
Comprehensive Plan

WARWICK MIDDLE SCHOOL
WARWICK SCHOOL DISTRICT

301 West Orange Street
Lititz, PA 17543

July 2014 - June 2017



Warwick MS

School Level Plan

07/01/2014 - 06/30/2017

School Profile

Demographics

Warwick MS

401 Maple St
Lititz, PA 17543
(717)626-3701

Federal Accountability Designation: none

Title I Status: No

Principal: Michael Smith

Superintendent: April Hershey

Planning Committee

Name	Role
Marianne Aichele	Ed Specialist - School Counselor
Michelle Harris	Administrator
Lisbeth Kelley	Middle School Teacher - Regular Education
Kevin Krause	Middle School Teacher - Regular Education
Marie Meeder	Parent
Christina Moore	Ed Specialist - School Psychologist
Jeni Neiles	Secondary School Teacher - Special Education
Tina Oberholtzer	Parent
Jonathan Olshan	Middle School Teacher - Regular Education
Dr. Michael Smith	Administrator
Fred Zeiset	Middle School Teacher - Regular Education

Needs Assessment

School Accomplishments

Accomplishment #1:

Building level score of 90.4 on the 2013 School Performance Profile (SPP)

Accomplishment #2:

Reading PSSA - 81.42% scored proficient/advanced

Accomplishment #3:

Math PSSA - 82.93% scored proficient/advanced

Accomplishment #4:

Science PSSA - 74.60% scored proficient/advanced

Accomplishment #5:

Writing PSSA - 88.82% scored proficient/advanced

Accomplishment #6:

Algebra Keystone Exam - 100% of 6th grade students [at middle school] scored proficient/advanced (1); 100% of 7th grader students scored proficient/advanced (11); and 96.7% of 8th grade students scored proficient/advanced (118)

School Concerns

Concern #1:

IEP and Economically Disadvantaged Subgroups scoring significantly lower than the overall population on the reading, mathematics, writing, and science PSSA

Concern #2:

Need to increase a shared vision of the middle school climate with the community

Prioritized Systemic Challenges

Systemic Challenge #1 (*System #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:

IEP and Economically Disadvantaged Subgroups scoring significantly lower than the overall population on the reading, mathematics, writing, and science PSSA

Need to increase a shared vision of the middle school climate with the community

Systemic Challenge #2 (*System #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:

IEP and Economically Disadvantaged Subgroups scoring significantly lower than the overall population on the reading, mathematics, writing, and science PSSA

Need to increase a shared vision of the middle school climate with the community

Systemic Challenge #3 (*System #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:

IEP and Economically Disadvantaged Subgroups scoring significantly lower than the overall population on the reading, mathematics, writing, and science PSSA

Need to increase a shared vision of the middle school climate with the community

Systemic Challenge #4 (*System #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:

IEP and Economically Disadvantaged Subgroups scoring significantly lower than the overall population on the reading, mathematics, writing, and science PSSA

Need to increase a shared vision of the middle school climate with the community

School Level Plan

Action Plans

Goal #1: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Exams

Specific Targets: Increased percentages of proficient/advanced scores on the PSSA and Keystone Exams, for students in the IEP and Economically Disadvantaged Subgroups, and for the Overall population

Type: Interim

Data Source: Common cornerstone assessments

Specific Targets: Increased percentage of students achieving a 75% or higher on common cornerstone assessments

Type: Interim

Data Source: Classroom Diagnostic Tools (CDTs) and Progress Monitoring data

Specific Targets: Increased percentage of students demonstrating proficiency on the CDTs, and improved performance on progress monitoring data (two times/year)

Type: Annual

Data Source: Perceptual data through surveys; completed Middle School Communication Plan

Specific Targets: High percentage of parental involvement in completion of surveys; high percentage of positive feedback on the surveys from staff and students about school culture

Type: Interim

Data Source: Attendance records for parent participation at school events

Specific Targets: Attendance rate of parents/families at scheduled school events

Type: Interim

Data Source: Book Study documents for 7 Habits of Highly Effective Teens; student survey

Specific Targets: Positive perceptual data from student surveys

Strategies:

Character and Social Skill Building Programs

Description: WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: <http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf> and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf)

SAS Alignment: Safe and Supportive Schools

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source: <http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Create and implement a parent and staff survey to collect information in order to create a Warwick Middle School Communication Plan.

Description:

Parents and staff will be given a survey in order to collect data on information relating to strategies for enhancing and sustaining a positive school climate. This information will be utilized to develop a Warwick Middle School Communication Plan. Evidence of implementation will include a completed Communication Plan that addresses key items from the survey data.

Start Date: 9/30/2014 **End Date:** 9/30/2015

Program Area(s): Educational Technology

Supported Strategies:

- Character and Social Skill Building Programs
- Social and Emotional Wellness Programs

Create community events and opportunities for students, parents, community members, and building staff to become more involved at the school.

Description:

Effort will be placed on identifying and facilitating activities for increasing student, parent, community, and staff involvement in the school. Evidence of implementation will include a documented calendar of events seeking their involvement, along with records of attendance.

Start Date: 7/31/2014 **End Date:** 8/31/2017

Program Area(s): Educational Technology

Supported Strategies:

- Social and Emotional Wellness Programs

Facilitate a professional book study with staff using the text "7 Habits for Highly Effective Teens."

Description:

School staff will engage in a book study that outlines the principles for helping adolescents be successful in a middle school learning environment - improving their self-image, building friendships, resisting peer pressure, achieving goals, getting along with parents, and more. Evidence of implementation will include staff feedback, lesson plans, and walkthrough and observation information.

Start Date: 6/24/2014 **End Date:** 9/30/2014

Program Area(s): Professional Education

Supported Strategies:

- Character and Social Skill Building Programs
- Social and Emotional Wellness Programs

Goal #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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Exams

Specific Targets: Increased percentage of students in the IEP and Economically Disadvantaged Subgroups, and the Overall population, achieving scores of proficient/advanced on the PSSA ELA and Mathematics tests

Type: Interim

Data Source: Common cornerstone assessments

Specific Targets: Increased percentage of students scoring 75% or higher on the common cornerstone assessments

Type: Interim

Data Source: Classroom Diagnostic Tools (CDTs), progress monitoring data

Specific Targets: Increased proficiency on Classroom Diagnostic Tools (CDTs), and improved performance on progress monitoring data in reading and mathematics

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How](#)

[We Can Achieve Unprecedented Improvements in Teaching and Learning.](#)
Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

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)

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 ; Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, 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

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

Implementation Steps:

Implement data analysis using various assessment measures, and make instructional adjustments based on student achievement data

Description:

Teams of teachers will be trained in how to interpret and analyze data gathered from multiple assessments. Teachers will learn how to use the achievement data to change instructional practices. Trainings will occur at the school level, embedded within the structure of established data teaming. Evidence of implementation will include meeting agendas and minutes, walkthroughs and observation data, and student achievement data. A three-year implementation plan will involve increasing numbers of teachers.

Start Date: 10/31/2014 **End Date:** 6/30/2017

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

Supported Strategies:

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

Conduct walkthroughs and observations that focus on identified critical components of the reading and math intervention curriculum in order to promote consistent implementation and fidelity of instruction.

Description:

The building principals will share with the middle school reading and math intervention teachers the strategies to be used within the math curriculum, and provide "look-fors" (within the intervention courses) so they know the focus areas of administrators when conducting walkthroughs and observations during instruction. Focus will be centered on the use of student progress data to inform instruction. Evidence of implementation will include walkthrough and observation data, as well as student achievement scores on the reading and math common assessments and other measures.

Start Date: 9/30/2014 **End Date:** 6/10/2016

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

Promote teacher implementation of effective instructional strategies based on student achievement data in order to improve reading and mathematics performance.

Description:

Teams of teachers will collaborate in departments/grade levels to review data and identify instructional practices contributing to increased student performance. Teachers will build their knowledge in effective instructional practices and use the promising strategies during classroom instruction. Evidence of implementation include lesson planning documents, data from walkthroughs and observations, and student achievement data. A three-year implementation plan will involve increasing numbers of teachers.

Start Date: 9/30/2015 **End Date:** 6/9/2017

Program Area(s): Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

Provide professional development in differentiated instruction and the framework for the management and routines to use to maximize student growth

Description:

Teachers will learn how to implement research-based differentiated instructional practices in the middle school classroom with fidelity. Training will include how to build a learning environment and develop classroom routines to maximize student growth while differentiating instruction. Evidence of implementation will include teacher survey data, student common assessment data, and walkthrough and observation data showing differentiated instructional practices.

Start Date: 6/30/2015 **End Date:** 9/29/2017

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: #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.

Strategy #1: Character and Social Skill Building Programs
Strategy #2: Social and Emotional Wellness Programs

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
6/24/2014	9/30/2014	Facilitate a professional book study with staff using the text "7 Habits for Highly Effective Teens."	School staff will engage in a book study that outlines the principles for helping adolescents be successful in a middle school learning environment - improving their self-image, building friendships, resisting peer pressure, achieving goals, getting along with parents, and more. Evidence of implementation will include staff feedback, lesson plans, and walkthrough and observation information.	Building principals, school staff	4.0	2	75	Teachers	School Entity	No

Knowledge

Teachers will work collaboratively to plan lessons that address the key principles for successful middle school life for teenagers - improve their self-image, build friendships, resist peer pressure, achieve goals, get along with parents, and more.

Supportive Research

S. Covey (1998). *7 Habits of Highly Effective Teens*. Simon and Schuster; New York, NY.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 School counselors
 New Staff
 Other educational specialists

Grade Levels

Middle (grades 6-8)

Follow-up Activities	Peer-to-peer lesson discussion	Evaluation Methods	Participant survey Review of participant lesson plans
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LEA Goals Addressed: #1 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

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description					Type	App.
10/31/2014	6/30/2017	Implement data analysis using various assessment measures, and make instructional adjustments based on student achievement data	Teams of teachers will be trained in how to interpret and analyze data gathered from multiple assessments. Teachers will learn how to use the achievement data to change instructional practices. Trainings will occur at the school level, embedded within the structure of established data teaming. Evidence of implementation will include meeting agendas and minutes, walkthroughs and observation data, and student achievement data. A three-year implementation plan will involve increasing numbers of teachers.					Non-profit Organization	No
		Person Responsible Building principals, supervisors, and other designated school staff	SH 1.0	S 25	EP 50	Provider Building principals, supervisors, and other designated staff			

Knowledge Teachers will learn how to interpret and analyze data in order to adjust instructional practices to maximize student growth. A framework will be used for facilitating collaborative dialogue and action planning that is focused on improving student performance.

Supportive Research B. McNulty and L. Besser (2011). *Leaders Make It Happen! An Administrator's Guide to Data Teams*. The Leadership and Learning Center, Englewood, CO; Lead + Learn Press;

Using Student Achievement Data to Support Instructional Decision Making -- National Association of Secondary School Principals, Best Practice for Better Schools excerpted from *Doing What Works*, U.S. Department of Education (2011);

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format School Whole Group Presentation
 Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational	Grade Levels	Middle (grades 6-8)
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specialists

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
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LEA Goals Addressed:	<p>#1 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</p>	<p>Strategy #1: Common Assessment within Grade/Subject</p> <p>Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</p> <p>Strategy #3: Differentiating Instruction</p>
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Start	End	Title	Description	Provider	Type	App.
6/30/2015	9/29/2017	Provide professional development in differentiated instruction and the framework for the management and routines to use to maximize student growth	Teachers will learn how to implement research-based differentiated instructional practices in the middle school classroom with fidelity. Training will include how to build a learning environment and develop classroom routines to maximize student growth while differentiating instruction. Evidence of implementation will include teacher survey data, student common assessment data, and walkthrough and observation data showing differentiated instructional practices.			
		Person Responsible				
		SH	S	EP		

Building principals, supervisors, department chairs, and other designated school staff	6.0	6	50	Designated district staff members	School Entity	Yes
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Knowledge

Middle school teachers will gain knowledge to assist in the development of a learning environment to support differentiated instruction, including instructional strategies and classroom routines.

Supportive Research

Hilebner, Tracy A. (Feb. 2010) *What Research Says About Differentiated Learning*. Educational Leadership: Vol. 67 Number 5.; and additional research and publications by Carol Ann Tomlinson, Anderson, Allan, Hall, Ellis, Worthington, Vygotsky, etc.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation

Series of Workshops
 School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists	Grade Levels	Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Warwick MS in the Warwick SD has been duly reviewed by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Warwick MS in the Warwick SD for the 2014-2015 school-year.

No signature has been provided

Superintendent/Chief Administrator

No signature has been provided

Board President

No signature has been provided

IU Executive Director