Drexel Hill MS

School Level Plan

07/01/2018 - 06/30/2019

Drexel Hill Middle School Summary Report

In November of the 2018-2019 school year, a team led by Interim Principal Wayne McAllister, met to review, revise, and develop the school improvement plan for the Drexel Hill Middle School. To begin the improvement planning process, the administration of the building extracted current data sets from a Summary Report in eMetric, the PVAAS Value Added Summary and School Quintile Diagnostic Report, and the MAP Grade Breakdown. Following the toolkit for school improvement planning, the team reviewed the needs assessment component elements of the planning toolkit aligned to systemic concerns and identified areas of growth and challenge within the available data sets. Many of the systemic challenges of the previous school improvement plan remain consistent with the current challenges facing our school. The team then revised, removed, or improved each of the identified accomplishments, concerns, and systemic challenges.

After revisions were made to the systemic challenges contained in the data analysis portion of the improvement plan the administrative team called subject experts into discussions to read, review, develop or improve the school strategies designed to assist the Drexel Hill Middle School to reach desired performance growth goals. The team developed plans and systems to help improve student achievement, including a focus on data analysis, grade and content meetings, scheduling staff, improvement in teacher instruction, improvement in teacher effectiveness, and individualized student goal-setting. The team also developed and improved school systems that focus on the non-academic features that support the students, including a focus on quality home and school partnerships, tiered interventions for behaviors, student-focused celebrations, equity, school safety, and parent engagement.

A key tenet in the school improvement planning process and document is a commitment to refining and strengthening the school-level plan as a viable document that helps all stakeholders to best understand the practices and processes through which we intend to lead the Drexel Hill Middle School to supporting student achievement and social and emotional growth. We welcome feedback and participation in a revision and growth process that will include shareholders from across the school community. For more information on the school-level improvement plan, please refer to the complete and final Drexel Hill School Improvement Plan for the 2018-19 school year.

All the best,

Matthew J. Alloway, Ed.D.
Assistant Principal
Upper Darby High School

School Profile

Demographics

Drexel Hill MS

3001 State Rd
Drexel Hill, PA 19026
(610)853-4580

Federal Accountability Designation: none
Title I Status: No
Schoolwide Status: No
Principal: Matthew Alloway
Superintendent: Daniel McGarry

Stakeholder Involvement

Name	Role
Evan Kramp	Administrator : School Improvement Plan
Wayne McAllister	Administrator : School Improvement Plan
Frances McElhenney	Administrator : School Improvement Plan
Pete Schiller	Administrator : School Improvement Plan
Matthew Alloway	Building Principal : School Improvement Plan
Stacey Doyle	Ed Specialist - Home and School Visitor
Mike Mucchetti	Ed Specialist - School Counselor : School Improvement Plan
Cathy Brazunas	Middle School Teacher - Regular Education : School Improvement Plan
Brian Cleary	Middle School Teacher - Regular Education : School Improvement Plan
Jen Holstein	Middle School Teacher - Regular Education : School Improvement Plan
Lauren Love	Middle School Teacher - Regular Education : School Improvement Plan
Lisa Murray	Middle School Teacher - Regular Education : School Improvement Plan
Jennifer Rosen	Middle School Teacher - Regular Education : School Improvement Plan
Vicki Saldutti	Middle School Teacher - Regular Education :

	School Improvement Plan
Stacey Weist-Ellis	Middle School Teacher - Regular Education : School Improvement Plan
Marianne Spiotta	Middle School Teacher - Special Education : School Improvement Plan
Erin Troy	Parent : School Improvement Plan

Needs Assessment

School Accomplishments

Accomplishment #1:
As reported by the 2018 PVAAS School Performance Diagnostic Summary, there is moderate evidence that <u>3</u> of the predicted performance level groups in 7th grade exceeded the standard for PA academic growth in Mathematics and <u>2</u> of the predicted performance level groups met the standard for PA academic growth in Mathematics.

Accomplishment #2:
As reported by the 2018 PVAAS School Performance Diagnostic Summary, there is moderate evidence that the 7th grade students in the below basic (8.3), basic (2.7), and proficient (0.8) predicted performance level groups exceeded the standard for PA academic growth in English / Language Arts. Additionally, 8th grade students in the proficient (-0.2) predicted performance group met the standard for PA academic growth in English/Language Arts.

Accomplishment #3:
As reported by the 2018 PVAAS Performance Disgnostic Summary, 8th grade students in the advanced (-3.0) predicted performance level group met the standard for PA academic growth in Mathematics.

Accomplishment #4:
As reported by the 2018 PVAAS School Performance Diagnostic Summary, there is moderate evidence that students in the advanced (63.4) predicted performnace level groups exceeded the standard for PA academic growth in Science.

Accomplishment #5:
8th grade students demonstrated 6 RIT points worth of growth from Fall to Spring as measured by the 2016/2017 NWEA MAP MATH assessment (50% more than the national average).

Accomplishment #6:
57 out of the 61 8th grade students enrolled in the 2017/2018 Keystone Algebra course scored Proficient or Advanced on the Keystone Algebra exam.

School Concerns

Concern #1:

According to the 2018 PVAAS school performance diagnostic summary the 6th grade basic, proficient, and advanced predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in English / Language Arts.

Concern #2:

According to the 2018 PVAAS school performance diagnostic summary, all 4 of the 6th grade predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in mathematics.

Concern #3:

According to eMetric the 2018 achievement data 19.4% of students in math, 47.3% of students in ELA, and 37.3% of students in Science / Biology scored proficient or better.

Concern #4:

8th grade students in the below basic (2.5), and basic (0.8), predicted performance level groups maintained the standard for PA academic growth in English / Language Arts.

Concern #5:

As reported by the 2018 PVAAS Performance Disgnostic Summary, 8th grade students in the below basic (-0.5) predicted performance level group maintained the standard for PA academic growth in Mathematics.

Prioritized Systemic Challenges

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

Aligned Concerns:

According to the 2018 PVAAS school performance diagnostic summary the 6th grade basic, proficient, and advanced predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in English / Language Arts.

According to the 2018 PVAAS school performance diagnostic summary, all 4 of the 6th grade predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in mathematics.

According to eMetric the 2018 achievement data 19.4% of students in math, 47.3% of students in ELA, and 37.3% of students in Science / Biology scored proficient or better.

Systemic Challenge #2 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

According to the 2018 PVAAS school performance diagnostic summary the 6th grade basic, proficient, and advanced predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in English / Language Arts.

According to the 2018 PVAAS school performance diagnostic summary, all 4 of the 6th grade predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in mathematics.

According to eMetric the 2018 achievement data 19.4% of students in math, 47.3% of students in ELA, and 37.3% of students in Science / Biology scored proficient or better.

Systemic Challenge #3 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.
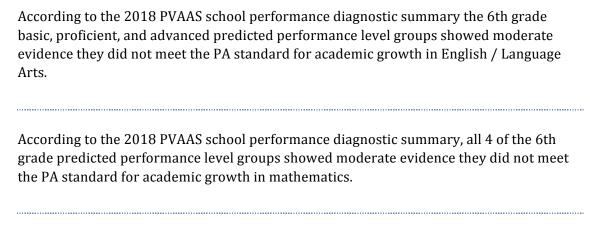
Aligned Concerns:

According to the 2018 PVAAS school performance diagnostic summary the 6th grade basic, proficient, and advanced predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in English / Language Arts.

According to the 2018 PVAAS school performance diagnostic summary, all 4 of the 6th grade predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in mathematics.

According to eMetric the 2018 achievement data 19.4% of students in math, 47.3% of students in ELA, and 37.3% of students in Science / Biology scored proficient or better.

Systemic Challenge #4 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

> **Aligned Concerns:**
>
> According to the 2018 PVAAS school performance diagnostic summary the 6th grade basic, proficient, and advanced predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in English / Language Arts.
>
> According to the 2018 PVAAS school performance diagnostic summary, all 4 of the 6th grade predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in mathematics.
>
> According to eMetric the 2018 achievement data 19.4% of students in math, 47.3% of students in ELA, and 37.3% of students in Science / Biology scored proficient or better.

Systemic Challenge #5 *(Guiding Question #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
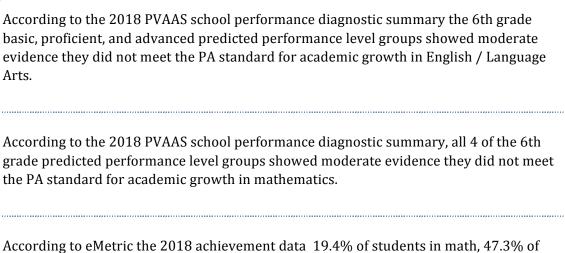
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> According to the 2018 PVAAS school performance diagnostic summary the 6th grade basic, proficient, and advanced predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in English / Language Arts.
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> According to the 2018 PVAAS school performance diagnostic summary, all 4 of the 6th grade predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in mathematics.

According to eMetric the 2018 achievement data 19.4% of students in math, 47.3% of students in ELA, and 37.3% of students in Science / Biology scored proficient or better.

Systemic Challenge #6 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

According to the 2018 PVAAS school performance diagnostic summary the 6th grade basic, proficient, and advanced predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in English / Language Arts.

According to the 2018 PVAAS school performance diagnostic summary, all 4 of the 6th grade predicted performance level groups showed moderate evidence they did not meet the PA standard for academic growth in mathematics.

According to eMetric the 2018 achievement data 19.4% of students in math, 47.3% of students in ELA, and 37.3% of students in Science / Biology scored proficient or better.

School Level Plan

Action Plans

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

> **Indicators of Effectiveness:**
>> Type: Interim
>> Data Source: Measure of Academic Progress (MAP) testing data, curriculum benchmarks, progress monitoring, discipline data, and PVAAS projections / PSSA data.
>> Specific Targets: 70% of students will meet their projected MAP RIT score based on the Fall MAP test to the Spring MAP test in both Reading and Math.
>>
>> Type: Annual
>> Data Source: PVAAS growth data based on 2015, 2016, and 2017 Math results shown on School Performance Profile
>>
>> Specific Targets: 97% or higher of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math.
>>
>> Type: Annual
>> Data Source: PVAAS growth data based on 2015 Reading results shown on School Performance Profile
>> Specific Targets: 85% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in reading.
>>
>> Type: Annual
>> Data Source: PVAAS growth data based on 2016 Reading results shown on School Performance Profile
>> Specific Targets: 90% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in reading.
>>
>> Type: Annual
>> Data Source: PVAAS growth data based on 2017 Reading results shown on School Performance Profile
>> Specific Targets: 95% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in reading.

Strategies:

Data Meetings

Description:

Teachers analyze student achievement data, specifically Measure of Academic Progress (MAP) data, including projected proficiency, student profile, and class breakdown reports, to guide instructional decisions and to ensure students are meeting growth goals consistent with student goalsetting worksheets and conferences.

The math and language arts teachers meet in the Fall, Winter and Spring, at the conclusion of MAP testing, to complete the student goals worksheet, discuss progress and complete a goal setting activity.

Teachers administer Aimsweb in the fall, winter, and spring. The data provided is used in congress with MAP scores and teacher input to determine students that need to be moved from electives into interventions and vice versa. This data is also used to determine which research-based intervention each student will receive.

SAS Alignment: Standards, Assessment, Instruction

Parent Engagement Interventions

Description:

Family engagement activities are a significant tool to promote a home and school partnership. Drexel Hill Middle School will publish a calendar of family engagement activities highlighting key details of the following scheduled activities:

- Back to School Night
- Fun Family Fitness Night
- Principal's Monthly Newsletter
- Teacher weekly email
- Media Veteran's Day Parade
- ELL Services Fair
- Special Education Transition Night for Elementary students
- Special Education Transition Night for Middle School to High School
- Community Service- Fall Clean-up
- Community Service- Spring Clean-up
- Book Fair
- Celebration Heroes' Wall
- Memorial Day Assembly

SAS Alignment: Safe and Supportive Schools

Home and School Meetings

Description:

The principal will provide a supplement to the principal's report at home and school meetings with a focus on programming for parents at Home and School meetings. In order to reach more parents, the Home & School will present meetings through a live or recorded digital delivery. In addition to monthly meetings, the Home & School continues to distribute information on various social media outlets, which supplements what is already being sent to parents via the weekly digital Wednesday Folder.

SAS Alignment: Safe and Supportive Schools

Improving Teacher Effectiveness

Description:

Principals and supervisors conduct twice-annual formal observation cycles for all track one non-tenured teachers teachers and annual observation cycles for all other teachers on track one.

All first year teachers work under the guidance of a teacher-mentor within the building. Mentor teachers use a district guide for mentoring new teachers.

Administrators will complete informal learning walks with a focus on providing positive feedback to teachers. Learning walks foster dialogue between administrators and teachers.

Action Research Groups meet during designated professional development times. Three of the four ARGs focus on: trauma informed teaching, student writing, and technology tools for education.

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

Implementation Steps:

Action Research Groups

Description:

Action Research Groups have been created to address the following:

1. Trauma Informed Care

2. Climate & Culture

3. Student Writing

4. Technology as an Educational Tool

Action research groups will be tasked with the following:

1. Define problem or identify task
2. Create an if / then statement
3. Identify strategies
4. Data collection and analysis tracking system
5. Report findings

Timeline/Assessment

- Group work will be built into faculty meetings and early dismissal schedule
- Groups will be expected to share findings with staff
- Work should be recorded throughout year in MyLearningPlan under each domain
- Appraiser will check MyLearningPlan
- Recorder will send notes to appraiser

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies:

- Improving Teacher Effectiveness

Data Meetings

Description:

Procedures

o Three times per year the school will hold data metings
o Teachers will be grouped by content and grade
o Teachers will set MAP Growth goals from the Fall baseline, including mid-year and end of year goals
o Teachers will provide administartion with mid and end of year growth updates

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies:

- Data Meetings

School-wide implementation of PBIS practices

Description:

The PBIS team meets monthly to expand implementation of the program throughout the school. Weekly and monthly homeroom and individual PBIS winners are recognized and rewarded in order to encourage positive behavior. Winners are acknowledged during each grade's monthly Student of the Month assembly. Weekly PBIS lessons / activities are held during class and quarterly grade assemblies are presented by the PBIS team.

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies: None selected

Parent Engagement Interventions

Description:

These activities include goal-setting conferences with teacher and student, restorative meetings, truancy prevention programs, weekly email communication, and school/district parent forums. Additionally, we host an annual back to school night, parent conferences, family fitness night, an after-hours dodge ball tournament, and an active home & school organization. We also maintain an "open-door" policy allowing parents to meet with grade level administrators and / or lead teachers as needed. Teachers are encouraged to communicate regularly with the parents of their students.

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies:

- Parent Engagement Interventions

Improving Teacher Effectiveness

Description:

- Instructional alignment with the Framework for Teaching focusing on measurable growth for all students in all cohorts
- Plan district allotted professional development time so all teachers and staff engage in professional conversations about instruction based on the Danielson Framework
- Frequent learning walks by the administrative team
- Suggest peer to peer observations amongst teachers
- Departmental meetings and ARG's with administration and curriculum supervisors during Thursday early dismissals
- Ongoing professional development of the writing curriculum
- Ongoing professsional development of GO Math curriculum
- Development of instructional strategies to address needs of diverse learners
- Ongoing development of a Positive Behavior Intervention System (PBIS)
- Professional development on the use and implementation of the school's various intervention programs
- Twice annual formal observations of Tier 1 teachers by administration and district supervisors

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies:

- Improving Teacher Effectiveness

Learning Walks

Description:

The adminstrative team conducts at least five learning walks each per week (20 total). The team will use the district provided Google form to collect evidence of components 2b., 2c., 3a., and 3c. and provide timely written feedback to teachers. "Look fors" will include a student friendly learning objective posted and communicated to all students in each classroom as well as active engagement strategies. Administrtors will brefly interview a student from the class during their visit.

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies:

- Improving Teacher Effectiveness

CORE Data Meetings

Description:

The CORE team (administrators, counselors, social worker, psychologist, behavior consultant, nurse, and ES teacher) will meet once per week to discuss individual general education students in need of additional support. An audit / review of students academic and discipline data will result in targeted support and in some cases a referral to STS or BST.

Start Date: 9/1/2018   **End Date:** 6/8/2019

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

Supported Strategies:

- Data Meetings

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS

Specific Targets: As reported by the PVAAS School Performance Diagnostic Summary, there will be moderate evidence that ALL of the predicted performance level groups in 6th, 7th, and 8th grades exceeded the standard for PA academic growth in Mathematics and ELA.

Strategies:

Student Goal-setting Conferences

Description:

For the 2018-19 school year the Drexel Hill Middle School adopted the MAP Student Goal setting Worksheet as the school-wide document to be used for twice-annual student goal conferences.

Following MAP testing dates in the fall and winter window, all ELA and Math teachers meet with students to analyze scores and set growth goals based on current RIT and expected yearly growth targets with midpoint growth goals.

Initial goals will encourage students to indentify academic challenges and strengths within the subject area based on scores as well as a personal action plan to reach their goal.

Teachers will use the Student Profile when meeting with students to draft the student goal action plan.

Additionally, students will participate in the Naviance program with their grade level counselors on a quarterly basis to set long term academic and career goals for themselves.

SAS Alignment: Assessment, Instruction

Grade level and content area Data Meetings

Description:

Data meetings are scheduled during in-service time three times per year. The focus of the data meeting practice is ensuring that data review is intentional, strategic, and effective. The school administration will prepare and deliver professional development activities for data analysis procedures and data informed instructional planning. During the 2018-19 school year the teachers will use the Data Meeting Planning Sheet to set and analyze growth toward goals for all students. The Data Meeting Planning Sheet will include goals for students, and strategies to ensure students are on a trajectory to meet or exceed their projected scores. Teachers will use the Data Meeting Planning Sheet to identify students in need of additional supports.

SAS Alignment: Assessment, Instruction

Improvement of Instructional Practices in Mathematics

Description:

The district supervisor for math provides professional development for math instruction. Professional development focuses on teachers' understanding of numeracy and the ability to teach problem solving using the Go Math! series by Harcourt/Houghton Mifflin. Professional development will also focus on the eight mathematical standards and the use of the SAS website as a resource for lesson planning. Additionally, the professional development of teachers will concentrate on analyzing benchmark data derived from the math series' tests and differentiating teaching during core instruction using Harcourt materials and supplemental materials when necessary.

Drexel Hill Middle School will improve math instruction through Making Math Matters. Using this model teachers frontload math instruction, stressing academic vocabulary. Teachers' cassrooms feature Math Focus Walls. Teachers will focus on numeracy and problem solving skills. The math classrooms will focus on the eight mathematical practices. Teachers will also utilize other available resorces (such as MAP to Khan) to supplement instruction. Math fluency will be a DHMS focus. The Drexel Hill Middle School will create a data team to review reports and data sets included in Performance Plus, PVAAS, MAP, eMetric, and local assessment data in eSchool with a focus on drilling down into mathematics score trends to identify potential root causes and systemic challenges for continued growth.

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

Implementation Steps:

Action Research Groups

Description:

Action Research Groups have been created to address the following:

1. Trauma Informed Care

2. Climate & Culture

3. Student Writing

4. Technology as an Educational Tool

Action research groups will be tasked with the following:

1. Define problem or identify task
2. Create an if / then statement
3. Identify strategies
4. Data collection and analysis tracking system
5. Report findings

Timeline/Assessment

- Group work will be built into faculty meetings and early dismissal schedule
- Groups will be expected to share findings with staff
- Work should be recorded throughout year in MyLearningPlan under each domain
- Appraiser will check MyLearningPlan
- Recorder will send notes to appraiser

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies:

- Improvement of Instructional Practices in Mathematics

Data Meetings

Description:

Procedures

o Three times per year the school will hold data metings
o Teachers will be grouped by content and grade
o Teachers will set MAP Growth goals from the Fall baseline, including mid-year and end of year goals
o Teachers will provide administartion with mid and end of year growth updates

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies:

- Student Goal-setting Conferences
- Grade level and content area Data Meetings
- Improvement of Instructional Practices in Mathematics

Multidisciplinary Team Meetings

Description:

Special Education teachers, administrators, and special education coordinators will meet weekly to review individual identified students cases, audit paperwork, review due dates, and discuss programming.

Start Date: 8/28/2018   **End Date:** 6/11/2019

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Student Goal-setting Conferences
- Grade level and content area Data Meetings
- Improvement of Instructional Practices in Mathematics

Small group/individual instruction

Description:

Continue the MTSS model utilizing small group instruction for students in need of a math/reading intervention. Flexible grouping will continue to be provided within the classroom to provide differentiated instruction. Social workers and guidance counselors provide small group instruction to address social skills as needed for special education and general education students.

Start Date: 8/28/2018   **End Date:** 6/11/2019

Program Area(s): Special Education, Student Services

Supported Strategies:

- Grade level and content area Data Meetings
- Improvement of Instructional Practices in Mathematics

School-wide implementation of PBIS practices

Description:

The PBIS team meets monthly to expand implementation of the program throughout the school. Weekly and monthly homeroom and individual PBIS winners are recognized and rewarded in order to encourage positive behavior. Winners are acknowledged during each grade's monthly Student of the Month assembly. Weekly PBIS lessons / activities are held during class and quarterly grade assemblies are presented by the PBIS team.

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies: None selected

Learning Walks

Description:

The adminstrative team conducts at least five learning walks each per week (20 total). The team will use the district provided Google form to collect evidence of components 2b., 2c., 3a., and 3c. and provide timely written feedback to teachers. "Look fors" will include a student friendly learning objective posted and communicated to all students in each classroom as well as active engagement strategies. Administrtors will brefly interview a student from the class during their visit.

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies:

- Student Goal-setting Conferences
- Grade level and content area Data Meetings
- Improvement of Instructional Practices in Mathematics

CORE Data Meetings

Description:

The CORE team (administrators, counselors, social worker, psychologist, behavior consultant, nurse, and ES teacher) will meet once per week to discuss individual general education students in need of additional support. An audit / review of students academic and discipline data will result in targeted support and in some cases a referral to STS or BST.

Start Date: 9/1/2018   **End Date:** 6/8/2019

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

Supported Strategies: None selected

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Daily, monthly and annual attendance rates as measured by the school management system.

Specific Targets: Fewer chronically absent / truant students and increased participation / development of truancy elimination plans and parent workshops.

Strategies:

Monthly Meetings

Description:

A committee of pupil services personnel, lead teachers, and administrators plan monthly meetings for each grade level with a focus on instruction, reinforcement of behaviors, and community and team-building. Each grade assembly will celebrate achievement in academic performance, student attendance, positive behaviors, modeling expected behaviors, and encouraging student participation in activities.

SAS Alignment: Safe and Supportive Schools

Hallway Safety

Description:

In the 2017-18 school year, dismissal time was adjusted so that all students were dismissed at the same time, allowing all students to be supervised in the hall at the end of the school day. In addition to continuing this practice, the Drexel Hill Middle School will continue the following:

- Students are required to sign out and sign in on a hall log every time they are in the hallway during a class.
- Stairwells are designated either 'up only' or 'down only.'

- Administration and school safety officers monitor hallways during designated transition times.
- Teachers are asked to monitor the hallways from the threshhold of their classroom doors during hallway transitions.
- The school CORE team will evaluate dismissal practices to further develop dismissal processes in an effort to reduce student volume concentrated around few exits.

SAS Alignment: Safe and Supportive Schools

Scheduling Adjustments

Description:

During the 2018-19 school year, the Drexel Hill Middle School saw increased enrollment and we adjusted our teachers' schedules to accommodate for increases in class sizes. Using current enrollment reports, the principal will lead the CORE team (including administrators, counselors, and teachers) in scheduled discussions to address future growth and further adjustments to scheduling teachers.

SAS Alignment: Safe and Supportive Schools

Implementation of MTSS for Behavior Systems

Description:

Continue the implementaion of a tiered behavioral program.

PBIS is a continuum of positive behavior support for all students within a school and is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Currently, DHMS is in the fourth year of implementation.

A system of school-wide positive behavioral interventions and supports is currently in place. Drexel Hill Middle School uses a Multi-Tiered System of Support(MTSS) approach towards teaching expected behavior. Expected behaviors are defined and explicitly taught and reinforced across all settings. DHMS implements effective instructional practices in the area of positive behavior support. THe DHMS CCORE team gathers and analyzes data in order to allocate resources for student supports. Expectations and consequences are consistent and understood by staff and students. PBIS is in place to positively reinforce and encourage appropriate student behaviors. Staff is trained to use de-escalation techniques when managing inappropriate student behavior.

SAS Alignment: Standards, Assessment, Instruction, Safe and Supportive Schools

Equity Training

Description:

The Upper Darby School District is beginning year one of a equity training initiative for its school board, administrators, faculty, staff and teachers. This training enables the school community to accept differences among people while extinguishing negative stereotypes. Equity training aligns with vision of the Upper Darby School District where staff, faculty, and parents honor diversity through student achievement. The district has cocontracted with Corwin to deliver deep equity training to administrators and building teams. The purpose of of this training is to create an equity lens through which district personnel will consider improvements to the systems that support students and families.

Drexel Hill Middle School's Building Equity Leadership Team (BELT) meets monthly and provides the staff brief workshop opportunities to develop an equity lens and how to best meet the needs of our diverse student population.

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

Implementation Steps:

Small group/individual instruction

Description:

Continue the MTSS model utilizing small group instruction for students in need of a math/reading intervention. Flexible grouping will continue to be provided within the classroom to provide differentiated instruction. Social workers and guidance counselors provide small group instruction to address social skills as needed for special education and general education students.

Start Date: 8/28/2018   **End Date:** 6/11/2019

Program Area(s): Special Education, Student Services

Supported Strategies:

- Monthly Meetings
- Hallway Safety
- Implementation of MTSS for Behavior Systems
- Equity Training

Action Research Groups

Description:

Action Research Groups have been created to address the following:

1. Trauma Informed Care

2. Climate & Culture

3. Student Writing

4. Technology as an Educational Tool

Action research groups will be tasked with the following:

1. Define problem or identify task
2. Create an if / then statement
3. Identify strategies
4. Data collection and analysis tracking system
5. Report findings

Timeline/Assessment

- Group work will be built into faculty meetings and early dismissal schedule
- Groups will be expected to share findings with staff
- Work should be recorded throughout year in MyLearningPlan under each domain
- Appraiser will check MyLearningPlan
- Recorder will send notes to appraiser

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies:

- Hallway Safety
- Scheduling Adjustments
- Implementation of MTSS for Behavior Systems
- Equity Training

School-wide implementation of PBIS practices

Description:

The PBIS team meets monthly to expand implementation of the program throughout the school. Weekly and monthly homeroom and individual PBIS winners are recognized and rewarded in order to encourage positive behavior. Winners are acknowledged during each grade's monthly Student of the Month assembly. Weekly PBIS lessons / activities are held during class and quarterly grade assemblies are presented by the PBIS team.

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies:

* Monthly Meetings
* Hallway Safety
* Implementation of MTSS for Behavior Systems
* Equity Training

Learning Walks

Description:

The adminstrative team conducts at least five learning walks each per week (20 total). The team will use the district provided Google form to collect evidence of components 2b., 2c., 3a., and 3c. and provide timely written feedback to teachers. "Look fors" will include a student friendly learning objective posted and communicated to all students in each classroom as well as active engagement strategies. Administrtors will brefly interview a student from the class during their visit.

Start Date: 8/28/2018   **End Date:** 6/11/2019

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

Supported Strategies:

* Monthly Meetings
* Implementation of MTSS for Behavior Systems
* Equity Training

CORE Data Meetings

Description:

The CORE team (administrators, counselors, social worker, psychologist, behavior consultant, nurse, and ES teacher) will meet once per week to discuss individual general education students in need of additional support. An audit / review of students academic and discipline data will result in targeted support and in some cases a referral to STS or BST.

Start Date: 9/1/2018   **End Date:** 6/8/2019

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

Supported Strategies:

- Monthly Meetings
- Implementation of MTSS for Behavior Systems
- Equity Training

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Drexel Hill MS.

Assurance of Quality and Accountability

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

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

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education

- Reflects **sound educational practice**

- Has a **high probability of improving student achievement**

- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Drexel Hill MS in the Upper Darby SD for the 2018-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director