

Manheim Township Middle School

**School Level Plan**

07/01/2018 - 06/30/2022

# School Profile

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## Demographics

### *Manheim Twp MS*

PO Box 5134  
Lancaster, PA 17606  
(717)560-3111

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: No

Principal: Karen Evans

Superintendent: Robin Felty

## Stakeholder Involvement

Name	Role
Karen Evans	Administrator
Andrew Hull	Administrator
Christine Resh	Administrator
Karen Evans	Building Principal
Leslee Forman	Community Representative
Smantha Bryant	Middle School Teacher - Regular Education
David Cooper	Middle School Teacher - Regular Education
Samantha Haldeman	Middle School Teacher - Regular Education
Michael Hardwig	Middle School Teacher - Regular Education
Laura Houghton	Middle School Teacher - Regular Education
Richard LeFever	Middle School Teacher - Regular Education
Jason Lyons	Middle School Teacher - Regular Education
Steve Mellinger	Middle School Teacher - Regular Education
Shawn Robbins	Middle School Teacher - Regular Education
Maci Seible	Middle School Teacher - Regular Education
Jennie Steeley	Middle School Teacher - Regular Education
Amanda Stine	Middle School Teacher - Regular Education
Emily Heisler	Middle School Teacher - Special Education
Jane Davidson	Parent
Heather Wright	Parent

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

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1. A review of PSSA and Keystone data (grade 8) shows significant growth in math, language arts and science.

### Accomplishment #2:

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1. Review of student survey data demonstrates that students feel safe and supported in the MS.

### Accomplishment #3:

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Staff and students are rapidly implementing technology to enhance instruction and teaching the components of the 4C's (critical thinking, creativity, collaboration).

## School Concerns

### Concern #1:

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There have been complications with communication; not all of the forms go home, translation for parents speaking other languages, lack of accesibility to the school, too many locations for information.

### Concern #2:

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There is a general lack of expected growth in 7th grade math.

### Concern #3:

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The MS must increase engagement of parents and students during transitional years and provide more opportunities for parent and student cross over in grades 6-7 & 8-9.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:**

There have been complications with communication; not all of the forms go home, translation for parents speaking other languages, lack of accesibility to the school, too many locations for information.

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There is a general lack of expected growth in 7th grade math.

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The MS must increase engagement of parents and students during transitional years and provide more opportunities for parent and student cross over in grades 6-7 & 8-9.

**Systemic Challenge #2** (*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:**

There is a general lack of expected growth in 7th grade math.

**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:**

The MS must increase engagement of parents and students during transitional years and provide more opportunities for parent and student cross over in grades 6-7 & 8-9.

**Systemic Challenge #4** (*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:**

There have been complications with communication; not all of the forms go home, translation for parents speaking other languages, lack of accessibility to the school, too many locations for information.

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There is a general lack of expected growth in 7th grade math.

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The MS must increase engagement of parents and students during transitional years and provide more opportunities for parent and student cross over in grades 6-7 & 8-9.

**Systemic Challenge #5** (*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:**

There is a general lack of expected growth in 7th grade math.

# School Level Plan

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## Action Plans

**Goal #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.

### Indicators of Effectiveness:

Type: Annual

Data Source: Perception data from all stakeholders including students, staff, parents and community members.

Specific Targets: Data will reveal positive feedback regarding involvement, communication, and voice in the decision making process. Additional goals will be developed and revised based on feedback received.

Type: Annual

Data Source: Student, parent, and staff survey data. Discipline data.

Specific Targets: Develop mentoring program that will provide students will a positive connection to school. The impact of this program will be measured through survey data as well as a decrease in discipline referrals.

Type: Annual

Data Source: Communication mediums

Specific Targets: The middle school will condense and streamline communication mediums to a more user friendly format. This will impact all communications coming from the office as well as from the teaching staff.

Type: Annual

Data Source: Community relations

Specific Targets: In collaboration with students, staff, and community stakeholders, the middle school will work to promote positive opportunities within the building.

Perception data will be used to assess the impact of this goal.

### **Strategies:**

#### *Family Engagement*

**Description:**

To ensure that every child reaches academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability, schools and districts need to consider the importance of parent engagement. Research clearly points to a strong correlation between parent involvement and student achievement (Epstein, 2005; Furger, 2006; Henderson & Berla, 1994; Henderson & Mapp, 2002). When schools implement intentional and intensive parent engagement strategies, there is a significant rise in student achievement scores (Redding, et al., 2004). PaTTAN, in partnership with the Bureau of Special Education, provides training and technical assistance to local education agencies (LEAs) in planning for continuous improvement and effective family engagement. (Sources: [Family Engagement](#) , [Top Five Reasons Schools Need to Engage Parents](#))

**SAS Alignment:** Instruction, Materials & Resources

### ***Implementation Steps:***

#### *Family Engagement*

**Description:**

- Strategy 1: Improving Community Relations with specific targeted strategies
- Strategy 2: Consistency with Learning Management System & Educating the community on how to use it
- Strategy 3: Streamlining communications (taking things from multiple mediums to one)
- Strategy 4: Mentoring program - WEB - connected to high school Link Crew
- Strategy 5: Develop a systematic approach to assisting families in need

**Start Date:** 8/27/2018    **End Date:** 6/30/2020

**Program Area(s):** Student Services

**Supported Strategies:**

- Family Engagement

**Goal #2:** 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.

**Indicators of Effectiveness:**

Type: Annual

Data Source: MTSD curriculum document

Specific Targets: Content areas that are up for revision on the curriculum cycle will complete their coursework within the designated time frame.

Type: Annual

Data Source: PSSA / PVAAS

Specific Targets: Students will demonstrate improvement in both growth and achievement in math content.

## ***Strategies:***

### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf?](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments.

(Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning.

Alexandria, Va.: ASCD.) Resource:

<http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

### *Curriculum Mapping*

**Description:** A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

### *Differentiated Instruction*



**Description:**

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#), [What Is Differentiated Instruction \(Robb\)?](#), [Learning Styles: Concepts and Evidence](#), [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#)), [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

**SAS Alignment:** Instruction

***Implementation Steps:****Differentiated Instruction***Description:**

Provide staff with additional training in differentiated instruction for all levels of math learners. Staff will complete a variety of professional development and provide feedback forms as well as participate in PLC's within the department.

**Start Date:** 7/1/2018    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping

*Additional Math Instruction in Other Content Areas***Description:**

Staff will research ways to organically include math content within other appropriate subject areas. This will be accomplished through department and team meetings. Growth in PVAAS and or an improvement in student achievement will help in determining the effectiveness of this implementation.

**Start Date:** 7/1/2018    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping

### *Create Math Lab / STEM Lab Course*

**Description:**

Work collaboratively with the math and science department to determine where additional math standards could be addressed through the creation of a seventh grade related course focused on problem solving / STEM and math activities. The effectiveness of this course, if approved would be determined through an improvement of PVAAS growth and or improvement in student achievement.

**Start Date:** 7/1/2018    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping
- Differentiated Instruction

**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: Annual

Data Source: Student, parent, staff survey data - meeting notes with student government.

Specific Targets: Perception data will reveal students feel safe, supported, and that transitions have been made as smooth as possible. Survey data will also reveal that parents and families feel more engaged in the transition process.

**Strategies:***Pennsylvania's Schoolwide Positive Behavior Support System***Description:**

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: [Positive Behavioral Interventions & Supports](#), [Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: An Introduction](#), [Pennsylvania's Schoolwide Positive Behavior Support System: An Introduction](#))

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

**Implementation Steps:***Pennsylvania's Schoolwide Positive Behavior Support System***Description:**

Part of removing barriers to learning means having clear expectations for students and working with families and students to further the school community as a whole. The success of this approach will be determined by the decrease in discipline referrals as well as a positive reflection on transition and positive culture within the middle school

**Start Date:** 7/1/2018    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Pennsylvania's Schoolwide Positive Behavior Support System

*Collaborative Partnership with LRIS and HS***Description:**

- Strategy 1: Work collaboratively with LRIS to demonstrate MS expectations for homework, classwork, and academic / social behavior.
- Strategy 2: Create face to face / online components for parents, teachers and administrators
- Strategy 3: Create newsletter for incoming 7th graders
- Strategy 4: Virtual Q & A / video to answer questions
- Strategy 5: Create an educational planning guide for MS - grades 7 and 8 - embed videos.
- Strategy 6: Create parent, student, staff feedback sessions or surveys

The effectiveness of these strategies will be weighed through a variety of media - feedback surveys as well as face-to-face meetings and interactions with students and families.

**Start Date:** 7/1/2018    **End Date:** 6/30/2020

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

**Supported Strategies:** None selected