

Steering Committee

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Vision for Learning

Vision for Learning

Mission: The mission of South Mountain Middle School is to serve the diverse educational needs of each student, by igniting their passion for learning and creating an academic culture. Vision: South Mountain Middle school envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
SY22-23: 8.2% of students tested proficient for math, up from 4.8% in SY21-22	False
SY22-23: 20.9% of students tested proficient in ELA, down from 22.9% in SY21-22	False
SY22-23: 8.9% of English learners demonstrated English language proficiency in SY22-23, up from 4.8% in SY21-22	False
SY22-23: from Fall to Winter 2, 8th grade increased proficiency by 10.6% from Fall to Winter 2; over the same time span in SY 21-22, 8th increased proficiency by 3.2%	True
SY22-23: students scoring below basic decreased by 4.4% from Fall to Winter 2, as compared to a decrease of 2.1% over the same period of SY 21-22	False
SY22-23: between Fall and Winter 2, our proficient/advanced group grew from 21.5% to 27.6%, increasing by 6.1%	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
SY22-23: from Fall to Winter 1 Star Math, the student group with the lowest percentage of high growth is students who identify as Asian (38.5%)	False
SY22-23: 43.8% of students identifying as LatinX met or exceeded high growth targets for Star Math.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Collectively shape the vision for continuous improvement of teaching and learning	False
SY22-23: proficiency in both speaking and writing saw a 10% growth between Fall and Winter, as measured by LAS Links.	False
SY22-23: between Fall and Winter 2, our proficient/advanced group grew from 8.2% to 18.1%	False
200 8th grade students were given an opportunity to tour LCTI in the Fall, 100% of these seats were filled and will be touring LCTI in the next month.	False
For the 22-23 school year, 90+% of 8th grade students were compliant with Smart Futures archives and grade band activities.	False
SY23-24: Overall proficiency in STAR ELA increased from 24.9% in Fall 2023 to 28.6% in Spring 2024	True
SY 22-23: students scoring below basic decreased by 17.1% from Fall to Winter 2, as compared to a decrease of 9.5% over the same time span in SY 21-22	False
SY23-24: Overall proficiency in Math STAR increased from 12% in Fall 2023 to 23.6% in Spring 2024	True
SY:23-24 6th grade students were the highest performing on the Science CDT test.	False
Use multiple professional learning designs to support the learning needs of staff	False
SY23-24: Overall proficiency in STAR math increased in every testing window during the 23-24 school year.	False
SY22-23: 80 students met or exceeded growth in Winter over Fall, an increase of 32 students meeting or exceeding growth targets on LAS Links.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
SY22-23: 55.9% of students were not marked chronically absent, compared to the Statewide average of 73.9%	False
SY22-23: 20.9% of students tested proficient in ELA, down from 22.9% in SY21-22	False
SY22-23: Students testing below basic during the Winter 2 testing window on Star ELA is 36% compared to 34.3% from SY21-22.	False
SY22-23: students testing below basic during the Winter 2 testing window on Star Math is 60.8%.	True
SY22-23: 8th grade students are our lowest performing grade, with 14.2% of students testing proficient/advanced in SY 22-23 as of the Winter 2 testing window.	False
SY22-23: 8th grade students are our lowest performing grade on Star ELA, with 26.3% of students testing proficient/advanced in SY 22-23 as of Winter 2	True
SY22-23: 31.7% of students identifying as LatinX met or exceeded high growth targets for Star ELA.	False
SY23-24: 66% of English learners met or exceeded their language growth goals as in SY23-24.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	True
SY23-24- Science proficiency is well below the state average.	False
Implement a multi-tiered system of supports for academics and behavior	False
Identify and address individual student learning needs	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
New teachers in related arts and vacancies in technology education which normally provide targeted opportunities to provide instruction and career exploration opportunities for student portfolios.	False
Student device issues, (not having device on them or a charged device, not enough loaner devices) to appropriately use designated time to complete Smart Future activities.	False
SY23-24: Overall proficiency in STAR ELA remained static (24.9%) from Winter II to Spring testing windows in SY23-24.	False
SY23-24: Proficiency among English Learners in STAR Math is 11.1% in Spring 2024.	True
SY22-23: 66% of 7th graders met growth in Fall, only 54% met growth in Winter on LAS Links.	False
SY22-23: The student group with the lowest percentage of high growth is students who identify as English Language Learners (19.8%) in SY22-23 from the fall to Winter 1 window.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

There has been continued growth in proficiency in STAR ELA and Math during the 23.24 academic year. Math, in particular, saw steady growth throughout the school year as teachers adjusted to the new materials and curriculum. There were a number of changing conditions that impacted our ability to make consistent growth throughout the school year, including a changing leadership team, removing SOIs from building based roles, network reorganization, and new curriculum in both ELA and Math.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SY22-23: students testing below basic during the Winter 2 testing window on Star Math is 60.8%.	Implementation challenge: Limited belief/mindset Additional discussion: Action steps and strategies are clear. There has been a consistent effort to progress monitor them throughout 22.23 If teacher buy in is not complete, sufficient proress is not made.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Implementation challenge: Lack of communication, designated team, systematic approach, Additional discussion: Impacted by social emotional needs of students and families. How do we fit these into our schedule and time IF we think through behavior, the root is more around systematic approach and communication between parents/teachers/students, lack of PBIS system to begin SY23-24	True
SY22-23: 8th grade students are our lowest performing grade on Star ELA, with 26.3% of students testing proficient/advanced in SY 22-23 as of Winter 2	Implementation challenge: Limited belief/mindset Additional discussion: Action steps and strategies are clear. There has been a consistent effort to progress monitor them throughout 22.23 If teacher buy in is not complete, sufficient proress is not made.	True
SY23-24: 66% of English learners met or exceeded their language growth goals as in SY23-24.	English language learners spend too much time taking assessments (Star, LAS, WIDA) that disrupts routine learning.	True
SY23-24: Proficiency among English Learners in STAR Math is 11.1% in Spring 2024.	While growth happening 11.1% still far too low. All levels of English learners are not provided direct EL support through out academic schedule.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
SY22-23: from Fall to Winter 2, 8th grade increased proficiency by 10.6% from Fall to Winter 2; over the same time span in SY 21-22, 8th increased proficiency by 3.2%	Continued focus on teachers implementing best practices in the classroom is showing some improvement in student data outcomes.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	SMMS introduced systems to reduce major incidents and referrals, including improved monitoring of hallways and other transitions.
SY23-24: Overall proficiency in STAR ELA increased from 24.9% in Fall 2023 to 28.6% in Spring 2024	Continued focus on teachers implementing best practices in the classroom is showing some improvement in student data outcomes.
SY23-24: Overall proficiency in Math STAR increased from 12% in Fall 2023 to 23.6% in Spring 2024	Focus on depth of knowledge combined with the new math curriculum has resulted in positive gains on Star Math proficiency during the SY23-24.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IF: - SMMS staff cultivates conditions where all students feel safe, valued, empowered, and loved THEN: Students will increase regular attendance, decrease incidents resulting in level III infractions and out-of-school suspensions.

	IF: - SMMS teachers design and implement high impact learning experiences to drive academic excellence THEN: ELA proficiency and Math proficiency will improve
	IF: - SMMS teachers design and implement high impact learning experiences to drive academic excellence. THEN: English language proficiency will improve.
	IF: - SMMS teachers design and implement high impact learning experiences to drive academic excellence THEN: Math and ELA proficiency will improve.

Goal Setting

Priority: IF: - SMMS teachers design and implement high impact learning experiences to drive academic excellence THEN: ELA proficiency and Math proficiency will improve

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Strategic Framework goal: Increase graduation rate. Measurable Goal: By the end of the 2024-2025 school year, South Mountain Middle School will make at least a 3% increase on the ELA PSSA, using the Spring 2024 ELA PSSA as a baseline. Indicators Increase benchmark assessment performance from Quarter 1 to Quarter 2 by __ %. Increase benchmark assessment performance from Quarter 2 to Quarter 3 by __ %. Increase benchmark assessment performance from Quarter 3 to Quarter 4 by __ %.			
Measurable Goal Nickname (35 Character Max)			
ELA Benchmark Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will determine a baseline in the fall administration of the Star Reading Assessment.	We will make at least a 3% increase of students scoring At/Above benchmark from the fall administration on the Winter 1 Star Reading Assessment.	We will make at least a 6% increase of students scoring At/Above benchmark from the fall administration on the Winter 2 Star Reading Assessment.	We will make at least a 10% increase of students scoring At/Above benchmark from the fall administration on the Spring Star Reading Assessment.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Strategic Framework: The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. Measurable Goal: Decrease chronic absenteeism from 28.5% to 20% by the end of the school year. Indicators Decrease chronic absenteeism from 28.5% to 26.5% for Quarter 1 attendance data. Decrease chronic absenteeism from 26.5% to 24.5% for Quarter 2 attendance data. Decrease chronic absenteeism from 22.5% to 20% for Quarter 3 attendance data. Decrease chronic absenteeism from 21% to 18.5% for Quarter 4 attendance data.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 26% of students will be chronically absent by the end of Q1.	No more than 24% of students will be chronically absent by the end of Q2.	No more than 22% of students will be chronically absent by the end of Q3.	No more than 20% of students will be chronically absent by the end of Q4.

Priority: IF: - SMMS teachers design and implement high impact learning experiences to drive academic excellence. THEN: English language proficiency will improve.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Strategic Framework: Empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment. Measurable Goal: By the end of the 2024-2025 school year, at least 12% of EL students will achieve their English Language Growth and Attainment target, measured by the ACCESS assessment. Indicators Increase the number of EL's moving from level 1 to level 2 as measured by WIDA performance Increase the number of EL's moving from level 2 to level 3 as measured by WIDA performance Increase the number of EL's moving from level 3 to level 4 as measured by WIDA performance			
Measurable Goal Nickname (35 Character Max)			

English Language Growth and Attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 71.1% of students meet or exceed language growth goal	No assessment given	By the end of the 2024-2025 school year, at least 12% of EL students will achieve their English Language Growth and Attainment target, measured by the ACCESS assessment.	At least 76.1% of students meet or exceed language growth goal

Priority: IF: - SMMS teachers design and implement high impact learning experiences to drive academic excellence THEN: Math and ELA proficiency will improve.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Strategic Framework: Increase the percentage of students passing Algebra 1 by 9th grade. Measurable Goal: By the end of the 2024-2025 school year, South Mountain Middle School will make at least a 3% increase on the Math PSSA, using the Spring 2024 Math PSSA as a baseline. Indicators Increase benchmark assessment performance from Quarter 1 to Quarter 2 by __ %. Increase benchmark assessment performance from Quarter 2 to Quarter 3 by __ %. Increase benchmark assessment performance from Quarter 3 to Quarter 4 by __ %.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will determine a baseline in the fall administration of the Star Math Assessment.	We will make at least a 3% increase of students scoring At/Above benchmark from the fall administration on the Winter 1 Star Math Assessment.	We will make at least a 6% increase of students scoring At/Above benchmark from the fall administration on the Winter 2 Star Math Assessment.	We will make at least a 10% increase of students scoring At/Above benchmark from the fall administration on the Spring Star Math Assessment.

Priority: IF: - SMMS staff cultivates conditions where all students feel safe, valued, empowered, and loved THEN: Students will increase regular attendance, decrease incidents resulting in level III infractions and out-of-school suspensions.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Strategic Framework: Cultivate a positive District-wide culture by establishing safe and nurturing learning communities that create conditions for student success. Measurable Goal: Reduce student out of school suspensions by 20%, as compared to the 2023-2024 school year (55 total out of school suspensions) Indicators 11 or fewer out of school suspensions school-wide by the end of the 1st rating period. 22 or fewer cumulative out of school suspensions school wide by the end of the 2nd rating period. 33 or fewer cumulative out of school suspensions school wide by the end of the 3rd rating period. 44 or fewer cumulative out of school suspensions school wide by the end of the 4th rating period.			
Measurable Goal Nickname (35 Character Max)			
Reduce Suspensions			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
11 or fewer out of school suspensions school-wide by the end of the 1st rating period.	22 or fewer cumulative out of school suspensions school wide by the end of the 2nd rating period.	33 or fewer cumulative out of school suspensions school wide by the end of the 3rd rating period.	44 or fewer cumulative out of school suspensions school wide by the end of the 4th rating period.

Outcome Category

School climate and culture			
Measurable Goal Statement (Smart Goal)			
Strategic Framework: Cultivate a positive District-wide culture by establishing safe and nurturing learning communities that create conditions for student success. Measurable Goal: By the end of the 2024-2025 school year, South Mountain Middle School will reduce Level III infractions by 20% from the previous school year. Indicators Discipline data review for quarter 1 Discipline data review for quarter 2 Discipline data review for quarter 3			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
220 or fewer level III infractions for quarter one.	440 or fewer cumulative level III infractions at the mid-year point.	660 or fewer cumulative level III infractions at the end of the third quarter.	880 or fewer cumulative level III infractions at the end of the school year

Action Plan

Measurable Goals

ELA Benchmark Proficiency	English Language Growth and Attainment
Regular Attendance	
Math Goal	Reduce Suspensions

Action Plan For: Effective Practice

Measurable Goals:	
- Strategic Framework goal: Increase graduation rate. Measurable Goal: By the end of the 2024-2025 school year, South Mountain Middle School will make at least a 3% increase on the ELA PSSA, using the Spring 2024 ELA PSSA as a baseline. Indicators Increase benchmark assessment performance from Quarter 1 to Quarter 2 by __ %. Increase benchmark assessment performance from Quarter 2 to Quarter 3 by __ %. Increase benchmark assessment performance from Quarter 3 to Quarter 4 by __ %. - Strategic Framework: Increase the percentage of students passing Algebra 1 by 9th grade. Measurable Goal: By the end of the 2024-2025 school year, South Mountain Middle School will make at least a 3% increase on the Math PSSA, using the Spring 2024 Math PSSA as a baseline. Indicators Increase benchmark assessment performance from Quarter 1 to Quarter 2 by __ %. Increase benchmark assessment performance from Quarter 2 to Quarter 3 by __ %. Increase benchmark assessment performance from Quarter 3 to Quarter 4 by __ %. - Strategic Framework: Empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment. Measurable Goal: By the end of the 2024-2025 school year, at least 12% of EL students will achieve their English Language Growth and Attainment target, measured by the ACCESS assessment. Indicators Increase the number of EL's moving from level 1 to level 2 as measured by WIDA performance Increase the number of EL's moving from level 2 to level 3 as measured by WIDA performance Increase the number of EL's moving from level 3 to level 4 as measured by WIDA performance	

Action Step		Anticipated Start/Completion Date	
1. Build Strong Professional Learning Communities. Create a Beginning of Year best practices center to set relationships and encourage teacher collaboration, improved classroom learning environment, instructional routines, building wide behavior norms. Utilize AVID strategies in BOY activities. This will consist of shared resource drive, teacher and SOI/Coach training on planning. Coaching on plans and execution in first month.		2024-06-03	2024-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Shared resource location, expectations communicated, PD where BOY BDPs and AVID strategies are modeled and time for planning to create BOY lesson plans	Yes	
Action Step		Anticipated Start/Completion Date	
2. Build Effective Professional Teams. Establish Team Best Practices (including academic, content and grade level) to drive student performance modeling the AVID Collaboration and Organization strategies. Create best practice documents for norm setting, topics ideas, agendas/note collection, discipline models, parent engagement, etc)		2024-06-03	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant	Shared resource location, expectations communicated, working time where	Yes	

Principals	teams develop shared expectations, PD to model team behaviors and AVID strategies. Coaching of team meetings. Team leader meetings prior to and during the start of school.		
Action Step		Anticipated Start/Completion Date	
3. Collect Data on Continuous Classroom Improvement. Utilize progress monitoring rubric and procedure to drive continuous improvement toward our instructional vision using the AVID framework. Define scope and follow up. Include in data dashboard and build targeted PD around findings (DataWise protocols, instructional rounds, learning walks, etc)		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	progress monitoring rubric, leadership team	Yes	
Action Step		Anticipated Start/Completion Date	
4. Commit to Student-Centered Learning (solving challenging problems/productive struggle with peers) Leverage AVID framework for teaching excellence, focus on challenging problems and collaboration (student-centered learning).		2024-06-03	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI	"shared resource area, building PD time Suggested Resources/Materials (AVID): binders, dividers, composition books, sketch journals, planners, post-it notes, chart paper, folders. Posters. Agendas (WICOR - organization)"	Yes	
Action Step		Anticipated Start/Completion Date	
5. Implement Systems of Intervention. Prioritize tier 1 instruction with ongoing assessment data (formal/informal) to guide the need for tiered intervention and potential CST/MTSS referrals.		2024-06-03	2025-05-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI	data sources for intervention; expectations communicated, intervention bank, decision tree for referral to tier 2. DataWise.	No	
Action Step		Anticipated Start/Completion Date	
6. Clearly Communicate Progress/Opportunities. Create a data dashboard for academic performance, share frequently with stakeholders and celebrate successes/achievement.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Data dashboard (online and posted)	No	
Action Step		Anticipated Start/Completion Date	
DAS: Use literacy and real-world experience to improve understanding and to help students set academic goals for themselves. Use STAR growth goals before each benchmark and follow up with data-driven meetings to provide students with feedback and set their next goal. Celebrate student achievement with data displays showing goals and progress.		2024-08-12	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Leadership team	Data protocol	No	
Action Step		Anticipated Start/Completion Date	
DAS: Develop an academic strategy of accountability for the creation of dynamic lesson plans that align with PA Core and Common Core Standards, use quality curriculum, core materials, and evidence-based instructional practices, pedagogy, student engagement, teacher-led small group instruction, and progress monitoring.		2024-08-12	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leadership team	Lesson planning template and resources	Yes	
Action Step		Anticipated Start/Completion Date	
DAS: Implement assessments throughout K-8 to identify students who might struggle with reading, writing, speaking, and listening skills. Provide targeted interventions and support for these students so that they are prepared for success in the ELA content area.		2024-09-16	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leadership Team	Benchmark assessments	No	
Action Step		Anticipated Start/Completion Date	
DAS: Develop an academic strategy aligned with PA Core and Common Core Standards, using quality curriculum, core materials, and evidence-based instructional practices, pedagogy, and methodology.		2024-08-19	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leadership Team	Curricular resources	No	
Action Step		Anticipated Start/Completion Date	
DAS: Implement assessments throughout K-8 to identify students who might struggle with Algebra 1 concepts. Provide targeted interventions and support for these students so that they are prepared for success in Algebra 1 by grade 9.		2024-09-02	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leadership Team	Assessments and assessment schedule, intervention structures	No	
Action Step		Anticipated Start/Completion Date	
DAS: Develop professional learning communities to enable leaders and teachers to collaborate systematically to enhance teaching and learning through data-driven analysis.		2024-09-30	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leadership team	Protocol for PLCs	No	
Action Step		Anticipated Start/Completion Date	
Review structures and schedules to ensure there is a schoolwide approach to EL class assignment. Ensure students are assigned to classes in a manner that maximizes the support and		2025-03-03	2025-06-06

services that they will receive. Create a scope and sequence for professional development that is aligned to CSI plan priorities and that is responsive to teacher needs			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL SOI	Current rosters, teacher allocation, para allocation	No	
Action Step		Anticipated Start/Completion Date	
Create a schedule and monitor collaborative protocols such as morning meeting and data analysis, ensuring ESOL teachers receive balanced collaboration time with different content area teachers. Collaborative protocols may focus on ELOs, supporting language skills, and modifications to support English learners		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coaches	Teacher schedules for Morning meeting, monitoring form	No	
Action Step		Anticipated Start/Completion Date	
Using best practices and resources for collaborating teachers provide PD to collaborating teachers and paras with expectations for both teachers in the classroom. Create walk through or progress monitoring to support the implementation of collaboration expectations.		2024-08-21	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELD facilitators	Best Practices to focus on, walk through/monitoring form	Yes	
Action Step		Anticipated Start/Completion Date	
Provide training on individual language growth plans that leverage LAS LINKS and WIDA data for all staff who work with ELL students. Include clear expectations on how ILPs will support student growth and goal setting.		2024-10-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL SOI, ELD Facilitators	Las scores, score growth tracking sheet, teacher meeting time	Yes	
Action Step		Anticipated Start/Completion Date	
Establish norms/guidelines on what should be present in lesson plans to support language acquisition. Monitor the implementation of EL best practices during instructional walkthroughs and in lesson plans. Provide ongoing feedback to teachers to support effective language acquisition for students.		2024-07-01	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL SOI	Determined norm and guidelines, meeting time with teaching teams	No	
Action Step		Anticipated Start/Completion Date	
Create a schedule for regular (bi-monthly) instructional feedback for ESOL teachers. Work to create language domain specific look-fors for observation and feedback in classrooms and		2024-09-02	2025-05-30

provide feedback aligned to the instructional vision and EL best practices expectations.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL SOI	create schedule, meet with teacher/facilitator/coaches,	No	
Action Step		Anticipated Start/Completion Date	
After LAS Links, facilitate data analysis and co-planning with all content teachers. Support teachers in implementing instructional plans and interventions to increase language acquisition. Ensure there are regularly scheduled student celebrations after language acquisition testing and plans to communicate student's strengths and areas of growth with families.		2024-10-28	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELD Facilitators	LAS Scores, time allocated for celebrations, time allocated for meetings	No	
Action Step		Anticipated Start/Completion Date	
Create a schedule, in which an EL teacher can support low incidence or dually identified students ELL students who are not in a collaborating teachers session.		2025-05-05	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL SOI	schedule creation	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Improved ELA proficiency - Improved Math proficiency - Improved language acquisition	Plan will be monitored via monthly progress monitoring routine in collaboration with SIF in addition to regularly cadenced CSI meeting in school professional calendar.

Action Plan For: Provide a tiered system of instructional and behavioral supports and interventions

Measurable Goals:
- Strategic Framework: Cultivate a positive District-wide culture by establishing safe and nurturing learning communities that create conditions for student success. Measurable Goal: Reduce student out of school suspensions by 20%, as compared to the 2023-2024 school year (55 total out of school suspensions) Indicators 11 or fewer out of school suspensions school-wide by the end of the 1st rating period. 22 or fewer cumulative out of school suspensions school wide by the end of the 2nd rating period. 33 or fewer cumulative out of school suspensions school wide by the end of the 3rd rating period. 44 or fewer cumulative out of school suspensions school wide by the end of the 4th rating period. - Strategic Framework: The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. Measurable Goal: Decrease chronic absenteeism from 28.5% to 20% by the end of the school year. Indicators Decrease chronic absenteeism from 28.5% to 26.5% for Quarter 1 attendance data. Decrease chronic absenteeism from 26.5% to 24.5% for Quarter 2 attendance data. Decrease chronic absenteeism from 22.5% to 20% for Quarter 3 attendance data. Decrease chronic absenteeism from 21% to 18.5% for Quarter 4 attendance data.

Action Step	Anticipated Start/Completion
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		Date	
Develop a calendar that blocks out monthly time in the morning meeting schedule for culture and climate professional learning needs e.g. referrals and progressive discipline, school-wide procedures, and quarterly, teacher-led discipline reviews, professional expectations, etc.		2024-08-26	2025-05-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Monthly P.D. schedule, morning meeting procedures and protocols, discipline referral reports and trends, periodic feedback from teachers on their professional learning needs	No	
Action Step		Anticipated Start/Completion Date	
Leverage the 7 Mindsets platform and the SMMS Behavior Specialist to provide teachers with examples of high-impact community and relationship-building activities and routines. Implement periodic advisory or group meetings in order to incorporate and monitor the effectiveness of restorative practices in the classroom.		2024-07-29	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	7 Mindsets platform, behavior support specialist team,	No	
Action Step		Anticipated Start/Completion Date	
Develop a calendar of family engagement events (including student of the month). Track attendance at events and gather input to identify and address barriers to attendance (e.g., time, transportation, childcare).		2024-07-29	2025-04-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Past family engagement events, CIS coordinator, shared space in the building (auditorium, gym, cafeteria, etc.)	No	
Action Step		Anticipated Start/Completion Date	
Clearly define the expectations and protocols for hall pass procedures for students and staff in order to maximize instructional time for all students and decrease the amount of time students spend in the hallways.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	E-Hallpass, physical classroom passes, best practices in hallway pass procedures, reports and data pulled from E-Hallpass	No	
Action Step		Anticipated Start/Completion Date	
Clearly communicate a plan for monitoring school-wide processes such as transitions, arrival, dismissal, and lunch that includes safety staff. Leverage the new staffing model to adjust teacher duty expectations relating to arrival, breakfast, lunch, and dismissal.		2024-08-19	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Clearly defined systems and processes in a Google Drive folder	No	
Action Step		Anticipated Start/Completion Date	

Create and implement school-wide and classroom-level PBIS expectations (leveraging PBIS rewards program) to increase and improve the use of positive behavior recognition and supports throughout SMMS. Include regularly cadenced incentives for rewards or recognition for students. Create clear visuals that can be posted in all classrooms and common areas and progress monitor implementation school-wide.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	PBIS online app for all teachers, visuals throughout the school, incentives and rewards, shared space for periodic recognition and celebration	Yes	
Action Step		Anticipated Start/Completion Date	
SMMS will create systems to incentivize, recognize, and celebrate students who show exemplary attendance through quarterly school-wide or grade-level wide celebrations.		2024-07-29	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Attendance reports, shared space for periodic recognition and celebration, incentives and rewards, visuals throughout the school	No	
Action Step		Anticipated Start/Completion Date	
SMMS will design, implement, and leverage a student shadow system that allows staff to gain a deeper understanding of the culture and climate of the building and their colleagues' classrooms from the perspective of the students. Monthly time will be set aside for the sharing of student shadow observations and feedback.		2024-09-16	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Google form or something similar to monitor the use of student shadows and record observations and feedback, shared space and time for the sharing out of observations and feedback	No	
Action Step		Anticipated Start/Completion Date	
SMMS will create a system to evaluate and improve the classroom environments throughout the school. Model classrooms will be identified and recognized throughout the building to engage staff in an increased level of pride in their classroom.		2024-08-19	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Model classrooms, incentives and rewards for teacher recognition. Time, labor, materials for engaging classrooms	No	
Action Step		Anticipated Start/Completion Date	
DAS: Implement restorative approaches throughout the learning community to promote positive interactions and repair relationships, enhancing the school climate.		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	NA	No	
Action Step		Anticipated Start/Completion	

		Date	
DAS: Develop, communicate, and monitor systems of engagement with community partners to maximize services and support for students.		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	NA	No	
Action Step		Anticipated Start/Completion Date	
DAS: Provide wellness resources that are readily accessible and available in multiple languages and across various communication platforms to promote inclusivity and facilitate increased engagement with these supports.		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	NA	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Improved student culture climate - Reduced reactive discipline - Greater application of SEL strategies and practices	Plan will be monitored via monthly progress monitoring routine in collaboration with SIF in addition to regularly cadenced CSI meeting in school professional calendar.

Action Plan For: Engage instructional teams in developing standard aligned units, assessing, and monitoring

Measurable Goals:
- Strategic Framework goal: Increase graduation rate. Measurable Goal: By the end of the 2024-2025 school year, South Mountain Middle School will make at least a 3% increase on the ELA PSSA, using the Spring 2024 ELA PSSA as a baseline. Indicators Increase benchmark assessment performance from Quarter 1 to Quarter 2 by __ %. Increase benchmark assessment performance from Quarter 2 to Quarter 3 by __ %. Increase benchmark assessment performance from Quarter 3 to Quarter 4 by __ %. - Strategic Framework: Empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment. Measurable Goal: By the end of the 2024-2025 school year, at least 12% of EL students will achieve their English Language Growth and Attainment target, measured by the ACCESS assessment. Indicators Increase the number of EL's moving from level 1 to level 2 as measured by WIDA performance Increase the number of EL's moving from level 2 to level 3 as measured by WIDA performance Increase the number of EL's moving from level 3 to level 4 as measured by WIDA performance

Action Step		Anticipated Start/Completion Date	
Instructional Rounds: Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks, and systems.		2024-08-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Schedule for instructional rounds, protocol for teachers	Yes	
Action Step		Anticipated Start/Completion	

		Date	
Differentiated Professional Learning: Use walkthrough and instructional rounds data, as well as the CSI priorities, to provide differentiated professional learning for any identified gaps and opportunities for new learning. Build a calendar for walkthrough data analysis and professional learning. Utilize morning meetings for flexible PD.		2024-08-19	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Professional learning schedule, supplies, and resources	No	
Action Step		Anticipated Start/Completion Date	
Ensure appropriate staffing to support instructional improvement including supervisors of instruction, reading specialists, intervention specialists, social workers, and teachers		2024-08-19	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Assistant Principals	Title I budget, CSI budget, and general budget	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved ELA proficiency Improved Math proficiency	SMMS leadership team will have a schedule for monitoring morning meetings, lesson plans and implementation via frequent classroom walkthroughs and feedback

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Effective Practice	1. Build Strong Professional Learning Communities. Create a Beginning of Year best practices center to set relationships and encourage teacher collaboration, improved classroom learning environment, instructional routines, building wide behavior norms. Utilize AVID strategies in BOY activities. This will consist of shared resource drive, teacher and SOI/Coach training on planning. Coaching on plans and execution in first month.
Effective Practice	2. Build Effective Professional Teams. Establish Team Best Practices (including academic, content and grade level) to drive student performance modeling the AVID Collaboration and Organization strategies. Create best practice documents for norm setting, topics ideas, agendas/note collection, discipline models, parent engagement, etc)
Effective Practice	3. Collect Data on Continuous Classroom Improvement. Utilize progress monitoring rubric and procedure to drive continuous improvement toward our instructional vision using the AVID framework. Define scope and follow up. Include in data dashboard and build targeted PD around findings (DataWise protocols, instructional rounds, learning walks, etc)
Effective Practice	4. Commit to Student-Centered Learning (solving challenging problems/productive struggle with peers) Leverage AVID framework for teaching excellence, focus on challenging problems and collaboration (student-centered learning).
Effective Practice	DAS: Develop an academic strategy of accountability for the creation of dynamic lesson plans that align with PA Core and Common Core Standards, use quality curriculum, core materials, and evidence-based instructional practices, pedagogy, student engagement, teacher-led small group instruction, and progress monitoring.
Effective Practice	Using best practices and resources for collaborating teachers provide PD to collaborating teachers and paras with expectations for both teachers in the classroom. Create walk through or progress monitoring to support the implementation of collaboration expectations.
Effective Practice	Provide training on individual language growth plans that leverage LAS LINKS and WIDA data for all staff who work with ELL students. Include clear expectations on how ILPs will support student growth and goal setting.
Provide a tiered system of instructional and behavioral supports and interventions	Create and implement school-wide and classroom-level PBIS expectations (leveraging PBIS rewards program) to increase and improve the use of positive behavior recognition and supports throughout SMMS. Include regularly cadenced incentives for rewards or recognition for students. Create clear visuals that can be posted in all classrooms and common areas and progress monitor implementation school-wide.
Engage instructional teams in developing standard aligned units, assessing, and monitoring	Instructional Rounds: Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks, and systems.

Professional Learning Communities

Action Step
1. Build Strong Professional Learning Communities. Create a Beginning of Year best practices center to set relationships and encourage teacher collaboration, improved classroom learning environment, instructional routines, building wide behavior norms. Utilize AVID strategies in BOY activities. This will consist of shared resource drive, teacher and SOI/Coach training on planning. Coaching on plans and execution in first month.
Audience
Faculty, ELA and Math Departments

Topics to be Included		
PLC Structure Data Protocol Team Norms		
Evidence of Learning		
Teams following PLC structure when observed by LT		
Lead Person/Position	Anticipated Start	Anticipated Completion
SOIs, Instructional Coaches, Team leads	2024-09-30	2025-05-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Effective Professional Teams

Action Step		
2. Build Effective Professional Teams. Establish Team Best Practices (including academic, content and grade level) to drive student performance modeling the AVID Collaboration and Organization strategies. Create best practice documents for norm setting, topics ideas, agendas/note collection, discipline models, parent engagement, etc)		
Audience		
Faculty, ELA and Math departments		
Topics to be Included		
-WICOR Strategies - Academic Binders and journals - WICOR strategies specific to lesson planning		
Evidence of Learning		
Attendance to morning meetings as per weekly outline (content, lesson planning, team, data, PD/Flex) Lesson plan review and accountability Lesson plan implementation via classroom observations and walkthroughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principals, Math and Literacy coaches, and SOIs.	2024-09-16	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Bi-weekly, Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Data Collection on Continuous Improvement

Action Step		
3. Collect Data on Continuous Classroom Improvement. Utilize progress monitoring rubric and procedure to drive continuous improvement toward our instructional vision using the AVID framework. Define scope and follow up. Include in data dashboard and build targeted PD around findings (DataWise protocols, instructional rounds, learning walks, etc)		
Audience		
All faculty with emphasis on all instructional staff (content, support staff- EL and IEP, and related arts)		
Topics to be Included		
Data Wise Protocols Progress Monitoring tools and methods SPM's Lesson planning template to align with progress monitoring measure		

Evidence of Learning		
SPM Progress monitoring rating scales		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal/Assistant Principals, SOL's, math and literacy coaches	2024-09-23	2025-06-02

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Student Centered Learning

Action Step		
4. Commit to Student-Centered Learning (solving challenging problems/productive struggle with peers) Leverage AVID framework for teaching excellence, focus on challenging problems and collaboration (student-centered learning).		
Audience		
All faculty, instructional staff		
Topics to be Included		
DoK AVID and WICOR strategies		
Evidence of Learning		
walkthroughs with targeted focus on dok and collaboration		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal/Assistant Principals, SOL's, math and literacy coaches	2024-09-16	2025-06-02

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Bi-weekly, monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Accountability for dynamic lesson planning

Action Step		
DAS: Develop an academic strategy of accountability for the creation of dynamic lesson plans that align with PA Core and Common Core Standards, use quality curriculum, core materials, and evidence-based instructional practices, pedagogy, student engagement, teacher-led small group instruction, and progress monitoring.		
Audience		
Instructional staff (content, support staff, related arts)		
Topics to be Included		
Activating student learning Planning for collaboration Planning for whole group, small group, rotations Planning for DoK questions and responses Planning for eliciting student feedback and check for understanding Planning for student assessment		
Evidence of Learning		
Lesson plan template submission Lesson plan implementation observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal/AP's, SOL's, coaches	2024-09-16	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Best practices for collaborative teaching (Co-teaching environments)

Action Step		
Using best practices and resources for collaborating teachers provide PD to collaborating teachers and paras with expectations for both teachers in the classroom. Create walk through or progress monitoring to support the implementation of collaboration expectations.		
Audience		
Content teachers and support teachers in co-teaching classrooms, paraprofessionals and EL paraprofessionals		
Topics to be Included		
Best practices for collaborative planning Coach teaching methods and models		
Evidence of Learning		
Walkthrough data Morning meeting agenda		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, AP's, SOL's, Coaches	2024-09-30	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Individual Language Growth Plans

Action Step		
Provide training on individual language growth plans that leverage LAS LINKS and WIDA data for all staff who work with ELL students. Include clear expectations on how ILPs will support student growth and goal setting.		
Audience		
EL teachers and teachers of EL's		
Topics to be Included		
Data Wise and using LAS and WIDA scores for instruction		
Evidence of Learning		
Morning meeting agenda Data wise protocols Lesson observation and walkthrough data		
Lead Person/Position	Anticipated Start	Anticipated Completion
SOL's	2024-10-01	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

School-Wide PBIS

Action Step		
Create and implement school-wide and classroom-level PBIS expectations (leveraging PBIS rewards program) to increase and improve the use of positive behavior recognition and supports throughout SMMS. Include regularly cadenced incentives for rewards or recognition for students. Create clear visuals that can be posted in all classrooms and common areas and progress monitor implementation school-wide.		
Audience		
All faculty		
Topics to be Included		
PBIS rewards program review PBIS team stores and reward incentives		
Evidence of Learning		
PBIS rewards program review PBIS team stores and reward incentive tracking PBIS usage review data Classroom PBIS visuals		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Principals	2024-09-30	2024-10-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Beginning of school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Instructional Rounds

Action Step		
Instructional Rounds: Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks, and systems.		
Audience		
Instructional Staff		
Topics to be Included		
Instructional Rounds Protocol Collaborative Problem of Practice		
Evidence of Learning		
Scheduling and completion of a formal instructional round		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, SOL's, Coaches	2024-11-01	2024-12-31

Learning Format

Type of Activities	Frequency
Learning walk	One learning walk cycle and review
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

