

REYNOLDS MS

605 W Walnut St

CSI School Plan | 2023 - 2024

Steering Committee

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Vision for Learning

A diverse, welcoming, and engaging learning environment dedicated to every student's academic, social, emotional growth and development of future ready skills that will provide students and their families with a respectful, inclusive, student-led learning environment that develops the college, career and community-ready skills needed to actively participate in our local and global community.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
6th (36%), 7th (35%) and 8th (35%) grade saw growth in the ELA star assessments, but we still did not achieve expected outcomes. We will continue to strengthen our growth as we work toward higher student achievement scores.	No
100% of our English Learners met the career standards benchmark.	Yes
Career Standards Benchmark: All Student Group Meets Performance Standard in the 21-22 school year	Yes
6th (23%) and 7th (26%) grade saw growth in the Math star assessments, but we still did not achieve expected outcomes. We will continue to strengthen our growth as we work toward higher student achievement scores.	No
For the 21-22 school year we exceeded the statewide average growth score. We scored an 80: English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth (PVAAS)	Yes
For the 21-22 school year we exceeded the statewide average growth score. We scored a 93.5: Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth (PVAAS)	Yes
We met our interim target for EL growth in ELA (PVAAS).	Yes
We met and exceeded our interim target for EL growth in Math (PVAAS).	Yes
No data sets available	No
100% of English Learners met or exceeded the statewide goal/interim targets for career standards.	Yes
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	No
Identify and address individual student learning needs	No
Continuously monitor implementation of the school improvement plan and adjust as needed	No
Implement a multi-tiered system of supports for academics and behavior	No
Identify professional learning needs through analysis of a variety of data	No

Challenges

Challenge	Consideration In Plan
21-22 school year 11.7% of students were proficient or advanced in Mathematics/Algebra, which is not meeting our achievement expectations.	Yes
The following subgroup is not meeting statewide goals/interim targets in ELA or Math. (Subgroup: English Learners)	Yes
21-22 school year 36.2% of students were proficient or advanced in English Language Arts/Literature, which is not meeting our achievement expectations.	Yes
The Star assessment is a new diagnostic tool that our district is still learning. Some correlation work will still need to be done regarding Star results and PSSA scores.	No
6th (23%), 7th (26%) and 8th (20%) grade Math Star scores are below expected achievement benchmarks.	Yes
The Star assessment is a new diagnostic tool that our district is still learning. Some correlation work will still need to be done regarding Star results and PSSA scores.	No
6th (36%), 7th (35%) and 8th (35%) grade ELA Star scores are below expected achievement benchmarks.	Yes
We are 7.4% proficient/advanced on the English Language Growth and Attainment (EL subgroup): Wida ACCESS	Yes
We are 12.3% proficient/advanced on the PSSAS for our EL subgroup in ELA.	Yes
Students with disabilities are not meeting the statewide goal/interim target for career standards.	No
Align curricular materials and lesson plans to the PA Standards	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	No
Collectively shape the vision for continuous improvement of teaching and learning	No
Provide frequent, timely, and systematic feedback and support on instructional practices	No
6th (36%), 7th (35%) and 8th (35%) grade ELA Star scores are below expected achievement benchmarks.	No
6th (23%), 7th (26%) and 8th (20%) grade Math Star scores are below expected achievement benchmarks.	No

Most Notable Observations/Patterns

As our team conducted the needs assessment for our school improvement plan, several important observations and comments emerged, highlighting key challenges that require consideration in our comprehensive plan. One notable observation was the significant achievement gap between different student groups, particularly in mathematics and reading proficiency. This finding emphasizes the need for targeted interventions and resources to support struggling students and ensure equitable academic opportunities for all. By addressing these challenges, we aim to foster academic growth and equity in our school community.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
100% of our English Learners met the career standards benchmark.	Continuing to support the career standards will help show students the real world connections to their learning.
Career Standards Benchmark: All Student Group Meets Performance Standard in the 21-22 school year	Continuing to support the career standards will help show students the real world connections to their learning.
For the 21-22 school year we exceeded the statewide average growth score. We scored an 80: English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth (PVAAS)	Sharing the data with staff/students/families and student conferences around successes could help as we work toward higher achievement levels.
For the 21-22 school year we exceeded the statewide average growth score. We scored a 93.5: Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth (PVAAS)	Sharing the data with staff/students/families and student conferences around successes could help as we work toward higher achievement levels.
We met our interim target for EL growth in ELA (PVAAS).	We need to continue to strengthen our supports for our EL students, review data and intervene where necessary.
We met and exceeded our interim target for EL growth in Math (PVAAS).	We need to continue to strengthen our supports for our EL students, review data and intervene where necessary.
100% of English Learners met or exceeded the statewide goal/interim targets for career standards.	Continuing to support the career standards will help show students the real world connections to their learning.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
21-22 school year 11.7% of students were proficient or advanced in Mathematics/Algebra, which is not	Inadequate Instructional Strategies: One potential root cause could be the utilization of ineffective instructional strategies in Mathematics/Algebra classrooms. It is essential to assess	Yes	If we provide an aligned curriculum and assessment system, implemented with one or more evidence-based instructional

meeting our achievement expectations.	whether teachers are employing pedagogical approaches that engage students, promote critical thinking, and provide sufficient practice opportunities. Insufficient differentiation of instruction to meet diverse learning needs may also be a contributing factor. Inadequate Curriculum Alignment and Resources: Another potential factor is a misalignment between the curriculum and the desired proficiency expectations. It is crucial to evaluate whether the curriculum adequately addresses the required mathematical concepts and skills. Additionally, the availability and accessibility of appropriate instructional resources, such as textbooks, technology tools, manipulatives, and supplementary materials, should be assessed to determine if they meet the needs of both teachers and students. Insufficient Student Support and Engagement: Low student proficiency may also be a result of insufficient support and engagement strategies. Students who struggle with Mathematics/Algebra may not receive targeted interventions, individualized support, or opportunities for additional practice. Inadequate integration of real-life applications, hands-on activities, and collaborative learning experiences could also lead to disengagement and reduced motivation to excel in these subjects.		strategies, then learners will meet 6th grade-level proficiency in Mathematics/Algebra.
The following subgroup is not meeting statewide goals/interim targets in ELA or Math. (Subgroup: English Learners)		No	
21-22 school year 36.2% of students were proficient or advanced in English Language Arts/Literature, which is not meeting our achievement expectations.	Inadequate Reading Instruction: One potential root cause could be inadequate reading instruction practices. It is crucial to assess whether teachers are employing effective strategies to develop students' reading comprehension skills, vocabulary, and fluency. Insufficient emphasis on critical thinking, textual analysis, and interpretation may hinder students' ability to comprehend complex literary texts. Limited Writing Instruction and Feedback: The proficiency gap may be attributed to limited emphasis on writing instruction and feedback. Writing skills are essential for	Yes	If we provide an aligned curriculum and assessment system, implemented with one or more evidence-based instructional strategies, then learners will meet 6th grade-level proficiency in ELA.

	<p>effective communication and critical thinking. It is important to evaluate whether students are receiving sufficient instruction in various writing genres, grammar, and revision techniques. Lack of timely feedback on writing assignments and opportunities for revision may inhibit students' growth in this area. Inadequate Language Development: Another potential factor is the inadequate development of language skills, including grammar, syntax, and vocabulary. Insufficient focus on language development within the curriculum may hinder students' ability to express themselves effectively, understand complex texts, and comprehend nuanced literary analysis.</p>		
6th (23%), 7th (26%) and 8th (20%) grade Math Star scores are below expected achievement benchmarks.		No	
6th (36%), 7th (35%) and 8th (35%) grade ELA Star scores are below expected achievement benchmarks.		No	
We are 7.4% proficient/advanced on the English Language Growth and Attainment (EL subgroup): Wida ACCESS		No	
We are 12.3% proficient/advanced on the PSSAS for our EL subgroup in ELA.		No	

Goal Setting

Priority: If we provide an aligned curriculum and assessment system, implemented with one or more evidence-based instructional strategies, then learners will meet 6th grade-level proficiency in Mathematics/Algebra.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 15% of sixth grade students will score proficient on STAR Math.	6th Grade Math	By September 30, 2023, 7.5% of sixth graders will score Proficient on STAR Math.	By December 3, 2023, 10% of sixth graders will score Proficient on STAR Math.	By March 31, 2024, 12.5% of sixth graders will score Proficient on STAR Math.	By June 30, 2024, 15% of sixth grade students will score proficient on STAR Math.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 15% of seventh grade students will score proficient on STAR Math.	7th Grade Math	By September 30, 2023, 7.5% of seventh graders will score Proficient on Star Math	By December 3, 2023, 10% of seventh graders will score Proficient on STAR Math.	By March 31, 2024, 12.5% of seventh graders will score Proficient on STAR Math.	By June 30, 2024, 15% of seventh grade students will score proficient on STAR Math.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 13% of seventh grade students will score proficient on STAR Math.	8th Grade Math	By September 30, 2023, 5.5% of graders eighth will score Proficient on STAR Math.	By December 3, 2023, 8% of eighth graders will score Proficient on STAR Math.	By March 31, 2024, 10.5% of eighth graders will score Proficient on STAR Math.	By June 30, 2024, 13% of eighth grade students will score proficient on STAR Math.

Priority: If we provide an aligned curriculum and assessment system, implemented with one or more evidence-based instructional strategies, then learners will meet 6th grade-level proficiency in ELA.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 33% of sixth grade students will score proficient on STAR Reading.	6th Grade ELA	By September 30, 2023, 30% of sixth graders will score Proficient on STAR Reading.	By December 3, 2023, 31% of sixth graders will score Proficient on STAR Reading.	By March 31, 2024, 32% of sixth graders will score Proficient on STAR Reading.	By June 30, 2024, 33% of sixth grade students will score proficient on STAR Reading.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 32% of seventh grade students will score proficient on STAR Reading.	7th Grade ELA	By September 30, 2023, 28% of seventh graders will score Proficient on STAR Reading.	By December 3, 2023, 30% of seventh graders will score Proficient on STAR Reading.	By March 31, 2024, 31% of seventh graders will score Proficient on STAR Reading.	By June 30, 2024, 32% of seventh grade students will score proficient on STAR Reading.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 30% of eighth grade students will score proficient on STAR Reading.	8th Grade ELA	By September 30, 2023, 25% of eighth graders will score Proficient on STAR Reading.	By December 3, 2023, 28% of eighth graders will score Proficient on STAR Reading.	By March 31, 2024, 29% of eighth graders will score Proficient on STAR Reading.	By June 30, 2024, 30% of eighth grade students will score proficient on STAR Reading.

Action Plan

Action Plan for: Rec 3. Routinely use a set of comprehension-building practices to help students make sense of the text. Part A: Build students’ world and word knowledge so they can make sense of the text. Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read. Part C: Teach students a routine for determining the gist of a short section of text. Part D: Teach students to monitor their comprehension as they read.

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> 6th Grade ELA 7th Grade ELA 8th Grade ELA 		<p>[August 30] Assessment calendar containing the Renaissance STAR testing dates administered one (1) month prior to Quarterly Routines, and ELA/TDA.</p> <p>[Monthly] Evidence-based strategy (EBS) classroom visits happen on a monthly basis and account for differentiation and include differentiation using the small group instruction model. Monthly monitoring using the Bi-Weekly Implementation Spreadsheet. [Quarterly] Text-dependent analysis prompts are administered and scored. Administer the STAR assessment for Quarter 1 review</p> <p>Increased achievement as measured on the Renaissance STAR assessment system and captured in the SIP Achievement Goals.</p>		Reynolds CSI Implementation Team will monitor the plan through the bi-weekly action plan working document.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Diagnosing Data Culture: Data collection via the “diagnostic survey tool” as a separate action step in the school’s 23-24’ CSI/SIP.	08/21/2023	10/31/2023	Aaron Swinton/Principal	Diagnostic Survey Tool	No
Diagnosing Data Culture: Data analysis of survey results	08/21/2023	10/31/2023	Aaron Swinton/Principal	Data analysis results	No
The SDoL Office of Teaching and Learning will conduct professional development on the evidence-based strategy (EBS).	08/14/2023	05/31/2024	Brian McDonald/Coordinator of Secondary English Language Arts, Social Studies, and Advanced Programs.	Professional development resources.	Yes
Implement the evidence-based reading comprehension intervention program in classrooms.	08/21/2023	05/30/2024	Teachers Coordinator of Secondary English Language Arts, Social Studies, and Advanced Programs. Instructional Coach.	Professional development and curriculum aligned documents. Instructional Coach: CSI funding Star: Title 1 funding IXL: CSI funding Professional Development: Title 1 funding.	Yes
[Weekly] A school-based team tracks the chronically absent students and makes contacts	08/25/2023	05/29/2025	Home School Visitor, Guidance Counselors, Principal/Asst. Principal	Attendance data	No

home to parents/caregivers.					
[Daily] Students who are not chronically absent are provided with PBIS points.	08/25/2023	05/30/2024	Teachers	PBIS System, training, TSTL.	No
Provide small group instruction to target specific student needs and provide individualized support.	08/25/2023	05/30/2024	Teachers	Professional development, Star, IXL, ARC, Instructional Coach.	Yes
Monitor student progress through ongoing assessments and data collection.	08/21/2023	05/30/2024	Principal/Asst Principal/Instructional Coach	Star, Common Assessments	No
Adjust intervention plan and program as needed based on student progress.	08/21/2023	05/30/2024	Teachers, Instructional Coach, Building Leaders, OTL	MTSS research based interventions.	No
Administer district common assessments 3 times per year.	08/21/2023	05/30/2024	Building leaders, grade-level teachers	Assessments, curriculum aligned documents, ELA resource.	No
Administer the Star assessment 4 times per year.	08/21/2023	05/31/2024	Building leaders, grade-level teachers.	Star resources, training	Yes
Complete ELA classroom visits with a focus on the evidence based strategy. (Monthly).	08/21/2023	05/30/2024	Aaron Swinton/Principal, Leadership team, District Personnel	Classroom visit tool.	No

Action Plan for: Rec. 2. Assist students in monitoring and reflecting on the problem-solving process.

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> 6th Grade Math 7th Grade Math 8th Grade Math 		<p>[August 30] Assessment calendar containing the Renaissance STAR testing administered one (1) month prior to Quarterly Routines and math/OECR. [Monthly] Evidence-based strategy (EBS) classroom visits happen on a monthly basis and account for differentiation and include differentiation using the small group instruction model. Monthly monitoring using the Bi-Weekly Implementation Spreadsheet. [Quarterly] Open-ended Constructed Response (OECR) analysis prompts are administered and scored. Administer the STAR assessment for Quarter 1 review [Quarter 1] - 75% of classrooms are implementing “provide students with a list of prompts to help them monitor and reflect during the problem-solving process.” Administer the STAR assessment for Quarter 2 review [Quarter 2] - 75% of classrooms are implementing “model how to monitor and reflect on the problem-solving process.” Administer the STAR assessment for Quarter 3 review [Quarter 3] - 75% of classrooms are implementing “use student thinking about a problem to develop students’ ability to monitor and reflect.” Administer the STAR assessment for Quarter 4 review</p>		<p>Reynolds CSI Implementation Team will monitor the plan through the bi-weekly action plan working document.</p>	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Diagnosing Data Culture: Data collection via the “diagnostic survey tool” as a separate action step in the school’s 23-24’ CSI/SIP.	08/21/2023	10/31/2023	Aaron Swinton/Principal	Diagnostic Survey Tool	No
Diagnosing Data Culture: Data analysis of survey results	08/21/2023	05/31/2024	Aaron Swinton/Principal	Data analysis results	No
The SDOL Office of Teaching and Learning will conduct professional development on the evidence-based strategy (EBS).	08/14/2023	05/31/2024	Matt Mandell/Coordinator of Secondary STEM	Professional development resources.	Yes
Implement the evidence-based math problem solving intervention program in classrooms.	08/21/2023	05/30/2024	Teachers, Coordinator of Secondary STEM, Instructional Coach.	Professional development and curriculum aligned resources.	Yes
Administer district common assessments 3 times per	08/21/2023	05/30/2024	Building leaders, grade-level teachers.	Assessments, curriculum aligned documents, Math resource.	No

year.					
Administer the Star assessment 4 times per year.	08/21/2023	05/31/2024	Building leaders, grade-level teachers.	Star assessment, training.	Yes
Complete Math classroom visits with a focus on the evidence based strategy. (Monthly).	08/21/2023	05/30/2024	Aaron Swinton/Principal, Leadership Team	Classroom visit tool.	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Rec 3. Routinely use a set of comprehension-building practices to help students make sense of the text. Part A: Build students' world and word knowledge so they can make sense of the text. Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read. Part C: Teach students a routine for determining the gist of a short section of text. Part D: Teach students to monitor their comprehension as they read.</p>	<ul style="list-style-type: none"> • The SDoL Office of Teaching and Learning will conduct professional development on the evidence-based strategy (EBS). • Implement the evidence-based reading comprehension intervention program in classrooms. • Provide small group instruction to target specific student needs and provide individualized support. • Administer the Star assessment 4 times per year.
<p>Rec. 2. Assist students in monitoring and reflecting on the problem-solving process.</p>	<ul style="list-style-type: none"> • The SDoL Office of Teaching and Learning will conduct professional development on the evidence-based strategy (EBS). • Implement the evidence-based math problem solving intervention program in classrooms. • Administer the Star assessment 4 times per year.

Professional Development Activities

Small Group Instruction						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide small group instruction to target specific student needs and provide individualized support. 	Teachers	Small group rotation and 1 to 1 conferencing within the classroom.	Teachers effectively implement in the classroom	Greg McGough/School Improvement Specialist Aaron Swinton/Principal Wendy Moncak/Instructional Coach	08/21/2023	05/30/2024
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Weekly building level PLCs and Quarterly pd sessions with Greg McGough (CSI).		<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 			

Evidence Based Strategies (ELA & Math)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> The SDoL Office of Teaching and Learning will conduct professional development on the evidence-based strategy (EBS). Implement the evidence-based reading comprehension intervention program in classrooms. The SDoL Office of Teaching and Learning will conduct professional development on the evidence-based strategy (EBS). Implement the evidence-based math problem solving intervention program in classrooms. 	Teachers	ELA: Routinely use a set of comprehension-building practices to help students make sense of the text. Part A: Build students' world and word knowledge so they can make sense of the text. Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read. Part C: Teach students a routine for determining the gist of a short section of text. Part D: Teach students to monitor their comprehension as they read. Math: Assist students in monitoring and reflecting on the problem-solving process.	Teachers effectively implement in the classroom.	OTL Coordinators, Aaron Swinton/Principal, Wendy Moncak/Instructional Coach.	08/21/2023	05/30/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques 	

Professional Development: Star Renaissance Assessment Tool

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Administer the Star assessment 4 times per year. Administer the Star assessment 4 times per year. 	Teachers	Star Assessment training, star reporting features, data analysis	Use of data in the classroom, star implementation, data informed instruction, classroom visits	Jen Warren/Coordinator for Assessment & Accountability Aaron Swinton/Principal Wendy Moncak/Instructional Coach	08/21/2023	05/30/2024
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly		<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 3a: Communicating with Students 4e: Growing and Developing Professionally 			