

Profile and Plan Essentials

School		AUN/Branch
South Mountain Middle School		121390302
Address 1		
709 West Emaus Ave		
Address 2		
City	State	Zip Code
Allentown	PA	18103
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		birksc@allentownsd.org
Principal Name		
Kenneth Fritz		
Principal Email		
Fritzkc@allentownsd.org		
Principal Phone Number		Principal Extension
6104622282		
School Improvement Facilitator Name		School Improvement Facilitator Email
Jamie Cameron		jcameron@massinsight.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kenny Fritz	Principal	SMMS	fritzk@allentownsd.org
Sarah Hernandez	Teacher	SMMS - 8th grade special education	hernandezs@allentownsd.org
Megan Hoffman	Other	SMMS - school nurse	hoffmanm@allentownsd.org
Whitney Magee	Teacher	SMMS - 6th grade literacy	mageew@allentownsd.org
Sandy Santiago	Teacher	SMMS - ESOL teacher	santiagos@allentownsd.org
Krista Ronalds	Other	SMMS - school counselor	ronaldsk@allentownsd.org
Keith Verdi	Teacher	SMMS - 8th grade science	verdik@allentownsd.org
Maria Figueroa	Other	SMMS - FACE/Parent liason	figueroam@allentownsd.org
Brian Siket	District Level Leaders	Allentown School District, central office - Executive Director of Special Education	siketb@allentownsd.org
Dr. Dennis Blankowitsch	Community Member	Allentown School District Foundation	blankowitsch@cs.com
Dyann Jansen	Education Specialist	SMMS - ESOL Supervisor of Instruction	jansend@allentownsd.org
Missy Smith	District Level Leaders	Allentown School District, Central Office	smithm@allentownsd.org
Dr. Carol Birks	Chief School Administrator	ASD Superintendent	birksc@allentownsd.org
Spencer Cameron	Principal	South Mountain Middle School	camerons@allentownsd.org
Kate Eighmy	Teacher	South Mountain Middle School	eighmyk@allentownsd.org
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Raiza Trinidad	Parent	South Mountain Middle School	raizatrinidad6371@gmail.com
Teanna Morales	Parent	South Mountain Middle School	moralest@allentownsd.org
Nydia Ramos	Parent	South Mountain Middle School	ramoscedre@yahoo.com
Dr. Loudes Sanchez	District Level Leaders	Allentown School District	sanchezl@allentownsd.org
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Kyle Kauffman	District Level Leaders	Allentown School District	kauffmank@allentownsd.org
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Jen Ramos	District Level Leaders	Allentown School District	ramosj@allentownsd.org
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Jen Bryant	District Level Leaders	Allentown School District	bryantj@allentownsd.org
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Ruby Silva	Student	South Mountain Middle School	
Tiffany Polek	District Level Leaders	Allentown School District	polekt@allentownsd.org
Lisa Brinker	Education Specialist	Allentown School District	brinkerl@allentownsd.org

Kathia Molina	Principal	Allentown School District	molinakallentownsd.org
Joe Grabusky	Education Specialist	Allentown School District	grabuskyj@allentownsd.org

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.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA ELA proficiency	SY24.25: ELA proficiency was 27.3% in 2023-24, up from 20.9% in 2022-23
Career Standards Benchmark	SY24-25: 98.8% of students met the career standards benchmark, compared to the Statewide average of 91.4%
PVAAS	SY24.25: Academic growth score in ELA was 89 in 2023-24, above the State average of 75.4
Regular Attendance	SY24.25: 65.5% of students were not marked chronically absent in 2023-24, up from 55.9% in 2022-23
PSSA Science proficiency	SY24-25: Science proficiency was 21.8% in 2023-24, up from 15.2% in 2022-23

Challenges

Indicator	Comments/Notable Observations
PSSA Math proficiency	SY24.25: Math proficiency was 8.9%, well below the state average of 40.2%
English Language Proficiency	SY24.25: 9.9% of EL students demonstrated English language proficiency, below the State average of 31.7%
PVAAS	SY24.25: Academic growth score in Math was 50, below the State average of 75.4
Regular Attendance	SY24-25: 34.5% of students were marked chronically absent in 2023-24.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator PSSA academic proficiency in English Language Arts ESSA Student Subgroups African-American/Black	Comments/Notable Observations SY23-24: 24.3% of black students tested proficient for ELA in 2023-24, up from 22.7% in 2021-22
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Regular Attendance ESSA Student Subgroups	Comments/Notable Observations SY24-25: There was an increase in the percentage of students NOT marked chronically absent for the following sub groups in 2023-24 compared to 2022-23. Black students - 69.6% up from 64.5% Hispanic students - 64.2% up from 53.9% White students - 68.6% up from 62.2% Students of two or more races - 64.7% up from 40.5% Economically disadvantaged students - 61.4% up from 51.4% English learners - 70.3% up from 59.5% Students with disabilities - 59.8% up from 49.4% Students with combined ethnicities - 65% up from 54.8%
Indicator EL Growth and Attainment ESSA Student Subgroups Hispanic	Comments/Notable Observations SY23-24: The percentage of Hispanic students at SMMS demonstrating English language proficiency increased from 3.7% in the 20.21 school year to 4.9% in the 21.22 school year.
Indicator PSSA ELA Proficiency ESSA Student Subgroups African-American/Black	Comments/Notable Observations SY23-24: 24.2% of Black students tested proficient in ELA in SY22-23, up from 22.7% in SY21-22
Indicator PSSA Math Proficiency ESSA Student Subgroups Hispanic	Comments/Notable Observations SY23-24: 6% of Hispanic students tested proficient in math in SY22-23, up from 3.6% in SY21-22
Indicator PSSA Math Proficiency ESSA Student Subgroups White	Comments/Notable Observations SY23-24: 23% of White students tested proficient in math in SY22-23, up from 13.7% in SY21-22
Indicator PSSA Math Proficiency ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations SY23-24: 6.1% of economically disadvantaged students tested proficient in math in SY22-23, up from 3.1% in SY21-22
Indicator English Language Proficiency ESSA Student Subgroups English Learners	Comments/Notable Observations SY23-24: 8.9% of English learners demonstrated English language proficiency in SY22-23, up from 4.8% in SY21-22
Indicator Career Standards Benchmark ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations SY23-24: 93.3% of students with disabilities met the career standards benchmark in SY22-23, up from 78.7% in SY21-22
Indicator	Comments/Notable Observations

PSSA ELA Proficiency ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	SY24.25: The following sub groups demonstrated growth in proficiency in 2023-24 compared to 2022-23. Black students - 25.2% up from 24.3% Hispanic students - 24.9% up from 18.7% White students - 43.1% up from 33.9% Students of two or more races - 37.2% up from 16.7% Economically disadvantaged students - 27.6% up from 18.7% English learners - 12.8% up from 11.4% Students with disabilities - 9.7% up from 5.9% Students with combined ethnicities - 25.6% up from 19.4%
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Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Math Growth ESSA Student Subgroups African-American/Black, White, English Learners, Students with Disabilities	Comments/Notable Observations SY24-25: The math growth score decreased for the following sub groups in 2023-24 from 2022-23. Black: 53 down from 69 White: 69 down from 72 English learners: 50 down from 76 Students with disabilities: 69 down from 70
Indicator ELA Growth ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations SY24-25: The growth score for students with disabilities decreased to 80 in 2023-24 from 90 in 2022- 23.
Indicator Attendance Data ESSA Student Subgroups African-American/Black	Comments/Notable Observations SY23-24: 64.5% of Black students were not marked chronically absent in SY22-23, down from 73.1% in SY21-22
Indicator PSSA ELA Proficiency ESSA Student Subgroups Hispanic	Comments/Notable Observations SY23-24: 18.7% of Hispanic students tested proficient in ELA in SY22-23, down from 20,6% in SY21-22
Indicator PSSA ELA Proficiency ESSA Student Subgroups	Comments/Notable Observations SY23-24: 33.9% of White students tested proficient in ELA in SY22-23, down from 42.5% in SY21-22

White	
Indicator PSSA ELA Proficiency ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations SY23-24: 16.7% of students of two or more races tested proficient in ELA in SY22-23, down from 23.7% in SY21-22
Indicator PSSA ELA Proficiency ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations SY23-24: 18.7% of economically disadvantaged students tested proficient in ELA in SY22-23, down from 19% in SY21-22
Indicator PSSA Science Proficiency ESSA Student Subgroups English Learners	Comments/Notable Observations SY23-24: 6.25 of English learners tested proficient in science in SY22-23, down from 11.9% in SY21-22
Indicator PSSA ELA Proficiency ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations SY23-24: 5.9% of students with disabilities tested proficient in ELA in SY22-23, down from 10.4% in SY21-22
Indicator PSSA Math ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24.25: The following sub groups demonstrated proficiency below state average Black students - 6.5% Hispanic students - 7.1% White students - 24.1% Students of two or more races - 16.3% Economically disadvantaged students - 9% English learners - 3.2% Students with disabilities - 2.2% Students with combined ethnicities - 7.5%

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

SY24.25: ELA proficiency was 27.3% in 2023-24, up from 20.9% in 2022-23
SY24.25: Academic growth score in ELA was 89 in 2023-24, above the State average of 75.4
SY24.25: 65.5% of students were not marked chronically absent in 2023-24, up from 55.9% in 2022-23
SY24-25: 98.8% of students met the career standards benchmark, compared to the Statewide average of 91.4%
SY24-25: Science proficiency was 21.8% in 2023-24, up from 15.2% in 2022-23

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

SY24.25: Math proficiency was 8.9%, well below the state average of 40.2%
SY24.25: 9.9% of EL students demonstrated English language proficiency, below the State average of 31.7%
SY24.25: Academic growth score in Math was 50, below the State average of 75.4
SY24-25: 34.5% of students were marked chronically absent in 2023-24.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR ELA	SY24.25: 35.2% of students below basic in reading according to STAR as of Q3
SGP	SY24-25: SGP has increased to 70.1%, an increase of 9% than growth from Fall to Winter 1 testing
STAR ELA	SY23-24: 8th grade students increased proficiency on the Spring Star ELA test to 33.4% from SY22-23 (26.5%)
STAR ELA	SY23-24: Students identifying as white increased proficiency on the Spring Star ELA test to 47.3% from SY22-23 (41.9%)
STAR ELA	SY23-24: Students identifying as two or more races increased proficiency on the Spring Star ELA test to 50% from SY22-23 (45.2%)
STAR ELA	SY24-25: The percentage of students proficient or advanced on STAR ELA has increased from 26.9% in Q1 to 33.9% in Q3

English Language Arts Summary

Strengths

SY24-25: The percentage of students proficient or advanced on STAR ELA has increased from 26.9% in Q1 to 33.9% in Q3
SY24-25: SGP has increased to 70.1%, an increase of 9% than growth from Fall to Winter 1 testing
SY24.25: Leadership team has significantly increased the number of instructional walkthroughs completed and the instructional feedback teachers are receiving

Challenges

SY24.25: 35.2% of students below basic in reading according to STAR as of Q3
SY24.25: Despite an increase in proficiency of ~5% from the corresponding quarter in SY23-24, approximately 65% of SMMS students are basic or below basic in reading according to STAR

Mathematics

Data	Comments/Notable Observations
STAR Math	SY24.25: Proficiency has increased from 12.7% in Q1 to 19.5% at the end of Q3
STAR Math	SY24-25: Overall proficiency in Math STAR increased from 12.7% in Q1 to 22.5% by the end of Q4.
STAR Math	SY23-24: Overall proficiency in Math STAR increased from 12% in Fall 2023 to 23.6% in Spring 2024
STAR Math	SY23-24: Overall proficiency in STAR math increased in every testing window during the 23-24 school year.
STAR Math	SY23-24: Proficiency among English Learners in STAR Math is 11.1% in Spring 2024.

Mathematics Summary

Strengths

SY24-25: 57.7% of students had met SGP as of the end of Q3
SY24.25: Proficiency has increased from 12.7% in Q1 to 19.5% at the end of Q3
SY24.25: Leadership team has significantly increased the number of instructional walkthroughs completed and the instructional feedback teachers are receiving

Challenges

SY24.25: Despite strong growth, approximately 80% of SMMS students were basic or below basic in math at the end of Q3, according to STAR

SY24.25: Teacher and students struggling to meet the requirement of instructional technology minutes (ALEKS) for SY24.25

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science CDT	SY23-24: 19.5% of 6th grade students are proficient in all subject Science CDT
Science CDT	SY23-24: 17.8% of 7th grade students are proficient in all subject Science CDT
Science CDT	SY23-24: 12.5% of 8th grade students are proficient in all subject science CDT
Science CDT	SY24-25: 4% of tested SMMS students are 'on track' as of Q4 according to Science CDT.
Science CDT	SY24-25: 19% of tested SMMS students are 'green or above' as of Q4 according to Science CDT.

Science, Technology, and Engineering Education Summary

Strengths

SY:23-24 6th grade students were the highest performing on the Science CDT test.

Challenges

SY23-24- Science proficiency is well below the state average.

SY24-25: 4% of tested SMMS students are 'on track' as of Q4 according to Science CDT.

SY24-25: 19% of tested SMMS students are 'green or above' as of Q4 according to Science CDT.

Related Academics

Career Readiness

Data	Comments/Notable Observations
SMART Futures	SY24-25: 80% of 8th grade students are on track with SMART Futures completion of career artifacts
SMART Futures	SY24-25: 75% of 6th grade students are on track with SMART Futures completion of career artifacts
SMART Futures	SY24-25: 34% of 7th grade students are on track with SMART Futures completion of career artifacts

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

SY24-25: 80% of 8th grade students are on track with SMART Futures completion of career artifacts
SY24-25: 75% of 6th grade students are on track with SMART Futures completion of career artifacts

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

SY24-25: 34% of 7th grade students are on track with SMART Futures completion of career artifacts
SY24-25: There is inconsistent implementation/completion of SMART Futures in different grade levels

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
LAS Links	SY23-24: 66% of English learners met or exceeded their language growth goals as in SY23-24.
STAR Math	SY23-24: 11.4% of English learners were proficient on the Spring Star Math test which was an increase from SY22-23 (9.8%)
LAS Links	SY24-25: 73.22% of English Learners met or exceeded their language growth goals by the end of Q4.
Attendance	SY24.25: 70.3% of english learners were regular attenders at SMMS, short of the State average of 78.1%
English language proficiency	SY24.25: 9.9% of english learners demonstrated english language proficiency in SY23-24, up from 8.9% in SY22-23
English Language Proficiency	SY24.25: 9.9% of english learners demonstrated english language proficiency in SY23-24, up from 8.9% in SY22-23
Attendance	SY24.25: 70.3% of english learners were regular attenders at SMMS, short of the State average of 78.1%

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

SY24.25: 9.9% of english learners demonstrated english language proficiency in SY23-24, up from 8.9% in SY22-23
SY24-25: 73.22% of English Learners met or exceeded their language growth goals by the end of Q4.
SY24-25: Regular attendance for english learners increased from 59.5% to 70.3%

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

SY24.25: 70.3% of english learners were regular attenders at SMMS, short of the State average of 78.1%
SY24-25: 73.22% of English Learners met or exceeded their language growth goals by the end of Q4.
SY24-25: Overall chronic absenteeism was 27%

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Collectively shape the vision for continuous improvement of teaching and learning
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Use multiple professional learning designs to support the learning needs of staff

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Foster a culture of high expectations for success for all students, educators, families, and community members
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Identify and address individual student learning needs
Implement a multi-tiered system of supports for academics and behavior

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
SY24.25: ELA proficiency was 27.3% in 2023-24, up from 20.9% in 2022-23	True
SY24.25: 65.5% of students were not marked chronically absent in 2023-24, up from 55.9% in 2022-23	True
SY24-25: 98.8% of students met the career standards benchmark, compared to the Statewide average of 91.4%	False
SY24-25: The percentage of students proficient or advanced on STAR ELA has increased from 26.9% in Q1 to 33.9% in Q3	True
SY24-25: SGP has increased to 70.1%, an increase of 9% than growth from Fall to Winter 1 testing	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
SY24-25: 73.22% of English Learners met or exceeded their language growth goals by the end of Q4.	True
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
SY24.25: Leadership team has significantly increased the number of instructional walkthroughs completed and the instructional feedback teachers are receiving	False
SY24-25: 57.7% of students had met SGP as of the end of Q3	False
SY24.25: 9.9% of english learners demonstrated english language proficiency in SY23-24, up from 8.9% in SY22-23	False
SY:23-24 6th grade students were the highest performing on the Science CDT test.	False
SY24.25: Academic growth score in ELA was 89 in 2023-24, above the State average of 75.4	False
SY24-25: Science proficiency was 21.8% in 2023-24, up from 15.2% in 2022-23	False
Use multiple professional learning designs to support the learning needs of staff	False
SY24.25: Proficiency has increased from 12.7% in Q1 to 19.5% at the end of Q3	True
SY24.25: Leadership team has significantly increased the number of instructional walkthroughs completed and the instructional feedback teachers are receiving	False
SY24-25: 80% of 8th grade students are on track with SMART Futures completion of career artifacts	False
SY24-25: 75% of 6th grade students are on track with SMART Futures completion of career artifacts	False
SY24-25: Regular attendance for english learners increased from 59.5% to 70.3%	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
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	Plan
SY24.25: Math proficiency was 8.9%, well below the state average of 40.2%	False
SY24.25: Academic growth score in Math was 50, below the State average of 75.4	False
SY24.25: 9.9% of EL students demonstrated English language proficiency, below the State average of 31.7%	True
SY24.25: Despite strong growth, approximately 80% of SMMS students were basic or below basic in math at the end of Q3, according to STAR	True
SY24.25: Teacher and students struggling to meet the requirement of instructional technology minutes (ALEKS) for SY24.25	False
SY24.25: Despite an increase in proficiency of ~5% from the corresponding quarter in SY23-24, approximately 65% of SMMS students are basic or below basic in reading according to STAR	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
SY24.25: 35.2% of students below basic in reading according to STAR as of Q3	True
SY24.25: 70.3% of english learners were regular attenders at SMMS, short of the State average of 78.1%	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	True
SY24-25: 34.5% of students were marked chronically absent in 2023-24.	False
SY24-25: 73.22% of English Learners met or exceeded their language growth goals by the end of Q4.	False
SY24-25: 4% of tested SMMS students are 'on track' as of Q4 according to Science CDT.	False
SY24-25: 19% of tested SMMS students are 'green or above' as of Q4 according to Science CDT.	False
SY24-25: 34% of 7th grade students are on track with SMART Futures completion of career artifacts	False
SY24-25: There is inconsistent implementation/completion of SMART Futures in different grade levels	False
SY24-25: Overall chronic absenteeism was 27%	True

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.

SMMS made strong overall progress in core content areas in 2024-25. The leadership team noted that there should be more pointed focus on English learners in all aspects of their performance. Our typical focus has been on language growth and development, there is more opportunity to mine academic and attendance data. Growth and proficiency increases in math have outstripped those in ELA, even though both content areas have been supported by instructional walkthroughs and leadership team work.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SY24.25: Despite strong growth, approximately 80% of SMMS students were basic or below basic in math at the end of Q3, according to STAR	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
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	False
SY24.25: 35.2% of students below basic in reading according to STAR as of Q3	Goal attending to 'below basic' students will be incorporated into 2025-26 plan to ensure SMMS LT is attending to diverse range of academic needs of students.	False
SY24.25: Despite an increase in proficiency of ~5% from the corresponding quarter in SY23-24, approximately 65% of SMMS students are basic or below basic in reading according to STAR	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
SY24.25: 9.9% of EL students demonstrated English language proficiency, below the State average of 31.7%	LAS Links data and WIDA data have not correlated strongly. While there has been an increase in students demonstrating language proficiency, SMMS is still well below State average.	True
SY24-25: Overall chronic absenteeism was 27%	Work to support chronic absenteeism in 2024-25 was successful, SMMS was close to hitting end of year plan goals relating to chronic absenteeism	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
SY24-25: The percentage of students proficient or advanced on STAR ELA has increased from 26.9% in Q1 to 33.9% in Q3	Continued focus on teachers implementing best practices in the classroom is showing some improvement in student data outcomes.
SY24-25: SGP has increased to 70.1%, an increase of 9% than growth from Fall to Winter 1 testing	Continued focus on teachers implementing best practices in the classroom is showing some improvement in student data outcomes.
SY24-25: 73.22% of English Learners met or exceeded their language growth goals by the end of Q4.	Strong results consistent with 2023-24 numbers despite less leadership capacity dedicated to supporting EL students needs.
SY24.25: ELA proficiency was 27.3% in 2023-24, up from 20.9% in 2022-23	Significant gains driven by leadership team focus on instructional feedback
SY24.25: 65.5% of students were not marked chronically absent in 2023-24, up from 55.9% in 2022-23	Significant increase in regular attendance year over year.

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.
SY24.25: Proficiency has increased from 12.7% in Q1 to 19.5% at the end of Q3	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 students have access to grade and ability level material, have quality whole group, small group and independent instruction in the Reveal and ALEKS platforms, THEN students should see improvement. If there are gaps between student entry levels and grade level content, then ALEKS should be used to maximum efficiency to close those gaps. Teachers should plan an ever developing spiral review of content to keep content fresh for Spring PSSA testing.
	IF SMMS teachers design and implement high impact learning experiences to drive academic excellence THEN ELA proficiency will improve
	IF SMMS teachers design and implement high impact learning experiences to drive academic excellence THEN English language growth and proficiency will improve
	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.

Goal Setting

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

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Measurable Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results.			
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 reading benchmark	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of June 2026, we will reduce the percentage of students performing at a below basic level according the the ELA benchmark assessment by 10%			
Measurable Goal Nickname (35 Character Max)			
ELA Below Basic			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for the percentage of students achieving below basic on the ELA benchmark	-3% achieving below basic	-6% achieving below basic	-10% achieving below basic

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Bu June 2026, we will complete 240 instructional walkthroughs in ELA, with targeted feedback provided to ELA teachers.			
Measurable Goal Nickname (35 Character Max)			
ELA Instructional Walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60 ELA instructional walkthroughs completed.	120 ELA instructional walkthroughs completed.	180 ELA instructional walkthroughs completed.	240 ELA instructional walkthroughs completed.

Priority: IF students have access to grade and ability level material, have quality whole group, small group and independent instruction in the Reveal and ALEKS platforms, THEN students should see improvement. If there are gaps between student entry levels and grade level content, then ALEKS should be used to maximum efficiency to close those gaps. Teachers should plan an ever developing spiral review of content to keep content fresh for Spring PSSA testing.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Measurable Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results.			
Measurable Goal Nickname (35 Character Max)			
Math 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 Math benchmark assessment	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of June 2026, we will reduce the percentage of students performing at a below basic level according the the Math benchmark assessment by 10%			
Measurable Goal Nickname (35 Character Max)			
Math Below Basic			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for the percentage of students achieving below basic on the Math benchmark	-3% achieving below basic	-6% achieving below basic	-10% achieving below basic

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Bu June 2026, we will complete 160 instructional walkthroughs in Math, with targeted feedback provided to Math teachers.			
Measurable Goal Nickname (35 Character Max)			
Math Instructional Walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
40 Math instructional walkthroughs completed.	80 Math instructional walkthroughs completed.	120 Math instructional walkthroughs completed.	160 Math instructional walkthroughs completed.

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			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will reduce the percentage of students who are marked chronically absent to 20%			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 25% of students chronically absent	No more than 23% of students chronically absent	No more than 21% of students chronically absent	No more than 20% of students chronically absent

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By the end of June 2026, we will achieve a 3.4 on the SEL domain of the PDE climate survey			
Measurable Goal Nickname (35 Character Max)			
SEL Survey			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline for PDE climate survey	80% desired responses on SMMS school climate survey	80% desired responses on SMMS school climate survey	3.4 on SEL domain in climate survey

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By the end of June 2026, we will host at least one parent and family engagement event per quarter, with a focus on academics and instruction			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Host Q1 parent and family engagement event and track attendance	Host Q2 parent and family engagement event and track attendance	Host Q3 parent and family engagement event and track attendance	Host Q4 parent and family engagement event and track attendance

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

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of 2025-26, we will increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment.			
Measurable Goal Nickname (35 Character Max)			
WIDA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish WIDA baseline	NA	NA	+3% from baseline

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will increase the percentage of students meeting or exceeding their language growth goals by 5%, as measured by LAS Links			
Measurable Goal Nickname (35 Character Max)			
LAS Links			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish LAS Links baseline	NA	NA	+5%

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will decrease the percentage of English Learners at below basic in Math by 10%, based on the math benchmark			
Measurable Goal Nickname (35 Character Max)			
EL Math Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for the percentage of English learners 'below basic' on the math benchmark	-3% from baseline	-6% from baseline	-10% from baseline

Action Plan

Measurable Goals

ELA Below Basic	ELA Benchmark Proficiency
ELA Instructional Walkthroughs	Math Instructional Walkthroughs
Math Benchmark Proficiency	Math Below Basic
Regular Attendance	SEL Survey
Parent and Family Engagement	WIDA
LAS Links	EL Math Growth

Action Plan For: ECED

Measurable Goals:
• Bu June 2026, we will complete 160 instructional walkthroughs in Math, with targeted feedback provided to Math teachers. • Measurable Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. • By the end of June 2026, we will reduce the percentage of students performing at a below basic level according the the Math benchmark assessment by 10%

Action Step		Anticipated Start/Completion Date	
The leadership team will strengthen student-centered instruction across all content areas by conducting weekly classroom visits, using observational data to drive targeted PD, and recognizing the use of AVID strategies through WICOR Awards. Sep-May leadership team will visit at least 40 classrooms per week. complete a PM form. Biweekly, team meets to assess data, identify trends and plan PD,		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math coach, SOIs, ILT	Common PM forms - setting up so copies of feedback automatically get sent to teachers	No	
Action Step		Anticipated Start/Completion Date	
Create and sustain a collaborative learning culture at SMMS where content teams use data to identify effective instructional practices, share them through Learning Walks, and lead professional development based on demonstrated strengths.		2025-10-06	2026-05-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math coach,	Class coverages for learning walks, time for teachers to meet and share findings	Yes	

SOIs, ILT			
Action Step		Anticipated Start/Completion Date	
Create and implement a data-driven intervention system that matches school and staff resources with students identified through data analysis.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math coach, SOIs, ILT	Grade level McGraw Hill Reveal Curriculum resources, Staffing for intervention period, ALEKS (computer based, individualized intervention program), access to data (PSSA, Reveal, ALEKS), time to analysis data, guidance to adjust student schedules	No	
Action Step		Anticipated Start/Completion Date	
Curriculum Implementation Teachers will use Reveal-ALEKS grade level programming as the primary instructional tool as laid out in the ASD Middle School Math Curriculum pacing guide..		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math coach, SOIs, ILT	Teachers will have access to on-line and hard copies of Chalk/ Reveal-ALEKS curriculum pacing guide, teacher guides, and student consumables. Common Assessments will be available through district google classroom. McGraw-Hill will provide on-going PD. Math coach will provide support as needed in department meetings and PD offerings.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to the consistency of curriculum implementation Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: ECED

Measurable Goals:
- Measurable Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. - Bu June 2026, we will complete 240 instructional walkthroughs in ELA, with targeted feedback provided to ELA teachers.

- By the end of June 2026, we will reduce the percentage of students performing at a below basic level according the the ELA benchmark assessment by 10%

Action Step		Anticipated Start/Completion Date	
By April, 90% of students will independently use the AVID writing process to produce a text-dependent analysis (TDA) in ELA, Social Studies, and Science, including planning on paper and typing their final responses. Scores will show significant improvement over baseline each quarter.		2025-09-08	2026-04-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Coach SOIs ILT	Common prompts for each unit for ELA, Science, Social Studies;	Yes	
Action Step		Anticipated Start/Completion Date	
The leadership team will strengthen student-centered instruction across all content areas by conducting weekly classroom visits, using observational data to drive targeted PD, and recognizing the use of AVID strategies through WICOR Awards. Sep-May leadership team will visit at least 40 classrooms per week. complete a PM form. Biweekly, team meets to assess data, identify trends and plan PD,		2025-09-08	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Coach SOIs ILT	Common PM forms - setting up so copies of feedback automatically get sent to teachers.	No	
Action Step		Anticipated Start/Completion Date	
Create and sustain a collaborative learning culture at SMMS where content teams use data to identify effective instructional practices, share them through Learning Walks, and lead professional development based on demonstrated strengths.		2025-10-06	2026-05-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Coach SOIs ILT	Class coverages for learning walks, time for teachers to meet and share findings	Yes	
Action Step		Anticipated Start/Completion Date	
Create and implement a data-driven Reading Intervention system that identifies eligible students based on clear criteria and tracks their progress over time. Rationale: A systematic intervention program ensures that struggling readers receive targeted support, closing skill gaps and promoting equitable access to grade-level content.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Coach SOIs ILT	Curricular resources for Tier 2 reading intervention.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional	Consistent monitoring of action steps through regularly cadenced meeting structures such

walkthroughs and instructional coaching Teacher PD relating to the consistency of curriculum implementation Consistent implementation of the Data Wise process via the instructional leadership team	as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals
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Action Plan For: PBIS

Measurable Goals:
- By June 2026, we will reduce the percentage of students who are marked chronically absent to 20% - By the end of June 2026, we will achieve a 3.4 on the SEL domain of the PDE climate survey - By the end of June 2026, we will host at least one parent and family engagement event per quarter, with a focus on academics and instruction

Action Step		Anticipated Start/Completion Date	
PBIS: SMMS will continue to implement school-wide and classroom-level PBIS expectations using the PBIS Rewards platform to increase and improve the use of positive behavior recognition and supports throughout SMMS. Continue to include regularly-cadenced incentives for rewards or recognition for students.		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	PBIS Rewards Platform, funds for incentives and recognition	Yes	
Action Step		Anticipated Start/Completion Date	
PBIS: SMMS will continue to engage the PBIS Committee to monitor the points system to ensure fidelity school-wide.		2025-09-29	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	PBIS Rewards Platform, regularly-cadenced time for PBIS Committee work	No	
Action Step		Anticipated Start/Completion Date	
PBIS: SMMS will create clear visuals that can be posted in all classrooms and common areas that promote engagement with the PBIS Rewards platform. SMMS will utilize QR codes on student devices to increase the efficiency of the PBIS Rewards platform.		2025-08-25	2025-09-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	PBIS Rewards Platform, funds for incentives and recognition	No	
Action Step		Anticipated Start/Completion Date	
Attendance: SMMS will continue to implement systems to incentivize, recognize, and celebrate students who show exemplary attendance through quarterly school-wide or grade-level wide celebrations.		2025-09-08	2026-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Attendance Team, funds for incentives and celebrations, PowerSchool	No	
Action Step		Anticipated Start/Completion Date	
Attendance: The SMMS attendance team will continue to monitor attendance trends and develop an ongoing protocol/agenda for making improvement.		2025-09-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Attendance Team, funds for incentives and celebrations, PowerSchool	No	
Action Step		Anticipated Start/Completion Date	
Attendance: SMMS will intentionally monitor students' absenteeism rates to target students at risk of being identified as chronically absent each quarter.		2025-09-26	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Attendance Team, funds for incentives and celebrations, PowerSchool	No	
Action Step		Anticipated Start/Completion Date	
Family Engagement: SMMS will continue to implement a calendar of family engagement events, with quarterly events and monthly opportunities for family engagement within the school.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals, CIS Coordinator	Family Engagement Committee, CIS Coordinator	No	
Action Step		Anticipated Start/Completion Date	
SMMS will continue to implement a calendar that blocks out monthly time in the morning meeting schedule for culture and climate professional learning needs (referrals and progressive discipline, school-wide procedures, and quarterly team-led reviews).		2025-09-29	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	PD calendar	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Attendance committee and other structures to support increased regular attendance Regularly scheduled events to bring parent/families/community into the school Building out systems and structures relating to PBIS	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: Teacher Study Groups

Measurable Goals:

- By June 2026, we will decrease the percentage of English Learners at below basic in Math by 10%, based on the math benchmark
- By June 2026, we will increase the percentage of students meeting or exceeding their language growth goals by 5%, as measured by LAS Links
- By the end of 2025-26, we will increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment.

Action Step		Anticipated Start/Completion Date	
Schedule students based on ASD ELD framework		2025-08-18	2025-09-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI EL Facilitator	Codified process for scheduling students	No	
Action Step		Anticipated Start/Completion Date	
Regularly cadenced EL led collaborative meetings		2025-09-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI EL Facilitator ILT	EL instructional priorities, language development strategies	No	
Action Step		Anticipated Start/Completion Date	
District led ELD PD for all teachers		2025-10-06	2026-05-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI EL Facilitator ILT	District professional learning schedule	No	
Action Step		Anticipated Start/Completion Date	
Ensure consistent execution of instructional strategies that support both language acquisition and content growth/proficiency, leveraging instructional walkthroughs to monitor their effectiveness		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI EL Facilitator ILT	Adjusted walkthrough form Instructional strategies, prioritized, to support English learners	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to instructional strategies that support english learners Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ECED	Create and sustain a collaborative learning culture at SMMS where content teams use data to identify effective instructional practices, share them through Learning Walks, and lead professional development based on demonstrated strengths.
ECED	By April, 90% of students will independently use the AVID writing process to produce a text-dependent analysis (TDA) in ELA, Social Studies, and Science, including planning on paper and typing their final responses. Scores will show significant improvement over baseline each quarter.
ECED	Create and sustain a collaborative learning culture at SMMS where content teams use data to identify effective instructional practices, share them through Learning Walks, and lead professional development based on demonstrated strengths.
PBIS	PBIS: SMMS will continue to implement school-wide and classroom-level PBIS expectations using the PBIS Rewards platform to increase and improve the use of positive behavior recognition and supports throughout SMMS. Continue to include regularly-cadenced incentives for rewards or recognition for students.
PBIS	SMMS will continue to implement a calendar that blocks out monthly time in the morning meeting schedule for culture and climate professional learning needs (referrals and progressive discipline, school-wide procedures, and quarterly team-led reviews).
Teacher Study Groups	Ensure consistent execution of instructional strategies that support both language acquisition and content growth/proficiency, leveraging instructional walkthroughs to monitor their effectiveness

Learning Walks

Action Step		
- Create and sustain a collaborative learning culture at SMMS where content teams use data to identify effective instructional practices, share them through Learning Walks, and lead professional development based on demonstrated strengths. - Create and sustain a collaborative learning culture at SMMS where content teams use data to identify effective instructional practices, share them through Learning Walks, and lead professional development based on demonstrated strengths.		
Audience		
All teachers		
Topics to be Included		
Systems and structures for learning walks		
Evidence of Learning		
Learning walks executed on expected cadence by teachers		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coaches, ILT	2025-09-15	2026-06-05

Learning Format

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

AVID Writing Process

Action Step		
By April, 90% of students will independently use the AVID writing process to produce a text-dependent analysis (TDA) in ELA, Social Studies, and Science, including planning on paper and typing their final responses. Scores will show significant improvement over baseline each quarter.		
Audience		
ELA, Social Studies, Science teachers		
Topics to be Included		
Writing, RACES		
Evidence of Learning		
Implementation of RACES in social studies, science, and ELA classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coaches, ILT	2025-09-15	2026-06-05

Learning Format

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

PBIS Systems and Structures

Action Step	
PBIS: SMMS will continue to implement school-wide and classroom-level PBIS expectations using the PBIS Rewards platform to increase and improve the use of positive behavior recognition and supports throughout SMMS. Continue to include regularly-cadenced incentives for rewards or recognition for students.	
Audience	
All teachers	
Topics to be Included	
Overview of school-wide PBIS systems	
Evidence of Learning	

Teachers using PBIS online system with consistency from the beginning of Q1.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Principals	2025-09-01	2026-06-05

Learning Format

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

Culture Climate PD

Action Step		
SMMS will continue to implement a calendar that blocks out monthly time in the morning meeting schedule for culture and climate professional learning needs (referrals and progressive discipline, school-wide procedures, and quarterly team-led reviews).		
Audience		
All teachers		
Topics to be Included		
To be decided based on need		
Evidence of Learning		
Implementation of outcomes from culture climate monthly PD sessions		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Principals	2025-08-25	2026-06-05

Learning Format

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

EL Instructional Strategies

Action Step
Ensure consistent execution of instructional strategies that support both language acquisition and content growth/proficiency, leveraging instructional walkthroughs to monitor their effectiveness

Audience		
All teachers		
Topics to be Included		
ELOs, Instructional strategies to support EL students		
Evidence of Learning		
Implementation of instructional strategies to support EL students in all SMMS classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator, ILT	2025-09-29	2026-06-05

Learning Format

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

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date