

LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING 2018-2021

Martin Meylin Middle School

GOAL #1

Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

INDICATORS OF EFFECTIVENESS

Type: Annual

Data Source: Behavioral Data- PowerSchool/SWIS

Specific Targets: Decrease in negative behaviors that impede learning through the implementation of a positive behavior support program

Type: Annual

Data Source: Keystone Algebra I / PSSA reading/ELA, mathematics, and science exams

Specific Targets: All students, including students in the Special Education Sub-Group, demonstrating 100% Proficiency on the Keystone and PSSA exams and all students demonstrating a full year's growth as measured by PVAAS

Type:

Data Source:

Specific Targets:

Type:

Data Source:

Specific Targets:

ACTION STEPS

Behavioral Program

- Consistently collect and disaggregate behavior data as part of a behavioral support system.
- Implementation of a building-wide positive behavior support program.
- Effective communication and collaboration among all staff takes place frequently.
- Continue to refine progressive discipline to be incorporated within the positive behavior support program.

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GOAL #2

Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

INDICATORS OF EFFECTIVENESS

Type: Annual

Data Source: Provide students with increased instructional time for all academic subject areas

Specific Targets: Develop and implement a new building schedule

Type: Annual

Data Source: SWIS/PowerSchool Data

Specific Targets: Decrease negative behaviors and discipline referrals through the implementation of a positive behavior support program

Type: Annual

Data Source: Student/Staff surveys, instructional programming, and perceptual data collected from students, staff, and the community

Specific Targets: Provide students and staff with additional opportunities for celebrate learning and school-wide accomplishments

Type:

Data Source:

Specific Targets:

ACTION STEPS

Organizational Framework

- Implement, evaluate, and refine the instructional schedule to better meet the needs of all students.
- Effectively use personnel and programming to appropriately support learning and instructional needs.

Behavioral Program

- Consistently collect and disaggregate behavior data as part of a behavioral support system.
- Implementation of a building-wide positive behavior support program.
- Effective communication and collaboration among all staff takes place frequently.
- Continue to refine progressive discipline to be incorporated within the positive behavior support program.

Positive School Culture

- Investigate opportunities for students and staff to celebrate learning.
- Investigate the timing and administration of Classroom Diagnostic Testing.
- Investigate opportunities to create/provide school-wide activities to promote a positive school culture.

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GOAL #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.

INDICATORS OF EFFECTIVENESS

Type: Annual
Data Source: PSSA/PASA ELA, Mathematics, and Science Exams
Specific Targets: All students, including students in Special Education Sub-Group, demonstrating 100% proficiency on the Keystone and/or PSSA exams

Type: Annual
Data Source: PVAAS
Specific Targets: 100% of all students demonstrating a full year's academic growth

Type: Annual
Data Source: Classroom Diagnostic Exam (CDT)
Specific Targets: All students demonstrating growth toward grade level standards

Type: Annual
Data Source: Professional Development Offerings- Administrative Supervision - Professional Learning Survey Data
Specific Targets: Provide/implement professional learning opportunities for staff to learn how to integrate technology into instruction as a tool to increase achievement

ACTION STEPS

Closing the Achievement Gap

- All students have appropriate access to core curriculum and instruction
- Appropriate intervention and enrichment is provided based on data to identify specific needs.
- A systemic 6-8 approach to servicing special needs students is established and implemented.
- The development of a continuum of services to support struggling learners at all levels and maximize growth of the District's highest achieving students.

Organizational Framework

- Implement, evaluate, and refine the instructional schedule to better meet the needs of all students.
- Effectively use personnel and programming to appropriately support learning and instructional needs.

Instructional Technology Professional Development

- Conduct a yearly needs analysis of staffs' understanding of how to integrate technology into instruction and their ability to do so.
- Provide all staff with differentiated professional development to improve integration of technology into instruction.
- Increase the appropriate use of technology as a tool for higher level learning.