School Profile

Demographics

*Marshall Math Science Academy*
301 Hale Avenue
Harrisburg, PA 17104
(717)703-1200

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Not Provided
Principal: Marisol Craig
Superintendent: Sybil Knight-Burney

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryan Jones</td>
<td>Administrator : Schoolwide Plan</td>
</tr>
<tr>
<td>Marisol Craig</td>
<td>Building Principal : Schoolwide Plan</td>
</tr>
<tr>
<td>Amber Filkins</td>
<td>Ed Specialist - Other : Schoolwide Plan</td>
</tr>
<tr>
<td>Krista King</td>
<td>Ed Specialist - Other : Schoolwide Plan</td>
</tr>
<tr>
<td>Ayanna Casey</td>
<td>Ed Specialist - School Counselor : Schoolwide Plan</td>
</tr>
<tr>
<td>Sarah Kelly</td>
<td>Intermediate Unit Staff Member : Schoolwide Plan</td>
</tr>
<tr>
<td>Donald Albin</td>
<td>Middle School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Leni Cordero</td>
<td>Middle School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Sara Kershner</td>
<td>Middle School Teacher - Special Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Betrena Irvin</td>
<td>Parent : Schoolwide Plan</td>
</tr>
</tbody>
</table>
Federal Programs

School Improvement

*All Title I Schools required to complete improvement plans* must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

*No assurances have been identified*

**Assurance 13**

*No strategies have been identified*
Needs Assessment

School Accomplishments

Accomplishment #1:

ELA

5th grade prediction for proficiency and advanced was 45%  Performance was 61.2%
6th grade prediction for proficiency and advanced was 38%  Performance was 67%
7th grade prediction for proficiency and advanced was 40%  Performance was 70%
8th grade prediction for proficiency and advanced was 54%  Performance was 85.4%

Math

5th grade prediction for proficiency and advanced was 19%  Performance was 27%
6th grade prediction for proficiency and advanced was 11%  Performance was 37.8%
7th grade prediction for proficiency and advanced was 12%  Performance was 38.2%
8th grade prediction for proficiency and advanced was 12%  Performance was 24.5%

Science

8th grade prediction for proficiency and advanced was 52%  Performance was 61.2%
5th grade cohort that moved to 6th grade made gains in ELA from 62.6 to 67.1 and in math from 23.1 to 37.8.

6th grade cohort made gains in math from 27.9 to 38.3 but decreased from 72.1 to 70.4 in ELA

7th grade cohort made gains in ELA from 75 to 85.4 but decreased in Math from 28.8 to 24.5

School Concerns

Concern #1:

Math

5th grade increased from 23.1% in 2014-2015 to 27.3% in the 2015-2016 school year

6th grade increased from 27.9% in 2014-2015 to 37.8% in the 2015-2016 school year

7th grade increased from 28.8% in 2014-2015 to 38% in the 2015-2016 school year

8th grade increased from 22.9% in 2014-2015 to 24.5% in the 2015-2016 school year

Although there was an increase there is still a concern that math proficiency is below 50%

Science

8th grade students decreased from 68.8 in 2014-2015 to 61.2 in the 2015-2016 school year (-7.6)

Prioritized Systemic Challenges

Systemic Challenge #1 (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:
Math
5th grade increased from 23.1% in 2014-2015 to 27.3% in the 2015-2016 school year
6th grade increased from 27.9% in 2014-2015 to 37.8% in the 2015-2016 school year
7th grade increased from 28.8% in 2014-2015 to 38% in the 2015-2016 school year
8th grade increased from 22.9% in 2014-2015 to 24.5% in the 2015-2016 school year
Although there was an increase there is still a concern that math proficiency is below 50%

Science
8th grade students decreased from 68.8 in 2014-2015 to 61.2 in the 2015-2016 school year (-7.6)

Systemic Challenge #2 (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:
Math
5th grade increased from 23.1% in 2014-2015 to 27.3% in the 2015-2016 school year
6th grade increased from 27.9% in 2014-2015 to 37.8% in the 2015-2016 school year
7th grade increased from 28.8% in 2014-2015 to 38% in the 2015-2016 school year
8th grade increased from 22.9% in 2014-2015 to 24.5% in the 2015-2016 school year
Although there was an increase there is still a concern that math proficiency is below 50%

Science
8th grade students decreased from 68.8 in 2014-2015 to 61.2 in the 2015-2016 school year (-7.6)

Systemic Challenge #3 (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:
Math
5th grade increased from 23.1% in 2014-2015 to 27.3% in the 2015-2016 school year
6th grade increased from 27.9% in 2014-2015 to 37.8% in the 2015-2016 school year
7th grade increased from 28.8% in 2014-2015 to 38% in the 2015-2016 school year
8th grade increased from 22.9% in 2014-2015 to 24.5% in the 2015-2016 school year
Although there was an increase there is still a concern that math proficiency is below 50%

Science
8th grade students decreased from 68.8 in 2014-2015 to 61.2 in the 2015-2016 school year (-7.6)

Systemic Challenge #4 (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:

Math
5th grade increased from 23.1% in 2014-2015 to 27.3% in the 2015-2016 school year
6th grade increased from 27.9% in 2014-2015 to 37.8% in the 2015-2016 school year
7th grade increased from 28.8% in 2014-2015 to 38% in the 2015-2016 school year
8th grade increased from 22.9% in 2014-2015 to 24.5% in the 2015-2016 school year
Although there was an increase there is still a concern that math proficiency is below 50%

Science
8th grade students decreased from 68.8 in 2014-2015 to 61.2 in the 2015-2016 school year (-7.6)

Systemic Challenge #5 (Guiding Question #5) 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.

Systemic Challenge #6 (Guiding Question #6) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.
School Level Plan

Action Plans

**Goal #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

**Indicators of Effectiveness:**
- **Type**: Annual
  - **Data Source**: Math PSSA
  - **Specific Targets**: Increase of proficient/advanced percentages of 5% from previous year.

- **Type**: Annual
  - **Data Source**: Science PSSA
  - **Specific Targets**: Increase of proficient/advanced percentages of 5% from previous year.

- **Type**: Interim
  - **Data Source**: On-Hands Benchmark Tests
  - **Specific Targets**: Given 3 times a year, each administration will demonstrate a growth of 3% of

- **Type**: Interim
  - **Data Source**: Walkthroughs, observations
  - **Specific Targets**: Walkthroughs and observations will reveal instructional practices teachers have gained through professional development. This includes regular classroom teachers and Title 1 teachers.

- **Type**: Interim
  - **Data Source**: Lesson Plans
  - **Specific Targets**: Lesson plans will be submitted in a timely manner deemed by the administration, and will also show differentiation plans.

**Strategies:**

**Grade Level Meetings**

**Description:**
Administration will group staff members according to academic discipline and/or areas of need. Members of each group will review the same material and discuss how to implement best practice strategies within the classroom. Through data review, lesson adjustments will be based on students' needs.
Teachers are able to meet as a team and as a department at least once during the 6 day cycle.

**SAS Alignment:** Assessment, Instruction

**Data Driven Differentiation**

**Description:**
Teachers will utilize several formative and summative data sources to drive lesson plans. Through the use of benchmarks and formative assessments for ELA, math, and science, teachers will make necessary adjustments to meet the needs of all the students. Formative and summative assessments will be given and the data collected from this will inform grouping. Based on specific needs of students, teachers will differentiate lessons and activities. Whole group and flexible grouping will address students’ learning needs.

**2015-2016 School Year**

The teachers grades 5-8 utilize Aspire Data to determine the effectiveness and efficiency of the classroom instruction. This data and CDT was used during teacher data chats to review classroom academic performance and growth. The teachers have also been addressing any gaps in the curriculum.

**SAS Alignment:** Assessment, Instruction

**Walkthroughs with Focused Feedback**

**Description:**
Rooted in the Framework for Teaching by Charlotte Danielson, non-evaluative walkthroughs will occur in various ways. School-wide, teacher teams and administrator teams. Walkthroughs may have focused "look fors" that are aligned to the Domains in the Framework. These will be essential for making connections between walkthroughs and student achievement. It will also provide a look at critical instructional strategies used to meet student needs. Feedback will be timely, targeted, and evidence-based.

**Implementation:**

August 2017

Completion: June 2018
Evidence: Walkthrough agendas and feedback forms.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

*Share the Comprehensive Plan With All Stakeholders*

**Description:**

Research shows that if all stakeholders take a part in developing, knowing, and implementing a school improvement plan, there will be more of a chance of building capacity and sustainability.

We will share this plan by posting the information on our school website and sharing it at our open house.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

*Determine Protocols to Analyze Student Work*

**Description:**

Professional development will be conducted with teachers to orient them to the use of specific criteria based upon student work protocols. Teachers will analyze students work utilizing specific protocols to determine whether and/or what instructional practices need to be adjusted.

**Start Date:** 8/21/2017    **End Date:** 8/20/2018

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

**Supported Strategies:**

- Grade Level Meetings
- Data Driven Differentiation

*Discuss Data to Drive Instruction*

**Description:**
At the grade level meetings, the teams will review all benchmark assessment data, report grades, interim reports, ON-Hands, and progress monitoring data.

Evidence: Lesson Plans, Grade/Dept. Level Binders, Walkthroughs and student growth

**Start Date:** 9/18/2017    **End Date:** 6/5/2018

**Program Area(s):**

**Supported Strategies:**

- Grade Level Meetings
- Data Driven Differentiation

*Use Data to Determine Small Group Instruction within the Core*

**Description:**

Strengthening small group core instruction will be based on the specific needs of all students. Students needs will be based on data collected through multiple formative and summative assessments throughout each school year, based on the assessment calendar. Through data collection and PLC meetings, students' growth can be measured and CORE lessons and groups can be adjusted. Small Group Reading Instruction ("ROAR groups") created through multiple reading data points as well as Targeted Math Groups through the Title I Math teacher. Small Group math instruction within the core by all teachers based on assessment data.

Evidence: Student data will be used to create small group instruction.

**Start Date:** 8/21/2017    **End Date:** 5/25/2018

**Program Area(s):**

**Supported Strategies:**

- Grade Level Meetings
- Data Driven Differentiation

*Administrative walkthroughs*
Description:

The implementation of Administrative walk-throughs will produce documentation in the PA-etep system regarding Teacher Effectiveness in the 4 domains. As the Principal studies this data, it will uncover as to whether professional development needs to be conducted in any particular area of instruction.

2015 - 2018

A minimum of three walkthroughs were conducted before formal observations. Pa-etep is no longer used and now we are using My Learning Plan.

Start Date: 8/24/2015   End Date: 5/25/2018

Program Area(s): Professional Education

Supported Strategies:

• Walkthroughs with Focused Feedback

Lesson Plan Review

Description:

Grade level and department Professional Learning Communities will meet to review lesson plans and provide feedback on standards, assessments, and instruction. These meetings will occur bi-weekly. Administrators will review lesson plans and provide feedback. There will be an established and consistent protocol and expected outcomes for these meetings focused on student improvement. This will be conducted on a regular basis throughout the school year for the next three years.

Evidence: Observations, walkthroughs, feedback at Common Planning meetings

Start Date: 8/21/2017   End Date: 5/25/2018

Program Area(s):

Supported Strategies:

• Walkthroughs with Focused Feedback
Appendix: Professional Development Implementation
Step Details

No Professional Development Implementation Steps have been identified for Marshall Math Science Academy.