VISION FOR LEARNING

Mission: South Mountain Middle School leverages the entire community to foster a safe environment built on strong relationships where we respect everyone, honor students' voices, celebrate success, and advocate for the needs of each individual with loving accountability. Vision: South Mountain graduates will thrive in high school and beyond, equipped with the knowledge and skills to lead as engaged citizens and to choose a life path that brings them purpose and happiness. South Mountain Middle School teachers will: -Provide opportunities for peer-peer interactions that utilize open-ended questions in order to encourage collaborative discussions. -Protect time for students to grapple with challenging problems grounded in real-life application. -Plan tasks that meet the varying needs of individual students, including activities for remediation or extension. -Meet individually/in groups with struggling students based on their knowledge and understanding of their students' academic needs and accommodations. -Respond to students' academic and social-emotional needs. South Mountain Middle School students will: -Participate actively in collaborative discussions with peers, including having opportunities to hear viewpoints that may be different than their own. -Grapple with challenging tasks by demonstrating perseverance and taking risks. -Work on grade-appropriate tasks, in addition to tasks that meet their individual learning needs. -Advocate for their academic and social-emotional needs, and willingly accept help when needed. South Mountain Middle School support staff will: -meet and collaborate with students, families, staff and community partners to build an understanding of resources and support available to all. -create a positive school culture and climate within the school that welcomes meaningful and professional relationships with students and families to support their diverse viewpoints. -provide individual and group support to students and families, so they are better equipped to advocate for themselves and the community. -assist in identifying student areas of improvement and strengths to provide them with intervention and enrichment opportunities. South Mountain Middle School administrators will: -communicate with teachers building-wide expectations for high quality instruction and identify the differences between high-quality and low-quality instructional tasks and curriculum in all instructional content. -build working relationships with teachers and staff members fostering open discussions about best practices. -provide professional development and lesson feedback prioritizing high-quality instruction

that provides support and accountability for high-quality instruction. -establish and maintain a culture of collaboration and shared practice through thoughtful individual interaction and facilitation of group learning activities focused on data driven discussions focused on student achievement and continuous improvement.

STEERING COMMITTEE

Name	Position	Building/Group
Frank Derrick	Principal	SMMS
Ashley Cosme	Outreach Worker	SMMS
Melissa Betar	Other	SMMS - Supervisor of Instruction
Tracey Fountain	Education Specialist	SMMS - Math coach
Lisa Frankenfield	Other	SMMS - Assistant Principal
Sarah Hernandez	Teacher	SMMS - 8th grade special education
Megan Hoffman	Other	SMMS - school nurse
Juan Enriquez	Other	SMMS - Assistant Principal
Whitney Magee	Teacher	SMMS - 6th grade literacy
Larissa Mascari	Teacher	SMMS - 7th grade math
Sandy Santiago	Teacher	SMMS - ESOL teacher
Krista Ronalds	Other	SMMS - school counselor
Keith Verdi	Teacher	SMMS - 8th grade science

Name	Position	Building/Group
Shameka Gatling	Parent	SMMS
Kathya Arias	Parent	SMMS
Maria Figueroa	Other	SMMS - FACE/Parent liason
Tiffany Natal	Parent	SMMS
Elizabeth Morales	District Level Leaders	Allentown School District, Central Office - District Supervisor of Special Education
Madelyn Almonte	Parent	SMMS
Brian Siket	District Level Leaders	Allentown School District, central office - Executive Director of Special Education
Dr. Dennis Blankowitsch	Community Member	Allentown School District Foundation
William Seng	District Level Leaders	Allentown School District, Central Office - Executive Director of Middle School Transformation and Virtual Learning
Yadira Benjamin	Parent	Parent
Susan Reabuck	Parent	SMMS
Kwaneesha Goeh	Parent	SMMS
Dyann Jensen	Other	SMMS - ESOL Supervisor of Instruction

Name	Position	Building/Group
Earl Kunkel	Education Specialist	SMMS - Literacy Coach
Aaron Perez-Morales	Student	SMMS
Brenda Rodriguez	Parent	SMMS - Family Member
Janeth Salado	Parent	SMMS - Family Member
Katie Gill	District Level Leaders	Allentown School District, Central Office

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If: - teachers teach and model social-emotional skills; - school staff develop respectful and trusting relationships with students; - school staff partner with families in problem-solving and decision-making; - school provides professional learning (PD, training, coaching) to all staff and monitors impact for all that's above -school revisits and regroups around classroom and school-wide expectations for students, focused on clear, consistent, and fair expectations and procedures THEN: student-staff relationships will improve	School climate and culture
If: - teacher actions are aligned to SMMS' instructional vision and math best practices; - math lesson plans are aligned to state standards and include worthwhile tasks; - teachers receive regular feedback; - teachers use data to inform instructional decisions; - school provides professional learning (PD, training, coaching) for teachers and monitors impact for all that's above -school revisits and regroups around classroom expectations and consistent academic structures (e.g. lesson planning, structure, common academic protocols etc.) THEN: Math proficiency will improve	Mathematics
If: - teacher actions are aligned to SMMS' instructional vision and ELA best practices; - ELA lesson plans are aligned to state standards and include high-quality, complex texts; - teachers receive regular feedback; - teachers use data to inform instructional decisions - school provides professional learning (PD, training, coaching) for teachers and monitors impact for all that's above -school revisits and regroups around classroom expectations and consistent academic structures (e.g. lesson planning, structure, common academic protocols etc.) THEN: ELA proficiency will improve	English Language Arts
If: - teacher actions are aligned to SMMS' instructional vision and EL best practices - co-teachers have protected time and structures for planning to meet the needs of EL students - teachers receive regular feedback - teachers use disaggregated data (Star) and language acquisition data (LAS Links) to inform instructional decisions - school provides professional learning (PD, training, coaching) to all staff and monitors impact for all that's above -school ensures teachers use any available resources to support EL students in accessing academic content THEN: English language proficiency will improve.	English Language Growth and Attainment

ACTION PLAN AND STEPS

Evidence-based Strategy
Job Embeded Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	By the end of SY22-23, South Mountain students will improve overall proficiency by 11.6% in math as measured by the Star math assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In partnership with Transformation Partner, review team structures, review master schedule, and create a scope and sequence for professional development that ensures a school-level conditions are in place to make progress towards math proficiency action steps.	2022-06-15 - 2022-08-01	SOI, Instructional Coaches	avenues for communication (zoom, shared documents, email)
Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs incorporating eligible content, IXL reports and Star data. Ensure that all teachers have access to relevant data platforms and provide quarterly professional development on utitlizing data to guide instruction and create student interventions.	2022-06-15 - 2023-07-30	SOI, Instructional Coaches	STAR data, classroom data, school-wide surveys

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Monitor collaborative protocols (such as morning meeting) through regular visits from instructional coaches and create protected time once a month for systematic collaboration between ELA teachers and LS/EL support teachers.	2022-06-15 - 2023-06-30	SOI, Instructional Coaches	Morning meeting feedback forms, time in schedule
Establish a criteria for success for planning worthwhile tasks/open-ended questions as part of the lesson planning process (a high-quality assignment that requires students to reason, make connections, and solve real-world problems). Include grade-level specific examples. Provide PD on selecting, creating, and utilizing worthwhile tasks.	2022-07-01 - 2022-10-01	SOI, Instructional Coaches	Resource of examples of worthwhile tasks and best practices document
Establish clear, consistent expectations for math interventions (i.e., I/E, small group instruction time), including any guidance for specific time requirements and use of IXL and/or other math educational technology intervention programs. Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed so that interventions are responsive to real-time data.	2022-07-01 - 2022-10-01	SOI, Instructional Coaches	IXL refresh with representative, Math Intervention Room/Teacher
Visit all math classrooms regularly (e.g. at least 1 visit per teacher each month) and provide feedback aligned to the instructional vision and math best practices expectations. "	2022-08-01 - 2023-06-30	SOI, Instructional Coaches, Leadership team	Action Item shared document amongst leaderhips team
Develop, introduce and monitor the use of school-wide instructional planning expectations for Math that highlight grade-level content	2022-07-01 - 2023-01-01	SOI, Instructional	School-wide instructional planning must haves.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
standards, actionable objectives, and meaningful collaborative and independent practices. (Domain 1)		Coaches, Leadership team	
In alignment with the Math best practices, monitor how time is used in every Math classroom (leveraging classroom walkthroughs) ensuring students have the opportunity for independent work, peer to peer collaboration, and open-ended discussions every day using bell to bell instruction. Ensure that all Math teachers and leaders have a common understanding of the use of math instructional time. (Domain 3)	2022-07-01 - 2023-10-01	SOI, Instructional Coaches	Lesson plans, learning objectives, instructional coach feedback; created document with explicit expectations shared throughout the school building
Ensure all math (and science) teachers have access to educational resources that support math achievement such as anchor Charts, manipulatives, etc.	2022-06-15 - 2023-06-30	Leadership team	Anchor charts, manipulatives, online platforms, other educational materials

Anticipated Outcome

- Published assessment calendar that includes summative assessments and timelines for data analysis and reteach - Published protocols for peer lesson reviews - Published school-specific guidance for math classrooms - criteria for success for worthwhile tasks

Monitoring/Evaluation

The Priority 1 admin lead will facilitate monthly progress monitoring routines with a representative math team that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take any necessary action to address areas of opportunity: -math benchmark assessment data (Star) -math summative

assessment data (unit tests, fluency) -math classroom observation data (amount of observations, leading or lagging implementation trends)

Evidence-based Strategy

Job Embeded Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	By the end of SY22-23, South Mountain students will improve overall proficiency by 8.3% in ELA as measured by the Star ELA assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In partnership with Transformation Partner, review team structures, review master schedule and create time for PLCs and the optimal conditions for professional development to make progress towards ELA proficiency action steps.	2022-06-15 - 2022-08-01	SOI, Instructional Coaches, Transformation Partner	avenues for communication (zoom, shared documents, email)
Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs incorporating eligible content, Lexia Data, IXL reports and Star data. Quarterly, use data to create a PD schedule and provide PD schedule	2022-06-15 - 2023-06-30	SOI, Instructional Coaches, Lead teachers	STAR data, classroom data, school-wide surveys

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to teachers			
Monitor collaborative protocols (such as morning meeting) through regular visits from instructional coaches and create protected time once a month for systematic collaboration between ELA teachers and LS/EL support teachers.	2022-06-15 - 2023-06-30	SOI, Instructional Coaches	Morning meeting feedback forms, time in schedule
In alignment with the ELA best practices, monitor how time is used in every ELA classroom (leveraging classroom walkthroughs) ensuring students have the opportunity for independent reading and writing, peer-to-peer collaboration, and open-ended discussions every day using bell to bell instruction. Ensure that all ELA teachers and leaders have a common understanding of the use of ELA instructional time.	2022-07-01 - 2022-10-01	SOI, Instructional Coaches, Administration Team	Lesson plans, learning objectives, instructional coach feedback; created document with explicit expectations shared throughout the school building
Establish clear, consistent expectations for ELA interventions (i.e., I/E, small group instruction time), including any guidance for specific time requirements and use of Lexia or other online programs. Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed so that interventions are responsive to real-time data.	2022-07-01 - 2022-10-01	SOI, Instructional Coaches	Lexia refresh with representative, Reading Intervention Room/Teacher
Visit all ELA classrooms regularly (e.g. at least 1 visit per teacher each month) and provide actionable feedback aligned to the instructional vision and ELA best practices expectations.	2022-08-01 - 2023-06-30	SOI, Instructional Coaches, Administration Team	Action Item shared document amongst leaderhips team

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide clear expectations for independent reading time and hold professional development to review expectations for effectively conferencing with students. Create clear expectations for teachers and students during independent reading time ensuring goals are captured and progress is monitored.	2022-06-15 - 2023-06-30	SOI, Instructional Coaches, Lead ELA teachers	Independent Reading Best Practices Document for teachers and students
Ensure teachers have access to all relevant data platforms. After summative reading assessments are administered, facilitate data analysis and reteach planning workshops for teachers. Support teachers in creating reteach assessments to determine if student understanding improved.	2022-08-01 - 2023-06-30	SOI, Instructional Coaches	Lexia, STAR, Sapphire
Investigate, purchase, and rollout online subscription programs (storyboardthat.com, padlet.com, etc) through teacher sourced needs, student academic needs, and viable application within the classroom.	2022-06-15 - 2022-10-01	SOI, Instructional Coaches	Online programs assessed as needed/necessary/appropriate
Create and implement School-wide writing standards by creating common language and expectations in ALL classrooms. Conduct regular professional development throughout the school year to monitor effectiveness and instructional implementation. Ensure all ELA and Social Studies teachers have access to educational resources that support literacy achievement such as Anchor Charts, manipulatives, etc.	2022-07-01 - 2023-06-30	SOI, Instructional Coaches, Lead ELA teacheres	GRACES graphic organizer/anchor charts. TAG Graphic Organizer/ Anchor Charts
Develop, introduce and monitor the use of school-wide instructional	2022-07-01 -	SOI,	School-wide instructional

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
planning expectations for ELA that highlight grade-level content standards, actionable objectives, and meaningful collaborative and independent practices.	2023-01-01	Instructional Coaches	planning must haves.

Anticipated Outcome

- Published assessment calendar that includes summative assessments and timelines for data analysis and reteach - Published school-specific expectations for ELA classrooms - Dedicated coaching and support for content area, SPED, EL and paraprofessionals using standards aligned materials

Monitoring/Evaluation

The Priority 2 admin lead will facilitate monthly progress monitoring routines with a representative ELA team that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take any necessary action to address areas of opportunity: -ELA benchmark assessment data (Star) -ELA formative assessment data (unit tests, fluency) -ELA classroom observation data (amount of observations, leading or lagging implementation trends)

Evidence-based Strategy

School climate and culture (Restorative Practices)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Climate and Culture	By the end of the year, SMMS will score at least a 11 out of a possible 15 points on their Climate and Culture scorecard.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In partnership with Transformation Partner, review team structures, review master schedule, and create a scope and sequence for professional development that ensures school-level conditions are in place to make progress towards Priority 4 action steps.	2022-06-15 - 2022-08-01	Admin, Instructional coaches	avenues for communication (zoom, shared documents, email)
Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs. Quarterly, use data to create a PD schedule.	2022-06-15 - 2023-06-30	Admin, Instructional Coaches	Sapphire discipline data, classroom survey data
Create a schoolwide communication log to track family outreach and communication, including opportunity to track if positive or negative and behavioral or academic outreach. Analyze communication data quarterly, and share key takeaways and trends, and relevant recommendations, with school stakeholders.	2022-07-01 - 2023-06-30	Assistant Principals	Tracking system with access for all staff members
Determine and clearly communicate a system for updating family contact information and reporting outdated or missing contact information in one, streamlined location. Ensure all stakeholders who communicate with families have access to the system.	2022-07-01 - 2023-06-30	Front office, guidance, and adminstartion	Google form for updates
Protect time in the master schedule for community-building in	2022-07-01 -	Admin, Homeroom	Community and

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
homerooms and content classes, with a particular focus on the first two weeks of school. Provide teachers with examples of high-impact community and relationship-building activities and routines.	2023-10-01	teachers	relationship building activities
Develop a calendar of family engagement events (including student of the month). Track attendance at events and gather input to identify and address barriers to attendance (e.g., time, transportation, childcare).	2022-07-01 - 2022-08-29	Community in Schools Coordinator	meeting time, sample engagement event ideas, district family involvement expectations
Design systems to implement and monitor the use of restorative practices throughout classrooms at SMMS.	2022-07-01 - 2023-06-30	Administration/Staff	Provide time during PD for staff that has not yet completed, staff list, Restorative Practices trainings
Conduct quarterly discipline data reviews, including analyzing disaggregated data by teacher and student groups. Share trends, and relevant recommendations, with school stakeholders.	2022-07-01 - 2023-06-30	Transformation Partner/Assistant Principals	Sapphire discipline data, classroom survey data
In order to promote a safe school environment, E-hallpass will be implemented school wide to track any sign-outs from classroom and all school issued passes.	2022-09-01 - 2022-10-01	Teachers/Assistant Principals	E-hall pass contract renewal / software system
Clearly communicate a plan for monitoring hallways to staff for transitional/passing periods	2022-09-01 - 2022-12-01	Teachers/Assistant Principals	Schedule/Times/Locations
Reground faculty in written protocols and expectations for student	2022-08-01 -	Teachers/Assistant	Written Protocols-Coding-

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and teacher classroom management and schoolwide operational expectations. Monitor implementation and revise as needed.	2023-06-30	Principals	Referrals vs. Incidents-Consistency-Uniformity
SMMS will create and monitor systems and structures that promote and increase regular student attendance	2022-07-01 - 2023-06-30	Teachers/Assistant Principals	District attendance policy, attendance rates from 21.22

Anticipated Outcome

- Professional development scope and sequence includes regular and comprehensive culture and climate PD opportunities - Schoolwide PBIS system, including visuals in classrooms and common areas - Restorative practice meetings and circles are happening at regular intervals in all classrooms - Published plan for to implement and monitor the use of Restorative Practices - Published plan for family communication on student progress with tiered communication breakdown - E-hall pass tracking

Monitoring/Evaluation

The Priority 3 admin lead will facilitate monthly progress monitoring routines with a representative team of teachers and staff members that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take action as needed to address any areas of opportunity: attendance/behavior data, disaggregated by teacher, student groups and Tier II and Tier III Restorative Practices data (how often, how effective) data from culture walkthroughs

Evidence-based Strategy

Conduct formative assessments to use with English Learners to determine which students need additional support and provide focused interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
EL	By the end of SY22-23, 73% of South Mountain students will meet or exceed expected growth as measured by the LAS Links assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In partnership with Transformation Partner, review team structures, review master schedule, and create a scope and sequence for professional development that is aligned to CSI plan priorities and that is responsive to teacher needs. Adjust PD schedule as needed and provide teachers with PD schedule to ensure school-level conditions are in place to make progress towards EL proficiency action steps.	2022-06-15 - 2023-06-30	ESOL SOI/ESOL Teachers/Guidance	Scope and sequence for PD
Create a schedule for collaborative protocols such as morning meeting and data analysis (leveraging the SOI and ESOL SOI), ensuring ESOL teachers receive balance collaboration time with different content area teachers (ELA/LS/EL). Model and teach team leads how to facilitate protocols where appropriate. Provide explicit guidance on expectations when/with what frequency protocols should be used. Monitor their implementation and effectiveness and provide feedback to participants.	2022-06-15 - 2023-06-30	ESOL SOI/ESOL Teahcers/SOI/Instruction Coaches	Morning meeting protocols, morning meeting schedule

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide PD on best practices and transferable modifications, including use of English language objectives in every classroom in every content area, to support English Learners. Include differentiation/modification as part of the lesson planning process. Establish a central location or bank for teachers to share effective modifications/accommodations that they find or create.	2022-07-01 - 2022-10-01	ESOL SOI/ESOL Teachers/SOI/Instructional Coaches	Bank of modifications and accommodations School-normed EL best practices
Using best practices and resources for co-teaching provide PD to co-teachers and paras with expectations for both teachers in the classroom. (Create resources for what the best practices are and look-fors in walkthroughs/ teacher observations as well as resources for co-teachers.)	2022-09-01 - 2022-10-01	ESOL SOI/ESOL Teachers/SOI/Instructional Coaches	Vision for co-teaching Clear expectations for co-teaching for all staff
Provide training on individual language growth plans (including how their use will be monitored, for all staff who work with EL students (including WIDA and LAS Links data).	2022-08-01 - 2022-10-01	ESOL SOI and ESOL Teachers	Individual growth plans Strategies to be used for intervention
Create EL best practices document in alignment with school instructional vision and content best practices. Additionally, ensure there are consistent tools being used for instructional walkthroughs, lesson planning, and execution in EL classrooms. Monitor the use of EL best practices during instructional walkthroughs and in instructional plans. Provide EL aligned feedback to teachers after instructional walkthroughs leveraging best practices.	2022-09-01 - 2023-06-30	ESOL SOI/ESOL Teachers/SOI/Instructional Coaches/Leadership Team Members	EL best practices document Common lesson planning tools/resources that support needs of EL students EL specific walkthrough form

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review class assignment procedures for EL students. Establish a schoolwide approach to EL class assignment. Ensure students are assigned to classes in a manner that maximizes the support and services that they will receive.	2022-07-01 - 2022-10-01	ESOL SOI/ESOL Teachers/Guidance Counselors	Codified approach to class assignment for EL/LS students
Create and monitor effective EL IE structures based around language acquisition instructional software, needs based on the LAS benchmark, or areas of need in a content class with clear expectations for teachers and students.	2022-09-01 - 2023-06-30	ESOL SOI/SOI/Faculty	Organizational system to track IE content/interventions
Visit all classrooms with co-teaching for EL students regularly (e.g. at least 1 visit per teacher each month) and provide feedback aligned to the instructional vision and EL best practices expectations.	2022-09-01 - 2023-06-30	ESOL SOI/SOI/Instructional Coaches/LT Members	"EL walkthrough form Action step spreadhseet Co-teaching expectations"
After LAS Links, facilitate data analysis and co-planning with teachers. Support teachers in implementing interventions to increase language acquisition	2022-10-01 - 2023-06-30	ESOL SOI/ESOL Teachers	Data spreadsheet Data protocol Instructional planning resources

Anticipated Outcome

- Professional development scope and sequence includes clear focus on EL development for all teachers, including content teachers - Protected time for co-teaching collaboration in regular morning meeting rotation schedule - Data analysis is frequent. All data is disaggregated by EL status.

Monitoring/Evaluation

- The Priority 4 admin lead (ESOL SOI) will facilitate monthly progress monitoring routines with a representative team of teachers and staff members that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take action as needed to address any areas of opportunity: - Core content assessment data, disaggregated by student group - LAS Links assessment data - Walkthrough data

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Foster a culture of high expectations for success for all students, educators, families, and community members
Collectively shape the vision for continuous improvement of teaching and learning	Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Identify and address individual student learning needs
Use multiple professional learning designs to support the learning needs of staff	Implement a multi-tiered system of supports for academics and behavior
SY20-21: 55.6% White students met Career Standards benchmark	SY20-21: 36.3% met Career Standards Benchmark [SY19-20: 93%]
SY20-21: 45.1% Students with Disabilities met Career Standards benchmark	SY 21-22: Overall proficiency in math is 11.1% as of the winter 1 testing window on Star Math.
SY21-22: Overall proficiency in LAS Links increased from 5.36% in spring of 2021 to 9.7% in Winter of 2021	SY21-22: Overall reading proficiency for EL students on LAS Links is 8.55% in Winter of 2021
SY21-22: Overall proficiency in LAS Links speaking increased from 7.19% in fall of 2021 to 24.34% in winter of 2021	SY21-22: The percentage of white students showing proficiency on Star ELA decreased from 36.5% in fall to 35.6% in winter 2.
SY 21-22: SMMS student proficiency increased 4.0% from the Fall	SY20-21: PSSA academic proficiency in math: South Mountain's

Strengths	Challenges
baseline to the Winter #1 testing on Star Math.	Math proficiency is 3.0% [SY18-19: 16.8%]
SY18-19: PVAAS math and science: Special Education students: Over the past two years, Special Education students show the most growth in math (93% met annual growth expectations) and science (77% met annual growth expectations)	SY20-21: South Mountain's PVAAS math academic growth score is 50, not meeting the statewide growth standard of 70. There is an insufficient sample for ELA and science. [SY18-19: South Mountain is not meeting the statewide growth goal in ELA, math or science.]
SY18-19: PVAAS ELA: Black students: Black student exceed the statewide growth goal for ELA by 2 points	SY20-21: EL growth and attainment: All student group is 4.5% [SY19-20: 17.4%] [SY18-19: 20.9%]
SY19-20: Attendance Data: English Learners: English Learners have the highest regular attendance rate (86.5%)	SY21-22: SMMS students saw a reduction in proficiency from Fall window #1 in the 20-21 school year 31.3% to 24.2% in the Winter #1 window in the 21-22 school year on Star ELA.
SY21-22: The number of students showing high growth from Fall to Winter 1 testing windows on Star ELA increased from 21.7% in the 20-21 school year to 35.5% in the 21-22 school year, an increase of 122 students	SY21-22 SMMS students saw a reduction in proficiency from winter 1 testing window (24.2%) to winter 2 testing window (22.5%) on Star ELA.
SY21-2:2 SMMS student proficiency increased 3.1% from the Fall baseline to the Winter 1 testing window on Star ELA.	SY21-22: SMMS students saw a reduction in proficiency from Fall window #1 in the 20-21 school year (13.1%) to 7.1% in the Winter #1 window in the 21-22 school year on Star Math.
SY21-22: The percentage of 6th grade students showing high growth increased from 19.9% in the Fall to Winter #1 window in the 20-21 school year, to 32.9% in the Fall to Winter #1 window in the 21-22 school year, for Star ELA.	8th grade Science CDT: SY21-22 30% of students are proficient in Biological sciences

Strengths

SY 21-22: The number of students showing high growth from Fall to Winter testing windows on Star Math increased from 26.2% in the 20-21 school year to 37.9% in the 21-22 school year, an increase of 97 students

SY 21-22: 6th grade high growth is 44% (double period of math) and 22.8% year before on Star Math.

8th grade Science CDT: SY21-22 65% of students are proficient in Earth and Space Sciences

SY21-22: The percentage of Black students showing proficiency on Star math increased from 4.5% in fall to 14.1% in winter 2.

Challenges

SY20-21: PSSA academic proficiency in ELA: South Mountain's ELA proficiency is 17.5% [SY18-19: 38.7%]

SY21-22 The LatinX population is under 21% proficient on Star ELA in the Winter #1 testing window and is the largest overall subpopulation (772 students)

Most Notable Observations/Patterns

The team identified a need to revisit key school-wide expectations for teachers and staff ahead of the 22.23 school year, particularly those relating to culture and climate, ELA, and math. For many teachers and staff, transitioning back to in-person instruction in 21.22 has been challenging. There needs to be a re-grounding in school-wide culture and climate systems such as transitions, hallway monitoring, and logistics and operations around logistics, to tighten up encouraging reductions in ATS referrals and other positive culture and climate data from the 21.22 school year. Academically, SMMS has a strong foundation, adding two instructional coaches in 21.22. There is a need to revisit key academic and instructional expectations, such as lesson planning and content presentation (lesson components), to maximize tier one instruction. These can be built upon by continuing to grow systems of observation and feedback and professional learning for staff and faculty, using additional instructional staff to do so. The team identified that consistency in behavior expectations across classrooms and teams, consistent implementation of positive behavior supports, and prioritization of building positive rapport with students will be important in addressing the priority challenges. Improving math proficiency across all student groups and English language proficiency for English learners will require both school-level and district-level efforts to realize accelerated change and transformation.

Challenges	Discussion Point	Priority for Planning
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Implementation challenge: lack of monitoring, lack of communication Additional discussion: There were too many action items in the culture and climate priority that did not feel high leverage for SMMS SMMS would like to streamline action items to ensure those perceived to have the highest impact on culture and climate will be the most closely monitored.	

Challenges	Discussion Point	Priority for Planning
SY20-21: EL growth and attainment: All student group is 4.5% [SY19-20: 17.4%] [SY18-19: 20.9%]	Implementation challenge: unclear vision, misaligned action steps Additional discussion: There were challenges in the EL priority with the owner of the priority not co-creating the action steps associated with it. This resulted in some action steps that felt misaligned to the needs of EL students at SMMS. SMMS believe a clear direction and action items around planning for individual student needs will move the needle in this priority in 22.23, leveraging the emerging LAS LINKS data protocol.	
SY21-22: SMMS students saw a reduction in proficiency from Fall window #1 in the 20-21 school year 31.3% to 24.2% in the Winter #1 window in the 21-22 school year on Star ELA.	Implementation challenge: Insufficient action steps in the priority plan, lack of monitoring Additional discussion: SMMS believes there were too many action steps in the ELA strand that did not do enough to push academic rigor in classrooms. There is room to fold action steps into the observation and feedback priority to streamline the priority as a whole SMMS believe there are action steps that did not have a clear monitoring plan at the beginning of the year (e.g. morning meetings) which began to be effective for faculty and students when a monitoring plan was put into place.	
SY21-22: SMMS students saw a reduction in proficiency from Fall window #1 in the 20-21 school year (13.1%) to 7.1% in the Winter #1 window in the 21-22 school year on Star Math.	Implementation challenge: Lack of vision, lack of systematic approach, lack of monitoring Additional discussion: The expertise of the SMMS LT lies in humanities. There was not a clear vision for what instructional should look like in call math classrooms, additionally the math priority struggled with monitoring in similar ways to the ELA priority SMMS believes a revisiting/regrouding in the academic structures and expectations for teachers in different content areas will ameliorate this challenge.	