

DREXEL HILL MS

3001 State Rd

School Plan | 2022 - 2023

VISION FOR LEARNING

The Faculty and Staff at Drexel Hill Middle School will provide a comprehensive and challenging educational program which encourages all learners in a safe environment to respect others, value education, and appreciate and contribute to their community as confident, independent thinkers.

STEERING COMMITTEE

Name	Position	Building/Group
Jen Rosen	Lead Teacher	DHMS
Lauren Love	Lead Teacher	DHMS
Pete Schiller	Assistant Principal	DHMS
Evan Kramp	Assistant Principal	DHMS
Fran McElhenney	Assistant Principal	DHMS
Lisa Murray	Classroom Teacher	DHMS
Caitlyn Sheehan	Special Education Teacher	DHMS
Sheila Bell	Social Worker	DHMS
Vicki Saldutti	Classroom Teacher	DHMS
Erin Troy	Community Member	DHMS
Matt Alloway	Principal	DHMS
Caroline Paolino	Guidance Counselor	DHMS
Areesah Abdus-Shakur	Parent	DHMS

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Professional development on data tools is needed. Additional resources are needed to promote instruction highly focused on skills and content area reading strategies.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Established norms around unstructured transitions is a focus point in school climate improvements.	School Safety
By strengthening our PBIS classroom and environmental practices, the administration, faculty, safety officers, and support staff will promote and sustain a positive school environment where members feel welcomed, supported, and safe in school (socially, emotionally, intellectually, and physically).	School climate and culture School Safety School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy
Non-Negotiables
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Quiet Hallways	Establish non-negotiables, classroom lessons, routines, and supervision zones for non-structured transitions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop hallway routines and zones for supervision.	2022-08-29 - 2023-06-09	Evan Kramp/Assistant Principal	Map of campus - Faculty Schedule

Anticipated Outcome
Calm, supervision in all non-structured hallway transitions

Monitoring/Evaluation
Monthly through principal's advisory and PBIS team data review.

Evidence-based Strategy
Data Tools for Instruction

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
MAP For Instruction	Teach all staff how to use student goalsetting report and learning continuum for NWEA MAP.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teach all teachers how to read, analyze, and interpret MAP Normative data, Student reports, Student goalsetting, and Learning Continuum.	2022-08-29 - 2022-09-30	Pete Schiller/Assistant Principal	NWEA Map resources

Anticipated Outcome
 All teachers will integrate goalsetting conferences into instruction.

Monitoring/Evaluation
 Administrators will collect examples of goalsetting conference forms.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teach all staff how to use student goalsetting report and learning continuum for NWEA MAP. (MAP For Instruction)	Data Tools for Instruction	Teach all teachers how to read, analyze, and interpret MAP Normative data, Student reports, Student goalsetting, and Learning Continuum.	08/29/2022 - 09/30/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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 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**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Meeting Annual Academic Growth Expectations - ELA. In ELA 76% of DHMS students met the growth standard. The statewide average was 75%, and the goal was 70%.

Meeting Annual Academic Growth Expectations - Science. In Science/Biology 100% of DHMS students met the growth standard. The statewide average was 75.1%, and the goal was 70%.

Career Benchmarks - DHMS is at 99.4%, where the state average is 86.2% and the state standard is 98%.

According to end of year student survey results, 80% of students at DHMS report feeling respected for who they are while at school.

According to end of year student survey results, 84% of students at DHMS report feeling their teachers respect them.

English Language Learners - All grades above growth index in PVAAS in both Math and ELA PSSA

Students with Disabilities - SWD in ELA, Math, and Science met or exceeded growth index in PVAAS for the PSSA Scores.

Challenges

All three subject areas fell short of the state average for achievement in Proficient and Advanced scores. In ELA DHMS had 38.9 (a drop from 48% prior to 2020) in the Advanced/Proficient range (state average 55%); In mathematics DHMS had 10.1% (a drop from 21.6% prior to 2020) in the Advanced/Proficient range (state average 37.3%); In science DHMS had 35.8% (a drop from 48.7% prior to 2020) in the Advanced/Proficient range (state average 63.7%).

Meeting Annual Growth Expectations - Math. The percent of students meeting expected growth in mathematics was 62.5% where the expected rate was 70% and the statewide average for growth was 75.3%.

eSchool Discipline Data - 17% of students received referrals for hallway behaviors, including Late to Class.

English Language Learners - MAP ELA - 7th grade below growth index. 6th grade meets growth and 8th grades is well above growth index on MAP.

English Language Learners - Growth and Attainment - 10.7% Growth and Attainment where state average was 24.8%

Strengths

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Align curricular materials and lesson plans to the PA Standards

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Meeting Annual Academic Growth Expectation - ELA. Students in the all student group met the annual growth goal in ELA

Meeting Annual Academic Growth Expectation - Math. In Math, students with disabilities, English learners, black student group met growth goal.

According to beginning and end of year data for 2020-2021 students in all three grades showed positive growth in RIT score from Fall to Spring on the MAP Math assessments.

According to beginning and middle of year data for 2021-2022 students in all three grades showed positive growth in RIT score from Fall to Winter on the MAP Math assessments.

All groups showed 100% in science; this score is above the state goal and the statewide average.

Challenges

Monitor and evaluate the impact of professional learning on staff practices and student learning

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Although all grades showed positive growth from beginning to end of the year, the growth did not meet the normative growth goal in reading MAP.

6th and 7th grade math MAP scores reflect growth but do not meet nor exceed the growth projected in MAP Normative Data.

40.0% of our all student group showed academic growth. Our all student group did not meet the standard demonstrating growth.

Most Notable Observations/Patterns

We have a lot of focus on the strengths (highs) and challenges (lows). We need to keep in mind students who are quietly achieving and moderately growing who are sometimes difficult to further engage.

Challenges

All three subject areas fell short of the state average for achievement in Proficient and Advanced scores. In ELA DHMS had 38.9 (a drop from 48% prior to 2020) in the Advanced/Proficient range (state average 55%); In mathematics DHMS had 10.1% (a drop from 21.6% prior to 2020) in the Advanced/Proficient range (state average 37.3%); In science DHMS had 35.8% (a drop from 48.7% prior to 2020) in the Advanced/Proficient range (state average 63.7%).

Discussion Point

Consider the possibility of adding some kind of focused reading intervention for high achieving students. Add a school-wide push on specific strategies and reading process analysis across the curriculum.

Priority for Planning

6th and 7th grade math MAP scores reflect growth but do not meet nor exceed the growth projected in MAP Normative Data.

Need to increase opportunities to teach reading - especially in content area courses.

eSchool Discipline Data - 17% of students received referrals for hallway behaviors, including Late to Class.

Need to norm behaviors and consistently enforce a school free from disruption and unsafe hallway behaviors.

Challenges

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Discussion Point

Improvements needed in attendance (daily and class-period) and truancy. Improvements needed during unstructured transition periods and environments. Sustain a more restorative environment.

Priority for Planning

Although all grades showed positive growth from beginning to end of the year, the growth did not meet the normative growth goal in reading MAP.

ADDENDUM B: ACTION PLAN

Action Plan: Non-Negotiables

Action Steps	Anticipated Start/Completion Date
Develop hallway routines and zones for supervision.	08/29/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
Monthly through principal's advisory and PBIS team data review.	Calm, supervision in all non-structured hallway transitions

Material/Resources/Supports Needed	PD Step
Map of campus - Faculty Schedule	no



Action Plan: Data Tools for Instruction

Action Steps

Anticipated Start/Completion Date

Teach all teachers how to read, analyze, and interpret MAP Normative data, Student reports, Student goalsetting, and Learning Continuum.

08/29/2022 - 09/30/2022

Monitoring/Evaluation

Anticipated Output

Administrators will collect examples of goalsetting conference forms.

All teachers will integrate goalsetting conferences into instruction.

Material/Resources/Supports Needed

PD Step

NWEA Map resources

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teach all staff how to use student goalsetting report and learning continuum for NWEA MAP. (MAP For Instruction)	Data Tools for Instruction	Teach all teachers how to read, analyze, and interpret MAP Normative data, Student reports, Student goalsetting, and Learning Continuum.	08/29/2022 - 09/30/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PD Sessions - MAP Tools for Instruction	All teachers	NEWA Map tools, learning continuum, goalsetting, family report, classroom report

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers demonstrate goalsetting conference during PD and submit a written plan for setting goals with students.	08/29/2022 - 10/03/2022	Peter Schiller/Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
1c: Setting Instructional Outcomes	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

