

LEBANON MS

350 N 8th St

ATSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Lebanon Middle School will provide an educational experience that will optimize success for all students. We will honor best practices in teaching and learning so that all students learn at high levels. We will continually instruct our students so they are able to grow academically, behaviorally, and socially. Our students will rely on the foundation of their K-8 education as they set their own goals. Our children will be confident, skilled communicators who are prepared to compete both academically and socially in the school setting and beyond in order to become lifelong learners.

STEERING COMMITTEE

Name	Position	Building/Group
Nicholas Bullock	Principal	Lebanon Middle School
Staci O'Byle	Assistant Principal	Lebanon Middle School
Corey Wenger	Assistant Principal	Lebanon Middle School
Dan Rau	Assistant Principal	Lebanon Middle School
Jessica Evans	Director of Special Education	Lebanon School District
Molly Lucas	ELA Teacher	Lebanon Middle School
Jess Cabrera	Math Teacher	Lebanon Middle School
Guillermo Barroso	Community School Coordinator	CISPA
Paula Dougherty	Teacher	Lebanon Middle School
Jessa Williams	Parent	Lebanon Middle School
Robin Lerch	Other	Lebanon Middle School
Rachael Haverstick	Education Specialist	IU13
Samantha Stewart	Teacher	Lebanon Middle School

Name

Position

Building/Group

Laura Lent

Education Specialist

IU13

Nina Lampkin

Student

Lebanon Middle School

Jessica Lodish

Parent

Lebanon Middle School

DanaLee Frey

Education Specialist

Lebanon School District

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

Student Support Team will be created with support from district office staff and IU Training and Consultation (TAC) Team.

Essential Practices 3:
Provide Student-Centered Support Systems

Essential Practices 1:
Focus on Continuous Improvement of Instruction

Continue working with teachers, building teacher retention. Working in collaboration with CISPA to engage and educate parents to increase family participation.

Essential Practices 3:
Provide Student-Centered Support Systems

We will audit the curriculum, practices, and resources to assess the alignment to the PA standards/Anchors. We will train all teachers in Learning Focused Lesson Planning to assure best practices are in place. Administration will conduct walk-through observations and keep these practices as a focus of observations.

Essential Practices 1:
Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Content Specific Collaboration Time

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Content Specific
Collaboration Time

LMS will build biweekly department meeting time into the schedule in order to continually monitor specific curricular needs for students based on common assessment and IXL data.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Scheduling time will be created to allow for biweekly department collaboration time through team consolidation during a homeroom/literacy block portion of the schedule.

2023-08-28 -
2024-06-06

Nick Bullock,
LMS Principal

Building administration,
teacher input Scheduling
Materials

Anticipated Outcome

Teachers will have much greater opportunity to collaborate and discuss curricular issues with their content colleagues. The ability to focus on curricular needs will allow greater teacher understanding and continuity amongst students, as well as more targeted instruction.

Monitoring/Evaluation

LMS Administration will continually be involved and present at meetings. We will monitor changes quarterly throughout the year to make adjustments through involvement.

Evidence-based Strategy

Student Support Team/MTSS

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

SST/MTSS

The Lebanon Middle School will create a Student Support Team that focuses on a multi-tiered system of support (MTSS) focusing on individual students' academic, behavior, and social needs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Through collaboration with district office staff and outside support (Thom Stecher & Associates), LMS will create a Student Support Team to focus on individual students' academic, behavioral or social needs. Targeted plans to assist students will be created to support them.	2023-08-28 - 2024-06-06	Nick Bullock, LMS Principal	District office support Thom Stecher & Associates Ongoing MTSS training

Anticipated Outcome

Students will be able to receive targeted intervention supports based on their specific needs. The supports received will assist them to achieve their academic and behavior goals.

Monitoring/Evaluation

Ongoing from LMS Administrative staff. Discuss monthly with district office staff to look for strength and growth areas and adjust the team as needed.

Evidence-based Strategy

Staff Retention/Parent Engagement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Staff Retention & Parent Engagement

Along with CISPA, Lebanon Middle School will create multiple opportunities for parent education and education throughout the school year. The school will also create a social committee to plan events for collaboration and team building.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

We will create scheduled parent engagement and education classes. A LMS Social Committee will be formed to plan events and activities to build team and camaraderie amongst staff.

2023-08-28 -
2024-06-06

Nick Bullock,
LMS Principal

LMS Social Committee
Guillermo Barroso, CISPA
(Community in Schools PA)

Anticipated Outcome

An increase of parent engagement in the school environment, which will improve student achievement. Increased teacher retention and lack of teacher turnover.

Monitoring/Evaluation

Monthly and bimonthly monitoring of parent engagement at events, as well as committee events for staff. Monitored by LMS administration

and CISPA.

Evidence-based Strategy

Co-Teaching Model

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Co-Teaching Model	Lebanon Middle School will shift its instructional model for special education and English Learners. Staff will shift from a pull out model to a co-teaching model, where specialized instructional staff will serve as a second teacher in the regular classroom.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
A co-teaching model will be implemented for itinerant level learning support students and level 3/4 ELD students.	2023-08-28 - 2024-06-06	Nick Bullock, LMS Principal	IU Tac Team District Office Administration

Anticipated Outcome

Through a co-teaching model, students with disabilities and ELD learners will improve their overall academic achievement and student growth.

Monitoring/Evaluation

Continual cycle - monitoring through IXL progress, formative assessments, common assessments at points throughout school year.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The Lebanon Middle School will create a Student Support Team that focuses on a multi-tiered system of support (MTSS) focusing on individual students' academic, behavior, and social needs. (SST/MTSS)</p>	<p>Student Support Team/MTSS</p>	<p>Through collaboration with district office staff and outside support (Thom Stecher & Associates), LMS will create a Student Support Team to focus on individual students' academic, behavioral or social needs. Targeted plans to assist students will be created to support them.</p>	<p>08/28/2023 - 06/06/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Lebanon Middle School will shift its instructional model for special education and English Learners. Staff will shift from a pull out model to a co-teaching model, where specialized instructional staff will serve as a second teacher in the regular classroom. (Co-Teaching Model)	Co-Teaching Model	A co-teaching model will be implemented for itinerant level learning support students and level 3/4 ELD students.	08/28/2023 - 06/06/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, 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 that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

MATH PVAAS: Students in 7th grade, showed significant evidence of growth overall in 2022. Students in 8th grade showed evidence that the school met the standard for growth overall and students in quintiles 2, 3, and 5 showed moderate evidence they exceeded the growth standard.

ELA PVAAS: In 2022, 6th grade students overall showed they met the standard for academic growth. Students in 7th grade showed significant evidence they exceeded the standard for growth overall. 8th grade students showed moderate evidence they exceeded the standard for growth.

Science PVAAS: Students showed evidence they met the standard for growth overall in 2022. 1st quintile students (roughly half) showed moderate evidence they exceeded the stand for growth.

Career Readiness - All Student Group Exceeds Performance
Standard Federal Percent Career Standards Benchmark 99.4%
Statewide Average 88.3% Statewide Performance Standard 98.0%

Economically disadvantaged - 99.2% of students in this group exceeded the target.

Challenges

Students subgroups of English Learner, Economically Disadvantaged, and Hispanic math and ELA combined scores were below the statewide average of 36.23% Students with disabilities combined score was below the statewide average of 28.8%.

Math PVAAS: 6th grade students and keystone students overall at LMS scored well below the standard for growth in PVAAS.

Science PVVAAS: Second quintile students in 8th grade showed moderate evidence the school did not meet the standard for growth.

Continuing the priority is a challenge with finding the time for implementation but it is in progress in Literacy classes, computer classes, and counseling lessons.

It has been difficult to reach our non-traditional students such as expelled and virtual academy students.

Our highly transient population poses a challenge to meeting the expectations. The district and school are initiating a targeted plan to increase student attendance.

Strengths

Hispanic - 99.2% of students in this group exceeded the target.

Lebanon Middle School score of 99.4 is well above the 2030 goal of 92.4%.

English Language Learners, economically disadvantaged students and students with disabilities showed that they met or exceeded the standard for growth in English Language Arts.

In Science, English learners showed moderate evidence they exceeded the standard for growth

English learners showed moderate evidence they exceeded the standard for growth in math. Students in 7th grade specifically scored well above the standard for growth.

Align curricular materials and lesson plans to the PA Standards

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Identify and address individual student learning needs

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Challenges

Students in all subgroups in 6th grade and keystone math students scored well below the growth standard.

Students who were economically disadvantaged showed evidence they did not perform as well in Science as in the previous school year.

Students with disabilities showed evidence they met the standard for growth in ELA, but the indication was not strong.

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 a multi-tiered system of supports for academics and behavior

Strengths

Implement an evidence-based system of school-wide positive behavior interventions and supports

Most Notable Observations/Patterns

Students in 6th grade as well as students who took the Math keystone showed significant evidence that the growth standard was not met and they scored well below the growth standard. White students across all grade levels all scored well below the growth standard in math. English language learners and students with disabilities performed very well and generally met the growth standard across grade levels if not exceeding.

Challenges	Discussion Point	Priority for Planning
Collectively shape the vision for continuous improvement of teaching and learning	Teacher turn-over, Professional development, accountability protocols. Increase teacher ownership and inclusion in the decision making progress.	✓
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Substitute Teacher Shortage, Time, Accountability protocols , building and retention of teachers.	✓
Implement a multi-tiered system of supports for academics and behavior	Lack of knowledge, Accountability protocols. Additional support from district office staff and Thom Stecher & Associates	✓

ADDENDUM B: ACTION PLAN

Action Plan: Content Specific Collaboration Time

Action Steps	Anticipated Start/Completion Date
Scheduling time will be created to allow for biweekly department collaboration time through team consolidation during a homeroom/literacy block portion of the schedule.	08/28/2023 - 06/06/2024

Monitoring/Evaluation	Anticipated Output
LMS Administration will continually be involved and present at meetings. We will monitor changes quarterly throughout the year to make adjustments through involvement.	Teachers will have much greater opportunity to collaborate and discuss curricular issues with their content colleagues. The ability to focus on curricular needs will allow greater teacher understanding and continuity amongst students, as well as more targeted instruction.

Material/Resources/Supports Needed	PD Step
Building administration, teacher input Scheduling Materials	no



Action Plan: Student Support Team/MTSS

Action Steps	Anticipated Start/Completion Date
<p>Through collaboration with district office staff and outside support (Thom Stecher & Associates), LMS will create a Student Support Team to focus on individual students' academic, behavioral or social needs. Targeted plans to assist students will be created to support them.</p>	<p>08/28/2023 - 06/06/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>Ongoing from LMS Administrative staff. Discuss monthly with district office staff to look for strength and growth areas and adjust the team as needed.</p>	<p>Students will be able to receive targeted intervention supports based on their specific needs. The supports received will assist them to achieve their academic and behavior goals.</p>
Material/Resources/Supports Needed	PD Step
<p>District office support Thom Stecher & Associates Ongoing MTSS training</p>	<p>yes</p>



Action Plan: Staff Retention/Parent Engagement

Action Steps	Anticipated Start/Completion Date
We will create scheduled parent engagement and education classes. A LMS Social Committee will be formed to plan events and activities to build team and camaraderie amongst staff.	08/28/2023 - 06/06/2024
Monitoring/Evaluation	Anticipated Output
Monthly and bimonthly monitoring of parent engagement at events, as well as committee events for staff. Monitored by LMS administration and CISPA.	An increase of parent engagement in the school environment, which will improve student achievement. Increased teacher retention and lack of teacher turnover.
Material/Resources/Supports Needed	PD Step
LMS Social Committee Guillermo Barroso, CISPA (Community in Schools PA)	no
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Action Plan: Co-Teaching Model

Action Steps

Anticipated Start/Completion Date

A co-teaching model will be implemented for itinerant level learning support students and level 3/4 ELD students.

08/28/2023 - 06/06/2024

Monitoring/Evaluation

Anticipated Output

Continual cycle - monitoring through IXL progress, formative assessments, common assessments at points throughout school year.

Through a co-teaching model, students with disabilities and ELD learners will improve their overall academic achievement and student growth.

Material/Resources/Supports Needed

PD Step

IU Tac Team District Office Administration

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The Lebanon Middle School will create a Student Support Team that focuses on a multi-tiered system of support (MTSS) focusing on individual students' academic, behavior, and social needs. (SST/MTSS)</p>	<p>Student Support Team/MTSS</p>	<p>Through collaboration with district office staff and outside support (Thom Stecher & Associates), LMS will create a Student Support Team to focus on individual students' academic, behavioral or social needs. Targeted plans to assist students will be created to support them.</p>	<p>08/28/2023 - 06/06/2024</p>
<p>Lebanon Middle School will shift its instructional model for special education and English Learners. Staff will shift from a pull out model to a co-teaching model, where</p>	<p>Co-Teaching</p>	<p>A co-teaching model will be</p>	<p>08/28/2023 -</p>

Measurable Goals**Action Plan Name****Professional Development Step****Anticipated Timeline**

specialized instructional staff will serve as a second teacher in the regular classroom.
(Co-Teaching Model)

Model

implemented for itinerant level learning support students and level 3/4 ELD students.

06/06/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Tom Stecher MTSS & SST Planning	LMS Administration	*MTSS *SEL *SST

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will create a SST team to utilize MTSS strategies to support student academic achievement and support.	06/09/2023 - 06/06/2024	Nick Bullock, LMS Prinicipal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4c: Communicating with Families	Common Ground: Culturally Relevant Sustaining Education
4a: Reflecting on Teaching	
1b: Demonstrating Knowledge of Students	
1c: Setting Instructional Outcomes	
3e: Demonstrating Flexibility and Responsiveness	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

