

Union City MS

**School Level Plan**

07/01/2018 - 06/30/2019

# School Profile

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## Demographics

### *Union City MS*

105 Concord Street  
 Union City, PA 16438  
 (814)438-7673

Federal Accountability Designation: none  
 Title I Status: No  
 Schoolwide Status: No  
 Principal: Melissa Tomcho  
 Superintendent: Matthew Bennett

## Stakeholder Involvement

Name	Role
Matthew Bennett	Administrator : Schoolwide Plan
Stacey Mulson	Administrator : Schoolwide Plan
Joan Quickle	Administrator : Schoolwide Plan
Adam Shrout	Administrator : Schoolwide Plan
Steve Gilbert	Board Member : Schoolwide Plan
Dave Robinson	Board Member : Schoolwide Plan
Melissa Tomcho	Building Principal : Schoolwide Plan
Bill Mangel	Business Representative : Schoolwide Plan
Chris Prenatt	Business Representative : Schoolwide Plan
Abbe Biebel	Community Representative : Schoolwide Plan
Lynora Rumm	Community Representative : Schoolwide Plan
Bonni Williams	Community Representative : Schoolwide Plan
Natalie Wilmoth	Community Representative : Schoolwide Plan
Daniel Keefer	Ed Specialist - Other : Schoolwide Plan
Joe Anthony	Ed Specialist - School Counselor : Schoolwide Plan
Kimberlie Dawson	Ed Specialist - School Counselor : Schoolwide Plan
Edward McMahan	Ed Specialist - School Counselor : Schoolwide Plan
Amy Webber	Ed Specialist - School Psychologist : Schoolwide Plan
Jennifer Drayer	Elementary School Teacher - Regular Education : Schoolwide Plan

Robin Smith	Elementary School Teacher - Regular Education : Schoolwide Plan
Blaine Walp	Elementary School Teacher - Regular Education : Schoolwide Plan
Marlene Kuzma	Elementary School Teacher - Special Education : Schoolwide Plan
Susanne Conti	High School Teacher - Regular Education : Schoolwide Plan
Michael Zarger	High School Teacher - Regular Education : Schoolwide Plan
Denise Benedict	High School Teacher - Special Education : Schoolwide Plan
Tim Brown	Instructional Technology Director/Specialist : Schoolwide Plan
Cathy Dobrzynski	Middle School Teacher - Regular Education : Schoolwide Plan
Kim DeSimone	Middle School Teacher - Special Education : Schoolwide Plan
Stephanie States	Middle School Teacher - Special Education : Schoolwide Plan
Krista Byler	Parent : Schoolwide Plan
Brian Niggel	Parent : Schoolwide Plan
Pauline Pituch	Parent : Schoolwide Plan
Chris Prenatt	Parent : Schoolwide Plan

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

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Test participation rates in 2017 were high.

### Accomplishment #2:

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Percent of classes taught by Highly Qualified Teachers in 2017 was 100%.

### Accomplishment #3:

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In 2017, the attendance rate was 95.02.

### Accomplishment #4:

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In 2017, the promotion rate was 98.12.

### Accomplishment #5:

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PSSA Science Indicators of Academic Growth/PVAAS were high in 2017 with a score of 96.00.

### Accomplishment #6:

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In 2017, ELA had a score of 87.00 in the indicators of academic growth/PVAAS - meeting annual academic growth expectations.

### Accomplishment #7:

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In 2017, the indicators of closing the achievement gap all student category, had a score of 85.85 in mathematics/algebra I for the percent of required gap closure met.

## School Concerns

### Concern #1:

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PSSA Reading in grades 6-8 - The percent of all students at Union City Middle School at proficient and above levels in ELA is 56.75, which is below the PA state average in ELA for 2017.

### Concern #2:

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PSSA Science - The percent of all students at Union City Middle School at proficient and above levels on the Grade 8 PSSA in Science is at 53.93, which is above the PA average for 2017, but remains a concern.

**Concern #3:**


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PSSA Mathematics score was 36.36 in 2017, which is below the PA state average.

**Concern #4:**


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The indicators of closing the achievement gap for both the all student group and the historically underperforming subgroup in ELA was 0.00 in 2017.

**Concern #5:**


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The indicators of closing the achievement gap for the all student group and the historically underperforming subgroup in science was 0.00 in 2017.

**Concern #6:**


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The indicators of closing the achievement gap for the historically underperforming subgroup in mathematics was 38.62 in 2017.

**Concern #7:**


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The indicators of academic growth (PVAAS) in mathematics/meeting annual academic growth expectations was 58.00 in 2017.

## 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:**

PSSA Reading in grades 6-8 - The percent of all students at Union City Middle School at proficient and above levels in ELA is 56.75, which is below the PA state average in ELA for 2017.

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PSSA Science - The percent of all students at Union City Middle School at proficient and above levels on the Grade 8 PSSA in Science is at 53.93, which is above the PA average for 2017, but remains a concern.

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The indicators of closing the achievement gap for the all student group and the historically underperforming subgroup in science was 0.00 in 2017.

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The indicators of closing the achievement gap for the historically underperforming subgroup in mathematics was 38.62 in 2017.

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The indicators of academic growth (PVAAS) in mathematics/meeting annual academic growth expectations was 58.00 in 2017.

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

PSSA Reading in grades 6-8 - The percent of all students at Union City Middle School at proficient and above levels in ELA is 56.75, which is below the PA state average in ELA for 2017.

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PSSA Science - The percent of all students at Union City Middle School at proficient and above levels on the Grade 8 PSSA in Science is at 53.93, which is above the PA average for 2017, but remains a concern.

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The indicators of closing the achievement gap for the historically underperforming subgroup in mathematics was 38.62 in 2017.

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The indicators of academic growth (PVAAS) in mathematics/meeting annual academic growth expectations was 58.00 in 2017.

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

PSSA Reading in grades 6-8 - The percent of all students at Union City Middle School at proficient and above levels in ELA is 56.75, which is below the PA state average in ELA for 2017.

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PSSA Science - The percent of all students at Union City Middle School at proficient and above levels on the Grade 8 PSSA in Science is at 53.93, which is above the PA average for 2017, but remains a concern.

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The indicators of closing the achievement gap for the historically underperforming subgroup in mathematics was 38.62 in 2017.

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The indicators of academic growth (PVAAS) in mathematics/meeting annual academic growth expectations was 58.00 in 2017.

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

PSSA Reading in grades 6-8 - The percent of all students at Union City Middle School at proficient and above levels in ELA is 56.75, which is below the PA state average in ELA for 2017.

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PSSA Science - The percent of all students at Union City Middle School at proficient and above levels on the Grade 8 PSSA in Science is at 53.93, which is above the PA average for 2017, but remains a concern.

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The indicators of closing the achievement gap for the all student group and the historically underperforming subgroup in science was 0.00 in 2017.

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The indicators of closing the achievement gap for the historically underperforming subgroup in mathematics was 38.62 in 2017.

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The indicators of academic growth (PVAAS) in mathematics/meeting annual academic growth expectations was 58.00 in 2017.



# 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: Interim

Data Source: Created curriculum maps

Specific Targets: Increased student achievement

### ***Strategies:***

#### *Curriculum Mapping*

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

**SAS Alignment:** Curriculum Framework

#### *SAS: Curriculum*

**Description:**

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

**SAS Alignment:** Curriculum Framework

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

#### *Standards Aligned Curricula Framework*

**Description:**

The Middle School's English Language Arts, Mathematics, and Career and Work Standards curricula are aligned with the PA Standards and will be reviewed and

revised during this planning cycle. The Social Studies and Science maps are partially completed and will be completed during this cycle. The other content area maps should also be completed during this cycle. The evidence that this is accomplished will be the aligned curricula.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Curriculum Mapping
- SAS: Curriculum

### *Common Assessment within Grade/Subject*

**Description:**

The Middle School will continue to work as teams to build and revise common assessments for all teachers who instruct the same course. The common assessments will ensure that all students enrolled in a course are learning grade level, standards-based material, regardless of which teacher is instructing a particular section of a course. This will result in improved student achievement in all core academics. The evidence will be the common assessments.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Curriculum Mapping
- SAS: Curriculum

**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: Interim

Data Source: Study Island data, Lexile levels data, , CDT, and classroom data

Specific Targets: Interim data analysis using Study Island, Lexile levels, CDT, and classroom data will show student growth.

Type: Annual

Data Source: PSSA data, Keystone data and PVAAS data

Specific Targets: Annual data from Keystones (in Algebra I), PSSA and PVAAS will also demonstrate growth

### **Strategies:**

#### *Common Assessments - Using Student Achievement Data to Support Instructional Decision Making*

##### **Description:**

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

**SAS Alignment:** Assessment

#### *Using Student Achievement Data to Support Instructional Decision Making*

##### **Description:**

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

**SAS Alignment:** Assessment, Instruction

## ***Implementation Steps:***

### *Data Analysis Meetings*

#### **Description:**

The administrators will lead the data analysis meetings, assist in assigning goals, and monitor progress of the implementation of these goals through walk-through evaluations, formal evaluations, and analysis of data results.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

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

#### **Supported Strategies:**

- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making
- Using Student Achievement Data to Support Instructional Decision Making

**Goal #3:** 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: Educator effectiveness evaluations, documented walk-through observations, summative assessments correlated to standards, formative assessments in use

Specific Targets: Student achievement will increase.

Type: Annual

Data Source: Teachers not in the formal evaluation cycle of the District's differentiated supervision model are required to complete a research-based project.

Specific Targets: The results of the project, including baseline and ending data, are submitted to the building administration.

## **Strategies:**

### *Increased Quality Instructional Time*

**Description:** Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time> )

**SAS Alignment:** Instruction, Safe and Supportive Schools

### *Effective Instructional Strategies Consistently Implemented*

#### **Description:**

Educators will consistently implement effective instructional strategies including increased use of formative assessments. This will be accomplished through the use of multiple research-based strategies including the work by Marzano, Bloom, Daggett, Gardner, et.al. Marzano's *A Handbook for Classroom Instruction that Works* identifies nine research based strategies which strongly affect student achievement: Identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and the use of cues, questions, and advanced organizers. Additional strategies/best practices to be used will include Bloom's questioning techniques to address all areas of the knowledge taxonomy and Gardner's multiple intelligences research. Daggett's work with rigor, relevance, and relationships is currently utilized in the District and will continue to be used. Specifically, that work includes the union of Bloom's knowledge taxonomy and Daggett's application to achieve learning in each of four quadrants: Quadrant A which is acquisition and includes simple recall and basic understanding, Quadrant C that is assimilation and embraces higher levels of knowledge often specific to the content, Quadrant B which is application and includes applying knowledge across disciplines and application of knowledge to real-world predictable situations, and Quadrant D which is adaptation and includes application to real-world unpredictable situations.

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

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

#### ***Effective Instructional Strategies***

**Description:**

The District is beginning the third phase of implementation of a multi-year Literacy Initiative designed to improve language and literacy acquisition for all students. Professional development will be specifically targeted and will include participation by all faculty and administration in the District. Instructional methods learned in the professional development will be implemented methodically by faculty. Emphasis will be placed on effective utilization of instructional strategies with an effect size of at least 0.4. The evidence the instructional methods have been implemented include administrator walk through and formal observations, differentiated supervision projects, lesson plans and increased student achievement.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Increased Quality Instructional Time
- Effective Instructional Strategies Consistently Implemented

#### ***Professional Development Formative Assessments***

**Description:**

A building level instructional weakness is in the use of formative assessments to inform instruction. Professional development will be provided for all staff and administration in the school. The professional development will include types of formative assessment, methods to implement the formative assessments into daily instruction, and instruction to most effectively utilize the formative assessments to inform instruction. Effective use of formative assessments will improve literacy and language acquisition for all students and will provide teachers with new tools to successfully teach diverse learners in an inclusive setting. Evidence will include lesson plans, walk through and formal observations, student samples, and increased student achievement. The professional development will occur through consultants, professional learning communities, differentiated supervision projects, and administrator led in-services.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Increased Quality Instructional Time

# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** 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.

**Strategy #1: Curriculum Mapping**  
**Strategy #2: SAS: Curriculum**

Start	End	Title	Description					
7/1/2019	6/30/2022	Standards Aligned Curricula Framework	The Middle School's English Language Arts, Mathematics, and Career and Work Standards curricula are aligned with the PA Standards and will be reviewed and revised during this planning cycle. The Social Studies and Science maps are partially completed and will be completed during this cycle. The other content area maps should also be completed during this cycle. The evidence that this is accomplished will be the aligned curricula.					
		<b>Person Responsible</b> Director of Curriculum	<b>SH</b> 2.0	<b>S</b> 24	<b>EP</b> 5	<b>Provider</b> School Entity	<b>Type</b> College or University	<b>App.</b> Yes

**Knowledge**

Social Studies and Science curricula will be mapped and all faculty will utilize the aligned curricula. Ela, Mathematics, and Career curriculum will be revised and updated as necessary. All other curricula areas will be mapped. As a result of the mapping, faculty will develop increased knowledge of the standards aligned curriculum required by PA.

**Supportive Research**

According to the PDE recognized strategy, there is no empirical evidence that there is a direct correlation between curricula alignment and student achievement. It does, however, serve as a method to ensure all



educators are informed of the required state standards.

**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.

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.

**Training Format** Series of Workshops  
Department Focused Presentation

**Participant Roles** Dir Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex  
School counselors  
New Staff

**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  
Lesson modeling with

**Evaluation Methods** Curriculum alignment documents

mentoring  
 Joint planning period  
 activities

**LEA Goals Addressed:** **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.**

**Strategy #1: Curriculum Mapping**  
**Strategy #2: SAS: Curriculum**

Start	End	Title	Description					
7/1/2019	6/30/2022	Common Assessment within Grade/Subject	The Middle School will continue to work as teams to build and revise common assessments for all teachers who instruct the same course. The common assessments will ensure that all students enrolled in a course are learning grade level, standards-based material, regardless of which teacher is instructing a particular section of a course. This will result in improved student achievement in all core academics. The evidence will be the common assessments.					
		<b>Person Responsible</b> Building Administrators	<b>SH</b> 3.0	<b>S</b> 24	<b>EP</b> 5	<b>Provider</b> School Entity	<b>Type</b> School Entity	<b>App.</b> Yes

**Knowledge**

Faculty members who instruct the same courses will develop common assessments for students. The Superintendent, Curriculum Director, or a building administrator will participate in these sessions whenever possible.

**Supportive Research**

Common assessments is identified by What Works Clearinghouse as having a positive impact upon student achievement.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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**

Series of Workshops  
Department Focused Presentation

**Participant Roles**

Dir

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex

**Grade Levels**

Middle (grades 6-8)

**Follow-up Activities**

Analysis of student work, with administrator and/or peers  
Common assessments will become a part of the curriculum maps

**Evaluation Methods**

Standardized student assessment data other than the PSSA  
Classroom student assessment data

**school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students**

**Student Achievement Data to Support Instructional Decision Making  
Strategy #2: Using Student Achievement Data to Support Instructional Decision Making**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>				<b>Type</b>	<b>App.</b>
7/1/2019	6/30/2022	Data Analysis Meetings	The administrators will lead the data analysis meetings, assist in assigning goals, and monitor progress of the implementation of these goals through walk-through evaluations, formal evaluations, and analysis of data results.					
		<b>Person Responsible</b> Federal Programs Director	<b>SH</b> 1.5	<b>S</b> 15	<b>EP</b> 4	<b>Provider</b> School District	School Entity	No

**Knowledge** Teachers will increase their knowledge of data analysis.

**Supportive Research** Analysis of data to inform instruction is a researched based strategy.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

Series of Workshops

**Training Format**

<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	<b>Grade Levels</b>	Middle (grades 6-8)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers		<b>Evaluation Methods</b>	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

**LEA Goals Addressed:** 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

**Strategy #1: Increased Quality Instructional Time**  
**Strategy #2: Effective Instructional Strategies Consistently Implemented**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
7/1/2019	6/30/2022	Effective Instructional Strategies	The District is beginning the third phase of implementation of a multi-year Literacy Initiative designed to improve language and literacy acquisition for all students. Professional development will be specifically targeted and will include participation by all faculty and administration in the District. Instructional methods learned in the professional development will be implemented methodically by faculty. Emphasis will be placed on effective utilization of instructional strategies with an effect size of at least 0.4. The evidence the instructional methods have been implemented include administrator walk through and formal observations, differentiated supervision projects, lesson plans and increased student

achievement.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Building Administrators and Curriculum Director	2.0	36	7	Scholastic Achievement Partners, IU5, District administration	School entity, IU, for profit company	Yes

**Knowledge**

Educators will continue to develop their repertoire of research-based effective instruction strategies. Faculty will effectively utilize instructional strategies with an effect size of 0.4 or greater.

**Supportive Research**

Formative assessment is a research-based best practice. Hatti's meta-analysis of instructional strategies and their corresponding effect size is research based. The professional development will only include strategies that are research-based.

**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.

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

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

**Training Format**

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

<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists</p>	<p><b>Grade Levels</b></p>	<p>Middle (grades 6-8)</p>
<p><b>Follow-up Activities</b></p>	<p>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 Lesson modeling with mentoring Joint planning period activities</p>	<p><b>Evaluation Methods</b></p>	<p>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</p>

**LEA Goals Addressed:** 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

**Strategy #1: Increased Quality Instructional Time**

**across all classrooms and aligns with the Pennsylvania Framework for Teaching**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					
7/1/2019	6/30/2022	Professional Development Formative Assessments	<p>A building level instructional weakness is in the use of formative assessments to inform instruction. Professional development will be provided for all staff and administration in the school. The professional development will include types of formative assessment, methods to implement the formative assessments into daily instruction, and instruction to most effectively utilize the formative assessments to inform instruction. Effective use of formative assessments will improve literacy and language acquisition for all students and will provide teachers with new tools to successfully teach diverse learners in an inclusive setting. Evidence will include lesson plans, walk through and formal observations, student samples, and increased student achievement. The professional development will occur through consultants, professional learning communities, differentiated supervision projects, and administrator led in-services.</p>					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Building Administrators	2.0	54	23	Scholastic Achievement Partners, District administration, EdWeb, IU5	School entity, IU, for profit company	No

**Knowledge**

Educators will gain knowledge about various formative assessments and the effective use of formative assessments to inform/drive instruction.

**Supportive Research**

All professional development will be conducted using research-based strategies such as paraphrasing, note-taking, quick writes, summarization, and RAFTS.

**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.

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

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
- Offsite Conferences

**Participant Roles**

Dir

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex
- School counselors
- Paraprofessional
- New Staff
- Other educational specialists
- Related Service Personnel

**Grade Levels**

High (grades 9-12)

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers

Analysis of student work,  
with administrator and/or peers

Creating lessons to meet  
varied student learning styles

Peer-to-peer lesson

discussion

Lesson modeling with  
mentoring

Department meetings,  
faculty meetings

instructional delivery and professionalism.

Standardized student assessment  
data other than the PSSA

Classroom student assessment data

Keystone Examinations

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Union City MS in the Union City Area 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 Union City MS in the Union City Area SD for the 2018-2019 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*