015 school year and assess reduction in discipline referrals and electronic bullying referrals throughout the school year. OBPP will be part of the middle school steps towards School Wide Positive Behavior Interventions and Supports. The goal is to ensure that students feel safe at school. Research shows when students feel safe at school attendance and academic achievement increases.	Principal, Student Services, School Resource Officer