

Columbia MS

**School Level Plan**

06/01/2017 - 06/30/2018

# School Profile

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## Demographics

### *Columbia MS*

45 N 9th St  
Columbia, PA 17512  
(717)684-4010

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: Yes

Principal: Jodie Parkinson, Ed.D.

Superintendent: Robert Hollister, Ed.D.

## Stakeholder Involvement

Name	Role
Gregory McGough, Ed.D.	Administrator : School Improvement Plan
Jodie Parkinson, Ed.D.	Building Principal : School Improvement Plan
Tom Strickler	Business Representative : School Improvement Plan
Deb Smith	Community Representative : School Improvement Plan
Carol Arena	Ed Specialist - Home and School Visitor
Katherine Hewick	Middle School Teacher - Regular Education : School Improvement Plan
Robin Young	Middle School Teacher - Regular Education : School Improvement Plan
Amy Houck	Parent : School Improvement Plan
Jennifer Zolenas	Special Education Director/Specialist

# Federal Programs

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## School Improvement

*All Title I Schools required to complete improvement plans* must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

*No assurances have been identified*

### Assurance 13

*No strategies have been identified*

## Coordination of Programs

### Technical Assistance

*The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.*

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

#### The District...

- edited/passed the Phase II District/LEA Comprehensive Plan.
- granted access to building-level administration to the MyPDESuite *Comprehensive Planning* online Instrument.
- developed a process/procedure to insure alignment of goals/objectives between the District/LEA Plan and School Level/Improvement Plans.
- provided the building-level administrator a *Suggested Calendar* for implementation of stakeholder/parent meetings for the 2017-18 academic year.
- provided the building-level administrator with stakeholder data collected at the District-Level Title I Parent Meetings & Curriculum Leaders' Council.

**Explanation:**

Constant turnover in administration created an environment where certain organizational procedures were not addressed leaving huge gaps in the efficient management of a Title I program. The Coordinator of Federal Programs worked with the administration to design a Comprehensive Planning Program that will be fully supported by Federal monies. At the recommendation of the Federal Programs Monitor (2016-17), the District is going to assign the task of developing the School Improvement Plan to the building-level administrators.

Provider	Meeting Date	Type of Assistance
Dr. Gregory M. McGough	5/31/2017 12:00:00 AM	Initial email sent to building level administration about his/her responsibilities for running a Title I School Wide School.

**Student Assessment of Progress**

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

The District

- provides teachers at Columbia Middle School with professional development in the area of data analysis/interpretation.
- establishes a monthly schedule wherein teachers meet in academic areas to discuss student data and its impact on learning.
- establishes a Curriculum Leaders' Council that discusses District assessment data to identify systemic issue with instruction & assessment.
- provides a monthly schedule for academic-specific teachers to meet and design curriculum that meets the needs of the students.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No

After School	Yes
Lunch/Study Periods	Yes
<b>Summer School Program</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	Yes

### Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

*o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

<b>Federal Grant Program</b>	<b>Amount of Grant</b>
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<b>State/Local Grant Program</b>	<b>Amount of Grant</b>
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

The percentage of Columbia Borough Middle School students who scored proficient/advanced in English Language Arts increased from 41.9% in 2015 to 44.9% in 2016.

### Accomplishment #2:

Columbia Borough Middle School maintained attendance rates above the State Attendance Goal of 90% for ALL students and disaggregated groups. We maintained a 94.39% for the 2015-16 school year.

### Accomplishment #3:

In 2016-17, the middle school implemented a hybrid learning model for fifth - eighth grade.

### Accomplishment #4:

In 2016-17, the Columbia Borough Middle School implemented a 1:1 computer program in fifth and sixth grades.

## School Concerns

### Concern #1:

The percentage of Columbia Borough Middle School students who scored proficient/advanced in Mathematics decreased from 20.4% in 2015 to 17.2% in 2016.

### Concern #2:

The percentage of Columbia Borough Middle School students who scored proficient/advanced in Science decreased from 45.5% in 2015 to 30.6% in 2016.

### Concern #3:

The Columbia Middle School School Performance Profile score is 51.8 which indicates significant evidence that the school did not meet the standard for PA Academic Growth.

### Concern #4:

The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 67.0 for 2016 which indicates moderate evidence that the School did not meet the standard for PA Academic Growth in Mathematics/Algebra I.

**Concern #5:**

The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 57.0 for 2016 which indicates significant evidence that the School did not meet the standard for PA Academic Growth in Science/Biology.

## Prioritized Systemic Challenges

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

The percentage of Columbia Borough Middle School students who scored proficient/advanced in Mathematics decreased from 20.4% in 2015 to 17.2% in 2016.

The percentage of Columbia Borough Middle School students who scored proficient/advanced in Science decreased from 45.5% in 2015 to 30.6% in 2016.

The Columbia Middle School School Performance Profile score is 51.8 which indicates significant evidence that the school did not meet the standard for PA Academic Growth.

The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 67.0 for 2016 which indicates moderate evidence that the School did not meet the standard for PA Academic Growth in Mathematics/Algebra I.

The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 57.0 for 2016 which indicates significant evidence that the School did not meet the standard for PA Academic Growth in Science/Biology.

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

The percentage of Columbia Borough Middle School students who scored proficient/advanced in Mathematics decreased from 20.4% in 2015 to 17.2% in 2016.

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The percentage of Columbia Borough Middle School students who scored proficient/advanced in Science decreased from 45.5% in 2015 to 30.6% in 2016.

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The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 57.0 for 2016 which indicates significant evidence that the School did not meet the standard for PA Academic Growth in Science/Biology.

**Systemic Challenge #3** (*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:**

The percentage of Columbia Borough Middle School students who scored proficient/advanced in Mathematics decreased from 20.4% in 2015 to 17.2% in 2016.

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The percentage of Columbia Borough Middle School students who scored proficient/advanced in Science decreased from 45.5% in 2015 to 30.6% in 2016.

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The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 57.0 for 2016 which indicates significant evidence that the School did not meet the standard for PA Academic Growth in Science/Biology.

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

The Columbia Middle School School Performance Profile score is 51.8 which indicates significant evidence that the school did not meet the standard for PA Academic Growth.

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The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 67.0 for 2016 which indicates moderate evidence that the School did not meet the standard for PA Academic Growth in Mathematics/Algebra I.

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The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 57.0 for 2016 which indicates significant evidence that the School did not meet the standard for PA Academic Growth in Science/Biology.

**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.

**Aligned Concerns:**

The Columbia Middle School School Performance Profile score is 51.8 which indicates significant evidence that the school did not meet the standard for PA Academic Growth.

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The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 67.0 for 2016 which indicates moderate evidence that the School did not meet the standard for PA Academic Growth in Mathematics/Algebra I.

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The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 57.0 for 2016 which indicates significant evidence that the School did not meet the standard for PA Academic Growth in Science/Biology.

**Systemic Challenge #6** (*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 Columbia Middle School School Performance Profile score is 51.8 which indicates significant evidence that the school did not meet the standard for PA Academic Growth.

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The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 67.0 for 2016 which indicates moderate evidence that the School did not meet the standard for PA Academic Growth in Mathematics/Algebra I.

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The Pennsylvania Value-Added Assessment Score for Columbia Borough Middle School is 57.0 for 2016 which indicates significant evidence that the School did not meet the standard for PA Academic Growth in Science/Biology.

# School Level Plan

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## Action Plans

**Goal #1:** 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: Middle School teachers will prepare curriculum to be posted on Pennsylvania Department of Education's SAS Portal, using the Curriculum Mapping tool.

Specific Targets: Periodic review of the SAS portal for curriculum alignment completed by Director of Curriculum and building level administrator.

## Strategies:

### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research>

; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

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

### *Charlotte Danielson Framework*

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

(Source: <http://www.danielsongroup.org/framework/>) Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

## *PA Core Standards Implementation*

### **Description:**

"The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014. As part of the new regulations, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce." (Source: <http://www.pdesas.org/standard/PACore>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Curriculum Framework

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

#### *Classroom Observations and Development of Administrative "Look-Fors" in PAETEP*

### **Description:**

Observations will show that teachers are implementing best practice strategies and interventions for common weaknesses (as dictated by data) in their classroom instruction. Observations will show evidence of teaching aligned standards & fidelity in curriculum delivery. PA-EETEP will be utilized to address the critical attributes as defined by the Danielson model.

**Start Date:** 8/16/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

### **Supported Strategies:**

- Charlotte Danielson Framework
- PA Core Standards Implementation

*Assess Secondary Curriculum and Develop Pacing Guides Focused on Assessment Anchors/Eligible Content*

**Description:**

Secondary curricula will be examined to determine which courses have written curricula, the last revision date of curricula, and alignment to PA Core Standards. This curriculum work will be uploaded for public review on PDE - Standards Aligned System Curriculum Mapping Tool.

**Start Date:** 6/2/2017    **End Date:** 7/1/2018

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

**Supported Strategies:**

- Curriculum Mapping
- PA Core Standards Implementation

*Monitor Curriculum Writing Outcomes***Description:**

Monitor and evaluate curriculum mapping activities and outcomes for consistent maps across curricula.

**Start Date:** 6/2/2017    **End Date:** 7/2/2018

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

**Supported Strategies:**

- Curriculum Mapping
- PA Core Standards Implementation

*Hybrid Instructional Model***Description:**

The Columbia Borough Middle School has implemented Hybrid Learning Rotational Model and will look to improve their pedagogy and technology interventions.

**Start Date:** 6/2/2017    **End Date:** 7/1/2018

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

**Supported Strategies:**

- Charlotte Danielson Framework
- PA Core Standards Implementation

*Rigorous and Relevant Lesson Design***Description:**

The Columbia Borough Middle School staff will receive professional development from the District Office in developing rigorous/relevant lessons that are aligned to the PA Core Standards.

**Start Date:** 6/2/2017    **End Date:** 6/28/2018

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Curriculum Mapping
- Charlotte Danielson Framework
- PA Core Standards Implementation

**Goal #2:** 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: PA-EETP

Tovani's Reading Strategies

Hybrid Learning PD

Specific Targets: PA-EETP - This virtual platform will be used to capture both formal/informal observations for professional staff.

Tovani's Reading Strategies - Measured and monitored during the first phase of implementation.

Hybrid Learning PD - Teacher and student performance will be measured during both formal/informal observations.

### ***Strategies:***

#### ***Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing***

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student 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))

**SAS Alignment:** Assessment, Instruction

#### ***Rising Tide of Literacy***

##### **Description:**

Monthly meetings will focus on research-based literacy strategies that will be used across content areas.

**SAS Alignment:** Standards, Curriculum Framework, Instruction

#### ***Grade Level/Departmental/faculty meetings on a monthly basis***

##### **Description:**

During these monthly meetings, effective instructional practices, such as formative assessments and backwards design, will be discussed and practiced.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

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

#### ***Continuation of Weekly Grade-Level and Department Data Meetings.***

##### **Description:**

Monthly calendars will be developed to list meeting dates that alternate between departments and/or grade level teams. Meeting minutes will be collected by the principal that will include data spreadsheets to analyze the growth and effectiveness of student achievement as measured through local and formal assessments. Discussions will center on how to address areas of concern and how teaching may be altered in specific classrooms or with specific learners.

**Start Date:** 6/2/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Grade Level/Departmental/faculty meetings on a monthly basis

### *Administrative Meetings*

**Description:**

Administration, counselors, and teaching staff will use collected data to determine best practice strategies and learning modifications for classroom instruction that supports focus school principle intervention # 5. Data collection and analysis will be used to adjust learning strategies in the classroom and data points will also be used to tie to district data goals through the use of Student Learning Objectives. Curriculum leaders and departmental teams will work with the building principal to collect and organize all relevant data.

**Start Date:** 6/2/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Rising Tide of Literacy
- Grade Level/Departmental/faculty meetings on a monthly basis



### *Walk-throughs with Emphasis on Standards-Aligned Instruction/Assessment to Drive Meaningful Instruction*

**Description:**

The principal/administration will use PA-EETP to document the use of standards-aligned Instruction/Assessment strategies to drive instruction at the classroom level.

**Start Date:** 6/2/2017    **End Date:** 6/2/2018

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Rising Tide of Literacy

### *Title I Tutoring Program*

**Description:**

Title I students will be given the opportunity to receive after school tutoring in all subjects as needed throughout the school year. A summer school program will also be implemented to help struggling students with English/Language Arts, Science, and Math.

**Start Date:** 6/2/2017    **End Date:** 6/12/2018

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

**Supported Strategies:**

- Rising Tide of Literacy

### *Hybrid Instructional Model*

**Description:**

The Columbia Borough Middle School has implemented Hybrid Learning Rotational Model and will look to improve their pedagogy and technology interventions.

**Start Date:** 6/2/2017    **End Date:** 7/1/2018

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Rising Tide of Literacy
- Grade Level/Departmental/faculty meetings on a monthly basis

*Teacher Professional Development and Discussion on Student Information System (PowerSchool) and Data Mining*

**Description:**

Teachers will be provided professional development on:

- the successful implementation of PowerSchool, a student information system.
- analyzing/interpreting data to make informed decisions about instruction/assessment.
- using 1:1/classroom technology for remediation/enrichment programs for learners.
- the development of Common Assessments on key Academic Assessment Anchors/Eligible Content.
- Successful communication strategies with parents about their learner's data sets and what it means in the Big Picture.

**Start Date:** 8/16/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Educational Technology

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Common Assessment Development*

**Description:**

The Columbia Borough Middle School will begin to develop common assessments on PA Core Content Areas.

**Start Date:** 6/2/2017    **End Date:** 6/1/2018

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Rising Tide of Literacy
- Grade Level/Departmental/faculty meetings on a monthly basis

### *7th Grade Mathematics Interventions*

**Description:**

The Columbia Middle School mathematics team will use data to improve curriculum decisions as to the timing of key Assessment Anchors/Eligible Content.

**Start Date:** 6/2/2017    **End Date:** 6/1/2018

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

**Goal #3:** 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: Completion of Pennsylvania Inspired Leadership program.

Participant in the Leadership Academy

Specific Targets: Monthly attendance and input at Curriculum Leaders' Meetings

PA821 Review and Feedback

Provides monthly professional development(Induction/Rising TIDE of Literacy/Department Meetings/ Data Meetings.)

### **Strategies:**

#### *Curriculum Mapping*

##### **Description:**

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping:<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource:<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Curriculum Framework

#### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student 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))

[Show Details](#)

**SAS Alignment:** Assessment, Instruction

### *Differentiating Instruction*

**Description:**

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Intermediate Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

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

### *Formal/Informal Observations*

**Description:**

A shared observation schedule was developed by the administrative team at the Summer Leadership Academy that established a fair/equitable distribution of professional evaluation.

**SAS Alignment:** Curriculum Framework, Safe and Supportive Schools

### *Instructional Coaching: The Principles of Partnership*

**Description:** Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

[Show Details](#)

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

## *Positive Behavioral Interventions and Supports*

### **Description:**

Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support) ) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) )The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

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

#### *Classroom Observations Using PAETEP*

### **Description:**

Observations will show that teachers are implementing best practice strategies and interventions for common weaknesses (as dictated by data) in their classroom instruction. Observations will show evidence of teaching aligned standards & fidelity in curriculum delivery. PA-EETEP will be utilized to address the critical attributes as defined by the Danielson model.

**Start Date:** 6/2/2017      **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Curriculum Mapping
- Differentiating Instruction
- Formal/Informal Observations
- Instructional Coaching: The Principles of Partnership
- Positive Behavioral Interventions and Supports

### *Teacher Surveys*

**Description:**

Teacher surveys will be used to isolate areas of concern for professional development. The results of the survey will determine professional development opportunities on a yearly basis. Surveys for school climate and culture will also be conducted.

**Start Date:** 6/2/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Instructional Coaching: The Principles of Partnership
- Positive Behavioral Interventions and Supports

### *Local Assessments (CDTs)*

**Description:**

The districts has officially adopted CDT testing for grades 3-12 as its diagnostic assessment tool and Study Island as the official benchmarking tool. The consistent use of these two tools will ensure relevant longitudinal data for all students.

**Start Date:** 6/2/2017    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Curriculum Mapping
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

*Research into A Positive Behavior Support Program***Description:**

Columbia Borough School District will begin the process of researching a Positive Behavior Support Program for implementation in the 2018-19 school year.

**Start Date:** 6/2/2017    **End Date:** 6/1/2018

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

**Supported Strategies:**

- Differentiating Instruction
- Positive Behavioral Interventions and Supports

**Goal #4:** 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: CDT Data

PSSA Data

Formative Assessments

Report Cards

Literacy Benchmarks



Specific Targets: Monthly data meetings

## **Strategies:**

### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf); Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33); WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### *Data Analysis - Focus School Principle #5*

**Description:**

Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

**SAS Alignment:** None selected

### *Formal/Informal Observations*

**Description:**

A shared observation schedule was developed by the administrative team at the Summer Leadership Academy that established a fair/equitable distribution of professional evaluation.

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

## **Implementation Steps:**

*Continuation of Weekly Grade-Level and Department Data Meetings.*

**Description:**

Monthly calendars will be developed to list meeting dates that alternate between departments and/or grade level teams. Meeting minutes will be collected by the principal that will include data spreadsheets to analyze the growth and effectiveness of student achievement as measured through local and formal assessments. Discussions will center on how to address areas of concern and how teaching may be altered in specific classrooms or with specific learners.

**Start Date:** 6/2/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Differentiating Instruction
- Data Analysis - Focus School Principle #5

*Walk-throughs with Emphasis on Standards-Aligned Instruction/Assessment to Drive Meaningful Instruction*

**Description:**

The principal/administration will use PA-EETEP to document the use of standards-aligned Instruction/Assessment strategies to drive instruction at the classroom level.

**Start Date:** 6/2/2017    **End Date:** 6/2/2018

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Differentiating Instruction
- Formal/Informal Observations

*Classroom Observations Using PAETEP*

**Description:**

Observations will show that teachers are implementing best practice strategies and interventions for common weaknesses (as dictated by data) in their classroom instruction. Observations will show evidence of teaching aligned standards &

fidelity in curriculum delivery. PA-ETEP will be utilized to address the critical attributes as defined by the Danielson model.

**Start Date:** 6/2/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Differentiating Instruction
- Formal/Informal Observations

### *Local Assessments (CDTs)*

**Description:**

The districts has officially adopted CDT testing for grades 3-12 as its diagnostic assessment tool and Study Island as the official benchmarking tool. The consistent use of these two tools will ensure relevant longitudinal data for all students.

**Start Date:** 6/2/2017    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Differentiating Instruction
- Data Analysis - Focus School Principle #5

### *Hybrid Instructional Model*

**Description:**

The Columbia Borough Middle School has implemented Hybrid Learning Rotational Model and will look to improve their pedagogy and technology interventions.

**Start Date:** 6/2/2017    **End Date:** 7/1/2018

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

**Supported Strategies:**

- Differentiating Instruction

**Goal #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.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Stakeholder Surveys

Specific Targets: The principal will survey ALL educational stakeholders at the end of the year to determine their perceptions on the school level plan and the impact of the supplemental Federal Programs funding.

**Strategies:***Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research>; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>  
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

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

*Grade Level/Departmental/faculty meetings on a monthly basis*

**Description:**

During these monthly meetings, effective instructional practices, such as formative assessments and backwards design, will be discussed and practiced.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

### *Positive Behavioral Interventions and Supports*

#### **Description:**

Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support) ) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) ) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

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

##### *Continuation of Weekly Grade-Level and Department Data Meetings.*

#### **Description:**

Monthly calendars will be developed to list meeting dates that alternate between departments and/or grade level teams. Meeting minutes will be collected by the

principal that will include data spreadsheets to analyze the growth and effectiveness of student achievement as measured through local and formal assessments. Discussions will center on how to address areas of concern and how teaching may be altered in specific classrooms or with specific learners.

**Start Date:** 6/2/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Curriculum Mapping
- Positive Behavioral Interventions and Supports
- Grade Level/Departmental/faculty meetings on a monthly basis

### *Administrative Meetings*

**Description:**

Administration, counselors, and teaching staff will use collected data to determine best practice strategies and learning modifications for classroom instruction that supports focus school principle intervention # 5. Data collection and analysis will be used to adjust learning strategies in the classroom and data points will also be used to tie to district data goals through the use of Student Learning Objectives. Curriculum leaders and departmental teams will work with the building principal to collect and organize all relevant data.

**Start Date:** 6/2/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Positive Behavioral Interventions and Supports

### *Teacher Surveys*

**Description:**

Teacher surveys will be used to isolate areas of concern for professional development. The results of the survey will determine professional development opportunities on a yearly basis. Surveys for school climate and culture will also be conducted.

**Start Date:** 6/2/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Curriculum Mapping
- Positive Behavioral Interventions and Supports
- Grade Level/Departmental/faculty meetings on a monthly basis

### *Research into A Positive Behavior Support Program*

**Description:**

Columbia Borough School District will begin the process of researching a Positive Behavior Support Program for implementation in the 2018-19 school year.

**Start Date:** 6/2/2017    **End Date:** 6/1/2018

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

**Supported Strategies:**

- Positive Behavioral Interventions and Supports

### *1:1 Interventions for Remediation/Enrichment*

**Description:**

The Columbia Borough Middle School will use their hybrid learning rotational model design to provide computer-based, interventions in literacy and numeracy.

**Start Date:** 6/2/2017    **End Date:** 6/1/2018

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

**Supported Strategies:**

- Curriculum Mapping
- Grade Level/Departmental/faculty meetings on a monthly basis

### *After School Homework Clubs*

**Description:**

The principal will provide leadership in a School Wide Title I school by:

- training after school staff to remediate/enrich students.
- organizing an after school remediation/enrichment program.
- using District data to select students who would benefit from after school remediation/enrichment.

**Start Date:** 8/16/2017    **End Date:** 6/2/2018

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

**Supported Strategies:**

- Positive Behavioral Interventions and Supports

**Goal #6:** 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: Stakeholder Survey

Specific Targets: At the conclusion of the school year, the principal will elicit stakeholder responses with a survey.

***Strategies:***

*Positive Behavioral Interventions and Supports*

**Description:**



Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities. (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support) )

Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) )

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

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

#### ***Administrative Meetings***

##### **Description:**

Administration, counselors, and teaching staff will use collected data to determine best practice strategies and learning modifications for classroom instruction that supports focus school principle intervention # 5. Data collection and analysis will be used to adjust learning strategies in the classroom and data points will also be used to tie to district data goals through the use of Student Learning Objectives. Curriculum leaders and departmental teams will work with the building principal to collect and organize all relevant data.

**Start Date:** 6/2/2017      **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:** None selected

### *Teacher Surveys*

**Description:**

Teacher surveys will be used to isolate areas of concern for professional development. The results of the survey will determine professional development opportunities on a yearly basis. Surveys for school climate and culture will also be conducted.

**Start Date:** 6/2/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:** None selected

### *Classroom Observations and Development of Administrative "Look-Fors" in PAETEP*

**Description:**

Observations will show that teachers are implementing best practice strategies and interventions for common weaknesses (as dictated by data) in their classroom instruction. Observations will show evidence of teaching aligned standards & fidelity in curriculum delivery. PA-EETEP will be utilized to address the critical attributes as defined by the Danielson model.

**Start Date:** 8/16/2017    **End Date:** 6/12/2018

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Columbia MS.*