

**PENNSYLVANIA DEPARTMENT OF EDUCATION**  
A Framework for Continuous School Improvement Planning  
(Spring 2008)

# "GETTING RESULTS!"

## 2008 to 2009 Continuous School Improvement Plan

### Corrective Action Schools District Supplement

<b>SCHOOL:</b> Beaty-Warren Middle School
<b>DISTRICT:</b> Warren County School District
<b>SUPERINTENDENT:</b> Dr. Robert Terrill

I hereby assure the Secretary of Education that the district is providing the technical assistance and corrective action outlined in this document per guidelines required by the Pennsylvania Department of Education. The contents of this supplement have been shared with the principal of the school in Corrective Action.

\_\_\_\_\_  
Superintendent's or CEO Signature

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**NOTE**

Double click on School Name below to add the school name and district to all pages of the document.

***Please indicate your school's most recent NCLB/AYP status:***

☐ Corrective Action I

☐ Corrective Action II

☒ Making Progress (CA1, CA2)

## Phase 3 - Plan Solution

## Action Sequence

## LEA Supports for School in Corrective Action

## What the Law and Regulations Say about Corrective Action

NCLB §1116(b)(7)(C)(iv)

The LEA must take **at least one** of the following corrective actions:

**Option 1** - Replace the school staff relevant to the failure to make Adequate Yearly Progress.

**Option 2** - Institute and fully implement a new curriculum, including providing appropriate professional development for relevant staff, that is based on scientifically based research and offers substantial promise for improving educational achievement for low-achieving students and enabling the school to make Adequate Yearly Progress.

**Option 3** - Significantly decrease management authority at the school level.

**Option 4** - Appoint an outside expert to advise the school on its progress, based on its school plan.

**Option 5** - Extend the school year or school day for the school.

**Option 6** - Restructure the internal organizational structure of the school.

## STEP 1: NCLB OPTION

Which option(s) did you choose?

**Option 2 and Option 6**

Why do these option(s) make the most sense for the students in the school?

**NEW CURRICULUM AND A NEW MIDDLE LEVEL PROGRAM OFFER THE BEST OPPORTUNITY FOR IMPROVING STUDENT ACHIEVEMENT**

## STEP 2: DELIVERY

What Needs to Be Done to Implement the Chosen Action(s)?	By Whom?	By When?	With What Funding Source?	Effectiveness <i>How will you know if it is working?</i>
<u>Continue to</u> develop a Middle Level Program that will provide more time in core content areas, while instilling important components of the Middle Level philosophy.	Beaty Faculty, Administration, Superintendent, Board of Directors	On-Going/ 2009-2010 School Year		Continued improvement in PSSA Scores and 4Sight scores for the 2008-2009 School Year, Increased Parent Communication, Master Schedule designed for Middle Level
Additional professional development will be offered on instructional strategies.	Academic Coaches, Reading Specialists, Administration, IU5, Outside experts	01-09	Title II A Funds, Accountability Block Grants, and School Level Instructional Funds	Increased use of Key Instructional Strategies evident in lesson planning and through observation and evaluation, evidence of learning community in the school with strategic discussions regarding instruction, curriculum, and assessment.

STEP 2: DELIVERY				
What Needs to Be Done to Implement the Chosen Action(s)?	By Whom?	By When?	With What Funding Source?	Effectiveness <i>How will you know if it is working?</i>
<u>Provide professional development related to district focus areas. Incorporate framework and identified strategies into all professional development sessions. Review student data, teacher lesson plans and assignments, and student work. Target use of coaches</u>	Administration, Academic Coaches, Teachers	01-09	Title II A Funds, Accountability Block Grants, and School Level Instructional Funds	Increased use of Key Instructional Strategies evident in lesson planning and through observation and evaluation, evidence of learning community in the school with strategic discussions regarding instruction, curriculum, and assessment.
<u>Communicate about district wide focus and expectations.</u> <u>Support principals with developing and monitoring School Improvement Plans that reflect the district focus and address needs based on analysis of data. Meet with parent groups to discuss focus and needs.</u>	School Improvement Team, administration, teachers, parents	01-09	Title II A Funds, Accountability Block Grants, and School Level Instructional Funds	Continued improvement in PSSA Scores and 4Sight scores for the 2008-2009 School Year, Increased Parent Communication, Increase in parent communication and accessibility, development of School Improvement Team comprised of all stakeholders including parents,
Continue professional development in brain based learning. Work in teams to create brain based learning ideas. An outside expert in brain based learning is scheduled to present to the WCSD staff.	Administration, Academic Coaches, Teachers	01-09	Title II A Funds, Accountability Block Grants, and School Level Instructional Funds	Continued improvement in PSSA Scores and 4 Sight Scores for the 2008-2009 School Year, Increased Parent Communication, Increased use of Key Instructional Strategies evident in lesson planning and through observation and evaluation, evidence of learning community in the school with strategic discussions regarding instruction, curriculum, and assessment.
Continue to identify students that would benefit from targeted small group strategic instruction and corrective reading. We will continue to monitor subgroups to ensure sustained growth and achievement.	Administration, Board of Education, Teacher, Tutors	On-going/ 2009-2010 School Year	Title II A Funds, Accountability Block Grants, District Level Funding	Decrease in the gap between overall population of students and targeted populations and improved scores on the PSSA and 4 Sights.
<u>Review and revise curriculum, course sequencing, and Planned Courses with Eligible Content, as needed. Meet with school staff and parents to review curriculum. Identify and purchase resources needed to deliver general education curriculum and interventions that meet the needs of IEP and Economically Disadvantaged students.</u>	Administration, Teachers, Parents, Board of Directors, Tutors	2009-2010 School Year		Continued improvement in PSSA Scores and 4 Sight Scores for the 2008-2009 School Year, Increased Parent Communication, Increased use of Key Instructional Strategies evident in lesson planning and through observation and evaluation, evidence of learning community in the school with strategic discussions regarding instruction, curriculum, and assessment.

## Phase 3 - Plan Solution

## Action Sequence

## LEA Supports for School in Corrective Action

## What NCLB and Regulations Say About the LEA's Support of Schools in Corrective Action

When a school is identified for Corrective Action, it signals the LEA to take greater control of the school's management and have a greater hand in its decision-making. The LEA must continue to provide technical assistance to a school in corrective action through direct assistance or through the Statewide System of Support. The providers should have experience in complex problem analysis; effective, scientifically based curriculum and instruction; and working with teachers to create positive change.

Directions: In the chart below, indicate who is providing technical assistance for the school. Include other entities such as: Central Office Personnel, Intermediate Units, Distinguished Educators, Distinguished School Leaders, Institutions of Higher Education, or Private Organizations.

Technical Assistance			
What technical assistance will the District provide or obtain to help the school make progress toward all students becoming proficient?			
Who is providing technical assistance?	What technical assistance are they providing?	How often?	Effectiveness <i>How will you know if it is working?</i>
Academic Coaches	Academic Coaches are providing assistance in curriculum knowledge and instruction strategies for teachers.	Weekly and on an as-needed basis	Increased use of Key Instructional Strategies evident in lesson planning and through observation and evaluation. There will be an increase level of communication that incorporate a common language
Mike Shackleford	Provides Instructional workshops that focus on Differentiated Instruction Strategies for increase student participation and achievement	Monthly	Continued improvement in PSSA Scores and 4 Sight Scores for the 2008-2009 School Year, Increased Parent Communication, Increased use of Key Instructional Strategies evident in lesson planning and through observation and evaluation, evidence of learning community in the school with strategic discussions regarding instruction, curriculum, and assessment.
Intermediate Unit # 5	Instructional Trainings, Workshops, Webinars, Administrative Support, Library Media Services and Supplements	On an as-needed basis	The IU has been very supportive in assisting with trainings on resources available to teachers and administrators, instructional practice, networking for administration and teachers, and technology resources

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