DREXEL HILL MS

3001 State Rd

ATSI non-Title 1 School Plan | 2023 - 2024

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	Other	DHMS
Pete Schiller	Assistant Principal	DHMS
Lisa Murray	Classroom Teacher	DHMS
Caitlyn Sheehan	Special Education Teacher	DHMS
Sheila Bell	Social Worker	DHMS
Jonathan Kendall	Classroom Teacher	DHMS
Erin Troy	Community Member	DHMS
Jill Palladino	Principal	DHMS
Joanna DeMarco	District Level Leaders	DHMS
Kelley Simone	District Level Leaders	DHMS
Dr. Daniel McGarry	Chief School Administrator	DHMS
Jennifer Rule	Parent	DHMS
Christina Urujeni	Student	DHMS

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we use multiple professional learning designs to support the learning needs of staff, by providing ongoing training, coaching, consultation, and collaboration for teachers of English Learners, then students identified as English Learners will increase their achievement in math and literacy.	English Language Arts Mathematics
If we use a systematic, collaborative planning processes, to ensure instructional, social, emotional, and behavioral supports and interventions are responsive to data, coordinated with grade and content alike teachers, aligned, and evidence based, by creating a master schedule that allows for content and grade-level collaboration with structured data analysis protocols, then all student achievement will increase.	English Language Arts Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Evidence-based Instructional Strategies for EL

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
EL Goal for Literacy	DHMS students identified as EL earned 28.8% proficiency in testing year 2021-2022 on PSSA ELA. There will

Goal Nickname	Measurable Goal Statement (Smart Goal)
	be an increase in rate of proficiency to at least 33.8% of students earning proficient or advanced by end of the 2023-2024 School Year.
EL Goal for Math	DHMS students identified as EL earned 3.9% proficiency in testing year 2021-2022 on PSSA Mathematics. There will be an increase in rate of proficiency to at least 9.0% of students earning proficient or advanced by the end of the 2023-2024 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Training and ongoing consultation with EL supervisor, EL Teacher, Core Content Area teachers, and DCIU	2023-08-22 - 2024-06-12	Joanna DeMarco - Supervisor of English Learners	DCIU EL Support Resources Schedule Change to allow for collaboration between EL teacher and Content teachers
Collaboration time with Content-alike teachers and EL teacher with Content-specific teachers; students rostered to similar teachers	2023-08-22 - 2023-06-12	Jill Palladino with DHMS Admin team for scheduling District-level restructure of schedule	new schedule, protocols and practices for collaboration time

Anticipated Outcome

Teacher Action Research Group will be established Online asynchronous resource bank Instructional practices will be shifted

Monitoring/Evaluation

ARG will present annually Appraiser observations and learning walks to ensure strategies will take place once per quarter per classroom

DCIU consultant to observe

Evidence-based Strategy

Reading Apprenticeship

Measurable Goals

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EL Goal for Literacy	DHMS students identified as EL earned 28.8% proficiency in testing year 2021-2022 on PSSA ELA. There will be an increase in rate of proficiency to at least 33.8% of students earning proficient or advanced by end of the 2023-2024 School Year.
EL Goal for Math	DHMS students identified as EL earned 3.9% proficiency in testing year 2021-2022 on PSSA Mathematics. There will be an increase in rate of proficiency to at least 9.0% of students earning proficient or advanced by the end of the 2023-2024 school year.
ELA Goal for All Student Population	The all student population at DHMS earned 42.4% proficiency in testing year 2021-2022 on PSSA ELA. There will be an increase in rate of proficiency to at least 55.0% of students earning proficient or advanced by end of the 2023-2024 School Year.
Math Goal for All Student Population	The all student population at DHMS earned a 9.4% proficiency in testing year 2021-2022 on PSSA Mathematics. There will be an increase in rate of proficiency to at least 30.0% of students earning proficient or advanced by end of the 2023-2024 School Year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All teachers will participate in Reading Apprenticeship district trainings	2023-08-01 - 2024-06-01	Christine Kelley, Jill Palladino	Reading Apprenticeship training materials, core curriculum materials

Anticipated Outcome

All teachers will incorporate learned Reading Apprenticeship strategies into daily lessons. Strategies will improve student understanding of core content text improving comprehension and application of content.

Monitoring/Evaluation

Appraiser observations and learning walks to ensure strategies will take place once per quarter per classroom

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
DHMS students identified as EL earned 28.8% proficiency in testing year 2021-2022 on PSSA ELA. There will be an increase in rate of proficiency to at least 33.8% of students earning proficient or advanced by end of the 2023-2024 School Year. (EL Goal for Literacy) DHMS students identified as EL earned 3.9% proficiency in testing year 2021-2022 on PSSA Mathematics. There will be an increase in rate of proficiency to at least 9.0% of students earning proficient or advanced by the end of the 2023-2024 school year. (EL Goal for Math)	Evidence-based Instructional Strategies for EL	Training and ongoing consultation with EL supervisor, EL Teacher, Core Content Area teachers, and DCIU	08/22/2023 - 06/12/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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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.

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

2022-2023 School Year ELA English Learner Subgroup more than doubled proficiency rate and math proficiency stayed the same

2022-2023 School Year Attendance for all subgroups is at or above state average

2022-2023 School Year All student group achievement in ELA grew from previous year and PVAAS

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.

2022-2023 School Year All Student Populations in Math, ELA and Science met the PVAAS growth expectations

Challenges

EL Subgroup in Math and ELA is below statewide average

2022-2023 School Year ELA and Math: All student population is below statewide average

2022-2023 School Year Math Proficiency: All student group proficient or advanced is 9.4% and that is a decrease from 10.1% in previous year and is below state average of 35.7%

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

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.

Current schedule and structure of student courses does not allow ongoing teacher collaboration to work with the curriculum, standards, modifying instruction based on data on a regular basis within teams or with respective departments or district supervisors

eSchool Discipline Data - 17% of students received referrals for hallway behaviors, including Late to Class. Late to class is the most commonly referred behavior, with the next highest being

Strengths

New Curriculum and Program began in 21-22 School Year, continued into 22-23 School Year. -National Geographic Program purchased and implemented initially in 2021-2022 school year - This is used as replacement instruction for ELA and is aligned to PA and WIDA standards --The current curriculum and scope/sequence as 22-23 School Year is still being developed and upgraded.

Career Benchmarks - DHMS is at 100%, where the state average is 88.3%

Identify and address individual student learning needs

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

DHMS ELA curriculum is aligned to PA State Standards and curriculum documents and lesson plans include accommodations and modifications based on students' needs, delivered by a teacher appropriately certified

Created and implemented a schedule for screening all student population, teacher evaluation aligned with data meeting, data meetings held around screener three times per year

Challenges

disruptive classroom behavior; as of April 2023 there is an average of 30 behavioral infractions (all types of disciplinary infractions together) that rose to the level of a teacher needing to write a referral per day.

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.

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

18 different home languages are spoken amongst 57 student.

Additional professional development and collaboration is needed for general education teachers working with EL population

Increasing student EL population without additional staff

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

Strengths

2022-2023 School Year Data Adjusting Student Schedules Grouped EL students to limited sections for increased support from the EL teacher to fewer general education teachers in Math starting in Spring Semester 2022-2023 Care was taken in scheduling to make focus here EL supports

2022-2023 Lakeside Neurological provided a Conflict Resolution Specialist and an embedded specialist for the teachers that works with teachers in the classrooms to support increasing positive behavior

All individual student groups except Hispanic and Students with Disabilities exceeded growth goals in science; these score are above the state goal and the statewide average.

Challenges

Implement evidence-based strategies to engage families to support learning

Implement a multi-tiered system of supports for academics and behavior

Most Notable Observations/Patterns

Overall for the full student population we have many systems and practices in place that promote growth and achievement such as the curriculum alignment to state standards, regular intervals of testing with set professional development and practices for analyzing and using data from screeners to make decisions. We have interventions built in to the daily schedule. There is ongoing professional development for new systems and initiatives, Reading Apprenticeship, collaboration with Lakeside Neurological help with staff and student regulation. The challenges faced at DHMS are the higher than desirable levels of behavioral infractions that may be impacting student achievement. Through the current schedule and rostering practices teachers do not have system-built in time for content-alike or grade-alike peers to collaborate to enhance instruction through analysis, teachers report not feeling connected to each other. Currently students are instructed by any teacher in that grade level, there is no team or small group of teachers in common for students. Creating a more smaller instructional cohort of students for each group of teachers, will allow for a group of approximately 8 teachers to work to serve their students within each grade level - creating a team-like approach. For the students in our EL department we have one certified EL teacher but we need additional staff training in high quality instructional techniques taking into consideration the higher rate of enrollment in the past year for English Learners. Currently there is limited time for the EL teacher to collaborate with the content area teachers supporting the EL students.

Challenges	Discussion Point	Priority for Planning
eSchool Discipline Data - 17% of students received referrals for hallway behaviors, including Late to Class. Late to class is the most commonly referred behavior, with the next highest being disruptive classroom behavior; as of April 2023 there is an average of 30 behavioral infractions (all types of disciplinary infractions together)	Need to norm behaviors and consistently enforce a school free from disruption and unsafe or disruptive behaviors. There are currently 8 transitions throughout the day that require students of all grades to move throughout the building, frequently causing late to class, behavioral disruptions in the classrooms stemming from high energy hallways. Improvements needed in attendance (on-time to class and school). Improvements needed during unstructured transition periods and environments. A structured, more restorative environment is	

Challenges	Discussion Point	Priority for Planning
that rose to the level of a teacher needing to write a referral per day.	needed to increase positive student behavior and pro-learning skills.	
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.		
18 different home languages are spoken amongst 57 student.		
Additional professional development and collaboration is needed for general education teachers working with EL population	Enrollment of students identified as EL has doubled in the last year and current content area teachers have not received recent training in supporting EL students in the core content areas. This includes modifications and accommodations to the content.	✓
Increasing student EL population without additional staff		

Challenges	Discussion Point	Priority for Planning
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Due to the current building schedule, teachers, grade level or content area, do not have common planning times.	✓
Implement a multi-tiered system of supports for academics and behavior		

ADDENDUM B: ACTION PLAN

Action Plan: Evidence-based Instructional Strategies for EL

Action Steps	Anticipated Start/Completion Date
Training and ongoing consultation with EL supervisor, EL Teacher, Core Content Area teachers, and DCIU	08/22/2023 - 06/12/2024

Monitoring/Evaluation	Anticipated Output
ARG will present annually Appraiser observations and learning walks to ensure strategies will take place once per quarter per classroom DCIU consultant to observe	Teacher Action Research Group will be established Online asynchronous resource bank Instructional practices will be shifted

Material/Resources/Supports Needed		PD Step
DCIU EL Support Resources Schedule Change to allow for collaboration between EL teacher and Content teachers		yes

Action Steps	Anticipated Start/Completion Date
Collaboration time with Content-alike teachers and EL teacher with Content-specific teachers; students rostered to similar teachers	08/22/2023 - 06/12/2023

Monitoring/Evaluation	Anticipated Output
ARG will present annually Appraiser observations and learning walks to ensure strategies will take place once per quarter per classroom DCIU consultant to observe	Teacher Action Research Group will be established Online asynchronous resource bank Instructional practices will be shifted

Material/Resources/Supports Needed	PD Step
new schedule, protocols and practices for collaboration time	yes

Action Plan: Reading Apprenticeship

Action Steps	Anticipated Start/Completion Date
All teachers will participate in Reading Apprenticeship district trainings	08/01/2023 - 06/01/2024

Monitoring/Evaluation	Anticipated Output
Appraiser observations and learning walks to ensure strategies will take place once per quarter per classroom	All teachers will incorporate learned Reading Apprenticeship strategies into daily lessons. Strategies will improve student understanding of core content text improving comprehension and application of content.

Material/Resources/Supports Needed	PD Step
Reading Apprenticeship training materials, core curriculum materials	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
DHMS students identified as EL earned 28.8% proficiency in testing year 2021-2022 on PSSA ELA. There will be an increase in rate of proficiency to at least 33.8% of students earning proficient or advanced by end of the 2023-2024 School Year. (EL Goal for Literacy) DHMS students identified as EL earned 3.9% proficiency in testing year 2021-2022 on PSSA Mathematics. There will be an increase in rate of proficiency to at least 9.0% of students earning proficient or advanced by the end of the 2023-2024 school year. (EL Goal for Math)	Evidence-based Instructional Strategies for EL	Training and ongoing consultation with EL supervisor, EL Teacher, Core Content Area teachers, and DCIU	08/22/2023 - 06/12/2024
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DHMS students identified as EL earned 28.8% proficiency in testing year 2021-2022 on PSSA ELA. There will be an increase in rate of proficiency to at least 33.8% of	Reading Apprenticeship	All teachers will participate in	08/01/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
students earning proficient or advanced by end of the 2023-2024 School Year. (EL Goal for Literacy) DHMS students identified as EL earned 3.9% proficiency in testing year 2021-2022 on PSSA Mathematics. There will be an increase in rate of proficiency to at least 9.0% of students earning proficient or advanced by the end of the 2023-2024 school year. (EL Goal for Math) The all student population at DHMS earned 42.4% proficiency in testing year 2021-2022 on PSSA ELA. There will be an increase in rate of proficiency to at least 55.0% of students earning proficient or advanced by end of the 2023-2024 School Year. (ELA Goal for All Student Population) The all student population at DHMS earned a 9.4% proficiency in testing year 2021-2022 on PSSA Mathematics. There will be an increase in rate of proficiency to at least 30.0% of students earning proficient or advanced by end of the 2023-2024 School Year. (Math Goal for All Student Population)		Reading Apprenticeship district trainings	06/01/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
EL Training for General Education Teachers	General Education Teaching Staff	7 Steps of Language Rich Classroom Teaching Math to English Learners

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Learning Walks Formal Observations	07/01/2023 - 06/30/2024	Jill Palladino

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in Inclusive Settings

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline