

School Improvement Plan – Guidelines and Process

DRAFT

I. School Level Narrative School Building Information

Local Education Agency (LEA):

Brownsville Area School District

School Building Name and Street Address:

*Brownsville Area Middle School
3 Falcon Drive, Brownsville, PA 15417*

4- Digit School Building: Code *BASD#101260803 MS#2154*

A. School Improvement Committee

Committee Members and Positions in School/Community:

	Position/Role	Building/Group/Organization
Keith Hartbauer	Superintendent	BASD
Beth Hutson	Assistant to the Superintendent	BASD
William King	Director of Secondary Educ.	BASD
Shawn Clemmer	Middle School Principal	BASD
LeAnna Seghy	General Education Teacher	BAMS
Nicole Harvey	General Education Teacher	BAMS
Dave Beregi	Special Education Teacher	BAMS
William Rouse	Education Specialist- School Counselor	BAMS
Marcie Quarzo	Educational Specialist- School Nurse	BAMS
Stacey Victor	Parent & Teacher Representative	BAMS
Joni Rankin	Parent, Teacher, & Local Business Owner	BAMS
Jack Lawver	Director of School Transportation Co.	Mlaker Transportation
Melinda Dellarose	Assistant District Attorney	Fayette County Court System
Carl Dellapenna	Local Business Owner, Chamber President	Chamber of Commerce
Dave Furlong	Local Business Owner/Chiropractor	Furlong Chiropractic Center
Gary Seelye	School Board Member	BASD

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

We chose district and building administrative leaders, general and special education teachers, parents, community members and board members to ensure that the vantage points of all stakeholders were represented.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

All members of the planning committee participated in the improvement planning process by reviewing relevant data, contributing to the needs assessment, identifying areas of concern, contemplating root causes and developing improvement strategies that address root causes. School personnel members of the planning team are primarily responsible for leading and monitoring the implementation of the plan. And, via quarterly collaboration meetings, all stakeholders will review data and monitor progress, adjusting as necessary throughout the implementation process.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

All students in every subgroup will demonstrate the motivational drive and academic accountability necessary to successfully meet the ATSI exit criteria targets set forth by the Pennsylvania Department of Education for attendance, achievement and academic growth.

<p>Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p>Measures of Success <i>How will you know you are on track to achieving your vision or students?</i></p>																				
<p>All students in all subgroups will meet the ATSI exit criteria improvement targets for attendance.</p>	<p>Brownsville Area Middle School students in the following subgroups will meet the improvement targets for regular attendance outlined below or make the designated aggregate gain by the end of the 2021-22 SY:</p> <table border="1" data-bbox="734 1417 1406 1585"> <thead> <tr> <th></th> <th><u>2020</u></th> <th><u>2021</u></th> <th><u>2022</u></th> <th><u>Aggregate Gain</u></th> </tr> </thead> <tbody> <tr> <td>IEP—</td> <td>55.8</td> <td>59.3</td> <td>62.8</td> <td>+7 (59.3)</td> </tr> <tr> <td>ED—</td> <td>61.1</td> <td>64.1</td> <td>67.1</td> <td>+6 (64.1)</td> </tr> <tr> <td>White—</td> <td>66.1</td> <td>68.6</td> <td>71.1</td> <td>+5.1 (68.7)</td> </tr> </tbody> </table>		<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>Aggregate Gain</u>	IEP—	55.8	59.3	62.8	+7 (59.3)	ED—	61.1	64.1	67.1	+6 (64.1)	White—	66.1	68.6	71.1	+5.1 (68.7)
	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>Aggregate Gain</u>																	
IEP—	55.8	59.3	62.8	+7 (59.3)																	
ED—	61.1	64.1	67.1	+6 (64.1)																	
White—	66.1	68.6	71.1	+5.1 (68.7)																	
<p>All students in all subgroups will meet the ATSI exit criteria improvement targets for growth.</p>	<p>Brownsville Area Middle School students in the following subgroups will meet the improvement targets indicated for academic growth in ELA and Math proficiency by the end of the 2021-22 SY:</p> <table border="1" data-bbox="734 1732 1406 1879"> <thead> <tr> <th></th> <th><u>ELA</u></th> <th><u>Math</u></th> </tr> </thead> <tbody> <tr> <td>IEP—</td> <td>≥11.1</td> <td>≥12.0</td> </tr> <tr> <td>ED—</td> <td>≥10.2</td> <td>>12.3</td> </tr> <tr> <td>White—</td> <td>≥9.9</td> <td>>12.9</td> </tr> </tbody> </table> <p>*Only Green, Light Blue or Dark Blue is Acceptable</p>		<u>ELA</u>	<u>Math</u>	IEP—	≥11.1	≥12.0	ED—	≥10.2	>12.3	White—	≥9.9	>12.9								
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<p>All students in all subgroups will meet the ATSI exit criteria improvement targets for achievement in ELA and Math.</p>	<p>Brownsville Area Middle School students in the following subgroups will meet the improvement targets listed for academic achievement in ELA or make the designated aggregate gain by the end of the 2021-22 SY:</p>				
		<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>Aggregate Gain</u>
	IEP—	19.4	23.1	26.8	+11.1
	ED—	35.5	38.9	42.3	+10.2
	White—	39.6	42.9	46.2	+ 9.9
	<p>Brownsville Area Middle School students in the following subgroups will meet the improvement targets listed for academic achievement in Math or make the designated aggregate gain by the end of the 2021-22 SY:</p>				
		<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>Aggregate Gain</u>
	IEP—	11.2	15.2	19.2	+12
	ED—	16.4	20.5	24.6	+12.3
	White—	17.8	22.1	26.4	+12.9

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I. School Level Needs Assessment

A. Identified School Community Needs:

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

All members of the planning committee participated in the improvement planning process by reviewing relevant data, contributing to the needs assessment, identifying areas of concern, contemplating root causes and developing improvement strategies that address root causes. Discussions of all relevant data took place during committee meetings where members of the committee determined the most pressing needs of students and teachers, as well as the desired participation of parents and community within the school setting. The indicators for Brownsville Middle School's A-Tsi Subgroup Designation as assigned by the Pennsylvania Department of Education include Achievement (Math and ELA Combined), Growth (Math and ELA Combined) and Regular Attendance, the committee analyzed various pieces of data to determine methods that the school should implement that will enable Lafayette Middle School to achieve and exceed the cut scores as detailed in A-Tsi White, Economically Disadvantaged, and Students with Disabilities Subgroups Designation assigned by The Pennsylvania Department of Education. Through committee conversations and data analysis, it was evident that parental and community involvement needs to increase so that students' attendance at school is promoted within their homes, and an increase in formative assessment and varying instructional strategies in the classrooms need to be at the forefront to check for students' understanding and differentiate instruction to meet their needs.

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

Strengths	Supporting Evidence from Needs Assessment
All student group met annual growth expectations (PVAAS) in Mathematics/Algebra 73%	Analysis of Future Ready PA Index and PVAAS data
All student group met annual growth expectations (PVAAS) in Science/Biology 72.0%	Analysis of Future Ready PA Index and PVAAS data
Economically Disadvantaged subgroup met or exceeded statewide goal in English Language Arts 32.1%	Analysis of Future Ready PA Index data
Black subgroup met or exceeded statewide goal in Mathematics/Algebra 10.0%	Analysis of Future Ready PA Index data
Students with Disabilities met or exceeded statewide standard demonstrating growth in English Language Arts 77.0%	Analysis of Future Ready PA Index and PVAAS data

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

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
PDE Targeted Subgroups did not meet Regular Attendance Performance Standard 52.3%	Future Ready PA Index PDE Exit Criteria for A-TSI Intermediate Unit 1 2018 Indicators and Cut Scores	Yes	Lack of parental involvement in the school system and school related events for parents/guardians (e.g., parent/teacher conferences, curriculum nights).
PDE Targeted Subgroups did not meet Performance Standard for English Language Arts 15.7%	Future Ready PA Index PDE Exit Criteria for A-TSI Intermediate Unit 1 2018 Indicators and Cut Scores	Yes	<ol style="list-style-type: none"> 1. Time family members are able to devote to support and reinforce learning for students outside of the regular school day. 2. Students' level of effort. 3. Data acquired regarding effectiveness of instructional delivery through teachers' walkthrough observations. 4. Review of teachers' lesson plans indicate lack of formative assessment
PDE Targeted Subgroups did not meet Performance Standard for Mathematics 7.2%	Future Ready PA Index PDE Exit Criteria for A-TSI Intermediate Unit 1 2018 Indicators and Cut Scores	Yes	<ol style="list-style-type: none"> 1. Time family members are able to devote to support and reinforce learning for students outside of the regular school day. 2. Students' level of effort. 3. Data acquired regarding effectiveness of instructional delivery through teachers' walkthrough observations. 4. Review of teachers' lesson plans indicate lack of formative assessment
PDE Targeted Subgroups did not meet Performance Standard for Science/Biology 31.5%	Future Ready PA Index PDE Exit Criteria for A-TSI Intermediate Unit 1 2018 Indicators and Cut Scores	No	<ol style="list-style-type: none"> 1. Time family members are able to devote to support and reinforce learning for students outside of the regular school day. 2. Students' level of effort.

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			3. Data acquired regarding effectiveness of instructional delivery through teachers' walkthrough observations. 4. Review of teachers' lesson plans indicate lack of formative assessment
PDE Targeted Subgroups did not meet English Language Arts Growth Performance Standard 56%	Future Ready PA Index PDE Exit Criteria for A-TSI Intermediate Unit 1 2018 Indicators and Cut Scores	No	Re-teaching content from the previous year to address students' lack of knowledge retention.

D. Established Priorities and Aligned Outcome Categories

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

Priority Statements and Rationale	Rationale	Outcome Category
1. Implement early intervention strategies and supports to improve school attendance for A-TSI Targeted Subgroups	Attendance is a strong factor in predicting student achievement outcomes. The PDE A-Tsi Targeted Subgroup is not meeting the Regular Attendance Standard. Therefore, identifying truant students and intervening as early as possible will increase their attendance rate which will ultimately impact the achievement of those students.	Student Attendance
2. Develop a comprehensive plan to ensure consistent implementation of effective instructional practices that meet the needs of all A-TSI Targeted Subgroups across all classrooms.	The PDE A-Tsi Targeted Subgroup is not meeting the Performance Standard for Math and ELA Combined. Therefore, classroom instructional practices and data analysis must be redesigned (e.g., implementation of formative assessment, increased scaffolding, increased data analysis and benchmarking) to meet the needs of the A-Tsi Targeted Subgroup.	Essential Practices - Condition 1 – Focus on Continuous Improvement of Instruction
3.		

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II. Measurable Goal Statements

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

Priority Statement #1: Implement early intervention strategies and supports to improve school attendance for PDE A-TSI Targeted Subgroups

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Increase overall regular attendance rate for the following subgroups by June 30, 2020. Students with Disabilities 3.5% Economically Disadvantaged 3.0% White 2.5%	Attendance Report indicates A-TSI Students With Disabilities Subgroup rate at 53.3%	Attendance Report indicates A-TSI Students With Disabilities Subgroup rate at 54.3%	Attendance Report indicates A-TSI Students With Disabilities Subgroup rate at 55.7%
	Attendance Report indicates A-TSI Economically Disadvantaged Subgroup rate at 59.1%	Attendance Report indicates A-TSI Economically Disadvantaged Subgroup rate at 60.1%	Attendance Report indicates A-TSI Economically Disadvantaged Subgroup rate at 61.1%
	Attendance Report indicates A-TSI White Subgroup rate at 64.1%	Attendance Report indicates A-TSI White Subgroup rate at 65.1%	Attendance Report indicates A-TSI White Subgroup rate at 66.1%
Increase communication with parents to target importance of attendance issues to student learning by June 30, 2020.	Attendance Report indicates A-TSI Students with Disabilities Subgroup rate at 53.3%	Attendance Report indicates A-TSI Students with Disabilities Subgroup rate at 54.3%	Attendance Report indicates A-TSI Students with Disabilities Subgroup rate at 55.7%
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Priority Statement #2: Develop a comprehensive plan to ensure consistent implementation of effective instructional practices and conduct frequent benchmarking to meet the needs of all A-TSI Targeted Subgroups across all classrooms.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>Increase combined achievement in ELA and Math in the following subgroups on yearly benchmarks by June 30, 2020.</p> <p>Students with Disabilities ELA 3.7% Math 4.0%</p> <p>Economically Disadvantaged ELA 3.4% Math 4.1%</p> <p>White ELA 3.3% Math 4.3%</p>	<p>CDT and EdInsight data analysis will indicate the following achievement percentages for ELA and Math in the following subgroups by November 1, 2019</p> <p>Students with Disabilities ELA 16.9 % Math 8.5%</p> <p>Economically Disadvantaged ELA 32.2% Math 13.6%</p> <p>White ELA 14.6% Math 14.9%</p>	<p>CDT and EdInsight data analysis will indicate the following achievement percentages for ELA and Math in the following subgroups by January 15, 2020</p> <p>Students with Disabilities ELA 18.1% Math 9.8%</p> <p>Economically Disadvantaged ELA 33.3% Math 14.9%</p> <p>White ELA 15.7% Math 16.3%</p>	<p>CDT and EdInsight data analysis will indicate the following achievement percentages for ELA and Math in the following subgroups by April 15, 2020</p> <p>Students with Disabilities ELA 19.3% Math 11.1%</p> <p>Economically Disadvantaged ELA 34.4% Math 15.2%</p> <p>White ELA 16.8% Math 17.7%</p>
<p>100% of teacher lesson plans for English Language Arts and Mathematics will include daily formative assessment instructional strategies by June 30, 2020.</p>	<p>Lesson Plans Administrator Observations Data analysis will indicate 70% of teacher lesson plans will include daily formative assessment instructional strategies by November 1, 2019.</p>	<p>Lesson Plans Administrator Observations Data analysis will indicate 80% of teacher lesson plans will include daily formative assessment instructional strategies by January 15, 2020.</p>	<p>Lesson Plans Administrator Observations Data analysis will indicate 90% of teacher lesson plans will include daily formative assessment instructional strategies by April 15, 2020.</p>

Priority Statement #3: _____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3

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III. Action Plans

A. Evidence-Based Strategies

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

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

**1. Priority
Statement #1: Implement early intervention strategies and supports to improve school attendance for PDE A-TSI Targeted Subgroups**

Measurable Goals	Evidence-Based Strategy
Increase overall regular attendance rate for the following subgroups by June 30, 2020. Students with Disabilities 3.5% Economically Disadvantaged 3.0% White 2.5%	Utilize District Truancy Officer and District Attendance Officer to identify and address truant students and their families.
Increase communication with parents to target importance of attendance issues to student learning by June 30, 2020.	Implement Mailings Home to parents/guardians which can target the importance of attendance and provide actual attendance reports, linking attendance issues to student learning, learning opportunities, and literacy skill development. Postcards will be send to encourage guardians to improve their student’s attendance through the following messages: One encouraging guardians to improve their student’s attendance or one encouraging guardians to improve their student’s attendance that also included specific information about the student’s attendance history.

Priority Statement #2: Develop a comprehensive plan to ensure consistent implementation of effective instructional practices and conduct frequent benchmarking to meet the needs of all A-TSI Targeted Subgroups across all classrooms.

Measurable Goals	Evidence-Based Strategy
Increase combined achievement in ELA and Math in the following subgroups on yearly benchmarks by June 30, 2020. Students with Disabilities ELA 3.7% Math 4.0% Economically Disadvantaged ELA 3.4% Math 4.1%	Data analysis of benchmark assessment results to identify instructional practices that are linked to student success in mastering eligibly content and/or standards-aligned learning objectives, and implement those instructional practice to lead to student mastery.

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White ELA 3.3% Math 4.3%	
100% of teacher lesson plans for English Language Arts and Mathematics will include daily formative assessment instructional strategies by June 30, 2020.	Professional development and lesson plans will focus on formative assessment strategies, so that the data gathered can inform the teacher's instructional practice and strategies to meet the needs of all students.

Priority Statement #3: _____

Measurable Goals	Evidence-Based Strategy

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B. Action Plan Steps

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

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

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

2. Expenditures:

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

3. Professional Learning Opportunities:

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

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

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School Level Action Plans

Priority #1 – Measurable Goal #1: Increase overall regular attendance rate for the following subgroups by June 30, 2020.
 Students with Disabilities 3.5%
 Economically Disadvantaged 3.0%
 White 2.5%

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Frequently analyze attendance reports and utilize Truancy Officer to conduct regular home visits of students with poor attendance.	ALMA Reporting System District vehicle	District Attendance Officer District Truancy Officer Principal	8/2019 – 6/2020
Anticipated Outputs:			
Increased communication between the school and families of truant students.			
Identify students within PDE A-Tsi Targeted Subgroups who are habitually truant.			
Increase in regular school attendance for PDE A-Tsi Targeted Subgroups as a result of communication between District Truancy Officer, District Attendance Officer, School Administrators, parents/guardians and students.			
Monitoring/Evaluation Plan:			
Conduct quarterly attendance reports detailing number of truant students.			
Identify students who have an improved attendance rate and continue to monitor their progress.			
Identify students who have not improved their attendance and increase communication with these students and their parents/guardians.			

Expenditures: Describe briefly how funding will be used implement the action steps outlined for this goal.
 Draft Template for Review Purposes Only

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Expenditure (Brief Description)	Funding Source	Cost
Employees, health care, salary, expenses	Brownsville School District	\$80,000/year
Gas mileage	General Fund -- Brownsville School District	Average 30 miles/month @ current rate

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Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: Educate all staff on components of proposed attendance outreach goals.	
Audience	Brownsville Middle School Teachers and Staff
Topics to be Included	Benefits and impact of early warning intervention and monitoring programs on student attendance.
Evidence of Learning	Completion of survey/questionnaire
Anticipated Timeframe	Enter Start Date:08/22/2019 Anticipated Completion Date: 10/01/2019
Lead Person/Position	Shawn Clemmer Bob Mamarella – District Truancy Officer Bridgette Drennon – District Attendance Officer

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2: Provide training to all staff on EdInsight program and its capabilities to run individual classroom attendance reports.	
Audience	Brownsville Middle School Teachers and Staff
Topics to be Included	EdInsight attendance report functions and notifications
Evidence of Learning	Teachers and staff successfully implement EdInsight widgets and functions within their individual accounts to receive specific attendance alerts.
Anticipated Timeframe	Enter Start Date:08/22/2019 Anticipated Completion Date:10/01/2019
Lead Person/Position	Shawn Clemmer

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Priority #1- Measurable Goal #2: Increase communication with parents to target importance of attendance issues to student learning by June 30, 2020.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Implement mailings home	Postcards/Postage	Principal District Truancy Officer District Attendance Officer Guidance Counselor School Secretary	08/1/2019 – 06/1/2020 Ongoing – quarterly throughout the school year
Run quarterly attendance reports	ALMA Student Information System	Principal District Truancy Officer District Attendance Officer Guidance Counselor	08/1/2019 – 06/1/2020 Ongoing – quarterly throughout the school year
Anticipated Outputs:			
Increased communication between the school and families of truant / chronically absent students.			
Identify students within PDE A-Tsi Targeted Subgroups who are habitually truant / absent.			
Increase in regular school attendance for PDE A-Tsi Targeted Subgroups as a result of communication between District Truancy Officer, District Attendance Officer, School Administrators, parents/guardians and students.			
Monitoring/Evaluation Plan:			
Conduct quarterly attendance reports detailing number of truant students.			
Identify students who have an improved attendance rate and continue to monitor their progress and maintain communication (both written and verbal).			
Identify students who have not improved their attendance and increase communication (both written and verbal) with these students and their parents/guardians.			

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

Expenditure (Brief Description)	Funding Source	Cost
Postcards/Postage	General Fund – Brownsville School District	\$1.37 = \$2,740 annually

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Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: Provide training to all staff on EdInsight program and its capabilities to run individual classroom attendance reports.	
Audience	Brownsville Middle School Teachers and Staff
Topics to be Included	EdInsight attendance report functions and notifications
Evidence of Learning	Teachers and staff successfully implement EdInsight widgets and functions within their individual accounts to receive specific attendance alerts.
Anticipated Timeframe	Enter Start Date: 08/2019 Anticipated Completion Date: 06/2020
Lead Person/Position	Shawn Clemmer

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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Priority #2 – Measurable Goal #1: Increase combined achievement in ELA and Math in the following subgroups on yearly benchmarks by June 30, 2020.

Students with Disabilities

ELA 3.7%

Math 4.0%

Economically Disadvantaged

ELA 3.4%

Math 4.1%

White

ELA 3.3%

Math 4.3%

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Administer quarterly benchmarks for Mathematics and English Language Arts	CDT / EdInsight Benchmarks	Classroom Teachers	Quarterly for 2019-2020 school year
Conduct quarterly data analysis of benchmark data	CDT / EdInsight Benchmarks	Classroom Teachers	Quarterly for 2019-2020 school year
Adjust instruction according to data results	CDT / EdInsight Benchmarks Lesson Plans	Classroom Teachers	Ongoing for 2019-2020 school year
Anticipated Outputs:			
Increase in projected achievement from baseline (initial benchmark) to final.			
Student test results indicate increased knowledge, understanding, and achievement of content from English Language Arts and Mathematics.			
Monitoring/Evaluation Plan:			
Data results collected at the conclusion of each benchmark.			
Teachers review data and indicate "target" students that need individualized, targeted instruction for each class period to help increase their achievement scores - this will be repeated at the conclusion of each benchmark.			

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

Expenditure (Brief Description)	Funding Source	Cost
Cost of CDT / EdInsight subscription	Brownsville School District – General Fund	

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Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: Benchmark item analysis training	
Audience	Teachers of Mathematics and English Language Arts
Topics to be Included	When analyzing benchmark results, choose skills with fewer than 70% of students answering correctly to readdress. Only reteach skills that have already been addressed up to this point in the curriculum.
Evidence of Learning	Teachers submit data sheets indicating "target" students based on benchmark scores. Teachers develop an action plan and explanation as to how they plan to improve the identified target areas of student achievement weakness.
Anticipated Timeframe	Enter Start Date: 8/2019 Anticipated Completion Date: 6/2020
Lead Person/Position	Shawn Clemmer Classroom Teachers

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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Priority #2 – Measurable Goal #2: 100% of teacher lesson plans for English Language Arts and Mathematics will include daily formative assessment instructional strategies by June 30, 2020.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Provide training to teachers and staff on use of formative assessment	Designated time during in-service days for training purposes. Access to PDE SAS Portal for Formative Assessment Tools. Bi-Weekly staff meetings utilized for teacher collaboration and sharing of formative assessment ideas and practices.	Principal Classroom Teachers	Ongoing throughout 2019-2020 school year
Revise lesson plan template to indicate use of formative assessment integration in daily lessons.	Lesson plan template	Curriculum Coordinator Principal	08/2019 prior to the start of the 2019-2020 school year.
Review weekly lesson plans for content and methodology	Weekly lesson plans submitted by teachers	Principal	Ongoing throughout 2019-2020 school year
Conduct walk-through and formal observations of staff and provide feedback.	Walkthrough form PA-E-TEP Evaluation Tool	Principal	Ongoing throughout 2019-2020 school year
Anticipated Outputs:			
Teachers will receive training on the use of formative assessment in the classroom by the building principal. The materials and resources for the training will come from the PDE SAS Portal as well as from reputable education related websites (Scholastic, Carnegie Mellon University, National Education Association, etc.).			
Principal will facilitate trainings for teachers on the use of formative assessment on in-service days as well as bi-weekly for building level staff meetings.			
Teachers will increase their use of formative assessment in their daily classroom instruction feedback. Student achievement on daily classwork, tests, quizzes, etc., as well as achievement on quarterly benchmarks will improve as a result of teachers' continuous incorporation of formative assessment practice in their daily lessons.			
Monitoring/Evaluation Plan:			

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Principal will monitor teachers' lesson plans and require that formative assessments are included in the district approved lesson plan template. Principal will evaluate teachers' use of formative assessment through frequent walk-through observations and formal evaluations and provide teachers will feedback.

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

Expenditure (Brief Description)	Funding Source	Cost

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Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: Teachers will know and be able to implement a variety of formative assessment strategies in their daily lessons.	
Audience	Classroom teachers
Topics to be Included	Formative assessment types and integration into daily lesson plans and instructional delivery.
Evidence of Learning	Teachers incorporate specific, meaningful formative assessments in their daily lesson plans and demonstrate their use of these strategies during formal and informal observations.
Anticipated Timeframe	Enter Start Date: 08/2019 Anticipated Completion Date: 06/2020
Lead Person/Position	Principal

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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4. **Measurable Goal #1:**

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal 1:

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

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

Professional Learning Goal 2:

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

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5. **Measurable Goal #2:** _____

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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

Expenditure (Brief Description)	Funding Source	Cost

School Improvement Plan – Guidelines and Process

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

Professional Learning Goal 1:

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

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

Professional Learning Goal 2:

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

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IV. Communications Plan for School Improvement

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

6. Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
District Website	All Stakeholders	28 Day Preview of A-TSI Plan	5/21/19 – 6/19/19
Brownsville Middle School Website Social Media Apps	All Stakeholders	Announcements, A-TSI updates, achievement data	08/2019-06/2020
School Messenger System via ALMA	Parents/Guardians	Reminders, general announcements	08/2019-06/2020
Mailings Home	Parents/Guardians	Attendance	Quarterly from 08/2019-06/2020
A-TSI Improvement Plan Committee Meetings	A-TSI Improvement Team	Review plan and its implementation, provide updates	Quarterly from 08/2019-06/2020

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V. Plan Submission

Affirmations

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

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

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

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

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

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

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With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (*School Name*) _____

7. _____ for the _____ school year.

Board Approval: *Date of Board Meeting:* _____

8. Board President:

Name (printed)

Signature

Date

9. Superintendent of Schools/Chief Executive Officer:

Name (printed)

Signature

Date

Building Administrator:

Name (printed)

Signature

Date

School Improvement Facilitator:

Name (printed)

Signature

Date

Draft Template for Review Purposes Only

