

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

South Allegheny School District

School Building Name

South Allegheny Middle School / High School

4-Digit School Building Code

0440

School Street Address

2743 Washington Blvd. McKeesport, PA 15133

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
David McDonald	High School Principal	South Allegheny High School
Brianne Mayer	Reading Instructor - Grade 7	South Allegheny MS / HS
Kim Piekut	ELA Coach / English Dept. Chairperson	South Allegheny MS / HS
Tim Rishel	Math Coach	South Allegheny MS / HS
Chad Smith	Guidance Counselor 9-12	South Allegheny MS / HS
Tim Smith	English Instructor	South Allegheny MS / HS
Joy Wyler	Biology Instructor	South Allegheny MS / HS
Kerri Yablonsky	Social Studies Instructor	South Allegheny MS / HS
Janeen Garancsi	Parent	Community
Armand Martin	District Magistrate	Community
Shawn DeVerse	School Board President	South Allegheny School District/Community

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

Efforts of School Leaders - One of the initial responsibilities of the School Leaders was to choose responsible, dedicated and reliable stakeholders from various sectors of the community, such as the school, the community partners, school board members, all members of the community, etc.... ALL means ALL stakeholders interested in the intellectual, physical and social development of the students who attend South Allegheny High School (Grades 7 – 12) so as to have each student graduate college and/or career ready. After receiving notification from the Pennsylvania Department of Education, Department of School that the high school was designated as A-TSI as not meeting the following targets as per the PA Future Ready Index : 1) Students with Disabilities, 2) Economically Disadvantaged. The letter also indicated that the Allegheny Intermediate Unit would serve as the supporting agency for South Allegheny High School, With that in mind, as of January 2019, Dr. Lisa Duval, Superintendent and Mr. David McDonald, High School Principal began to brainstorm a list of stakeholders that might be strong Steering Committee leaders. From that point, they strategically categorized the names on the list via each of their specific interests, i.e., academic achievement, student needs, climbing the career ladder, financial gain, community improvement, etc.... From that determination, the school administrators began to weed out persons who might only want to serve for their own personal gain rather than for the good of the school. From the final list, school administrators began to personally approach the stakeholders, gave them a brief overview of an SCSC member's responsibilities and asked them to consider serving. After a few days, phone calls were made to once again reach out to the various stakeholders and ask for their commitment to serving on the Steering Committee. Thus the present School Community Steering Committee for South Allegheny High School was born.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

Members of the School Community Steering Committee (SCSC) have been empowered to envision the school through the lens of its mission/vision, and defined successes. They engaged in exploring the Essential Practices at the introductory advisory meeting held at the Allegheny Intermediate Unit on February 4, 2019. The SCSC then met again on March 8, 2019 to analyze the look-fors under each of the eighteen (18) Essential Practices in order to assure that the most critical areas of concern would be addressed in the School Improvement Plan. Once the committee had determined the Priorities under each Practice, they came to a consensus as to what three (3) Essential Practices should be the focus of the 2019-20 SY Improvement Plan. Next came the task of determining the root cause(s) for these needs. Upon identifying the root cause(s), the SCSC began to set goals, explore evidence based practices and to create an Action Plan. During the last week of May 2019, the committee will set-up informational sessions for the faculty, staff and administration at which time they will present and discuss the components of the Action plan and the steps for implementation of the plan. A specific timeline will be established for the implementation steps and processes. A Checklist will be developed so as to assist the SCSC members to monitor the plan in an organized, timely and documented fashion. The SCSC will develop specific written protocols that will outline the specific duties of each SCSC member regarding the monitoring of the plan. The SCSC will meet at least once per quarter to discuss the WOWS and scowls of the plan and to adjust the course as needed pending consensus of the committee. At the end of the 2019-2020 SY, the entire Action Plan will be revisited and revised as needed in order to begin addressing other priorities that will further enhance School Improvement.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
The vision of the South Allegheny Middle School/High School is to establish a unified community that empowers stakeholders to create a universal pathway driven by high expectations that cultivates life-long learners to be successful in a global society.	To increase the number of students reaching the proficiency level in ELA by 13.5% and in mathematics by 18% as of the 2024 - 25 SY.
	To increase Attendance to School by 10% as of the 2024-25 SY with a focus on the Special Education Population.
	To decrease the number of discipline referrals to the office by 25% as of the 2024-25 SY.

II. School Level Needs Assessment

A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

South Allegheny High School engaged in timely and meaningful consultation with a broad range of stakeholders to include families, students, educators, Board Members and community partners to understand the most pressing needs of the entire school community and to discover the root cause(s) of those identified needs. ALL stakeholders serving on the School Community Steering Committee are genuinely interested in the intellectual, physical and social development of the students who attend South Allegheny High School. Once the stakeholders were chosen by the LEA, the School Community Steering Committee (SCSC) was officially established. The SCSC began to gather both quantitative and qualitative data to provide sources of evidence for the Essential Practices Assessment. The Principal send electronic surveys to all the educators, students and parents to be used during the analysis phase of the process. The information gleaned from these surveys was compiled and utilized by the SCSC members to make informed decisions. The first SCSC meeting was held on February 4, 2019 at the Allegheny Intermediate Unit to make the SCSC members aware of their role in the School Improvement Process (SIP) and to become familiar with the Essential Practices which are made up of four (4) Conditions: 1) Focus on Continuous Improvement of Instruction; 2) Empower

Leadership; 3) Provide Student Centered Support Systems and 4) Foster Quality Professional Learning. Under each of these four Conditions are eighteen (18) specific Essential Practices. The committee members were instructed to choose two (2) Essential practices as their Priorities. The South Allegheny SCSC decided that they were in need of actually delving deeper into the Practices via the Look-Fors and data sources so as to make data informed decisions via a collaborative process. The SCSC met and formally conducted a deep dive into the Practices and then prioritized the Practices under each of the Conditions. From that information the SCSC determined via the data what three (s) Practices would become the Priorities for the 2019-20 SY. Priority Statements were written along with SMART GOALS and the Action Plan was created as outlined in the Pennsylvania School Improvement Plan document.

The completed School Improvement Plan was presented to the Board of Education for review and acceptance on June 15, 2019 and submitted to PDE on June 16, 2019.

The SCSC met on the following dates and completed the designated tasks:

February 4, 2019	Initial meeting of the SCSC at the Allegheny Intermediate Unit
March 8, 2019	Deep Dive into the Essential Practices under the Conditions of Empowering Leadership, Providing Student Centered Support Systems and Fostering Quality Professional Learning
March 25, 2019	Completed the Deep Dive, Prioritized the Needs and Conducted Root Cause Analysis
April 15, 2019	Completed the School VISION STATEMENT and began to populate Sections I and II of the School Improvement Plan; Wrote Priority Statements
April 22, 2019	Wrote SMART Goals and Explored Evidence Based Resources
May 8, 2019	Began Action Planning
May 29, 2019	Revisited and revised plan

B. Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
Graduation Rate over all exceeds the State Rate and the Educationally Disadvantaged subgroup also exceeds the State Rate.	According to the Future Ready PA Index, Graduation Rate over all is at 90.8% in comparison to the State rate of 86.6%. The Educationally Disadvantaged subgroup graduation rate is at 88.1% in comparison to the State rate of 86.6%.
Students taking the NOCTI exam exceeded the state rate of passing by 67.2%.	According to the 2018 NOCTI exam, 91% of the students tested passed the exam in comparison to the State rate of 23.8%.
Children are treated with respect in the school.	According to the Parent Survey, 80% of the parents reported that their children are treated with respect in the school.
There is minimal bullying at school and students feel safe at school.	According to the Parent Survey, 80% of the parents believe there is minimal bullying at the school and according to the Student Survey, students reported that they feel safe at school.
High expectations are promoted for the majority of the students.	According to Student Survey, 77% of students reported that there are high expectations for them to work hard to achieve success.

C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
A need to shape the vision for continuous improvement of teaching and learning.	There currently is NO Vision Statement for the MS/HS; therefore, the commitment to attaining the ultimate goal is not recognized.	Yes	Lack of support with rigor
Identification of Individual Student Learning needs	According to Future Ready PA Index 2018-19 SY: ELA - 53.1% State 63% Math 31.1% - State 45.5% Bio/Sci 41.9% State 64.3%	Yes	Lack of awareness of data analysis
A need to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	Total # of discipline referrals in December of 2018 was 106 , March 2019, 118 referrals. Thus showing an increase in the # of referrals over a 4 month period of time.	Yes	Lack of implementation of effective and consistent systems that support high expectations for learning and behavior.
.		Choose an item.	
		Choose an item.	

D. Established Priorities and Aligned Outcome Categories

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

Priority Statements	Rationale	Outcome Category
1. To shape the vision for continuous improvement of teaching and learning.	If the vision for continuous improvement of teaching and learning is well articulated and implemented with fidelity, then	Essential Practices Condition 2 - Empower Leadership

	all stakeholders will strive to reach the expectations set forth to achieve academic growth.	
2.To identify and address individual student learning needs in order for all students to achieve academic success	If individual student needs are identified and addressed through various instructional strategies, then all students should achieve academic success and show sustained academic growth.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
3.To promote and sustain a positive school environment where all members feel welcomed, supported and safe in school, socially, emotionally, intellectually, and physically.	If a positive school environment where all students feel welcomed, supported and safe is promoted and sustained, then the discipline referrals to the office will decrease leading to students receiving a viable and equitable education preparing them to become productive life long learner.	Essential Practices Condition 3 - Provide Student-Centered Support Systems

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: ___ To shape the vision for continuous improvement of teaching and learning .

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>During the 2019-2020 SY, a clearly defined vision for continuous improvement of teaching and learning will be shaped and implemented to include strategies that are evidence based and monitored via lesson plans, walk-throughs and observation and indicate that at least 85% of the faculty is in compliance by March 31, 2020 .</p>	<p>By September 30, 2019, school leaders will have worked collaboratively with 100 % of the stakeholders to have developed and begun to implement, monitor, and evaluate the A-TSI School Improvement Plan aligned to the established vision, mission and school needs. Monitored via the Weekly lesson plans, walk-throughs, observations and School Community Steering Committee Checklist. At least 25% of the faculty will be in total compliance.</p>	<p>By December 31, 2019, the School Improvement Plan will be fully implemented, monitored and a focus on measurable short and long term goals will be clearly articulated for the whole school, as well as student groups (especially students who are economically disadvantaged, students with disabilities and student groups who are historically marginalized. Monitored via Weekly lesson plans, walk-throughs, and observations & School Community Steering Committee Checklist - feedback to individual instructors. At least 50% of the faculty will be in total compliance.</p>	<p>By March 31, 2020, the school community will maintain a consistent process for ensuring that the School Improvement Plan and school's vision drives decisions, school-level processes, practices, and classroom activities and inform the culture of the school. Monitored via Weekly lesson plans, walk-throughs, and observations & School Community Steering Committee Checklist - feedback to individual instructors. At least 85% of the faculty will be in total compliance.</p>
<p>During the 2019-20 SY, the A-TSI School Improvement Plan will be monitored via Faculty/Staff input using Survey Monkey and revised on a quarterly basis in order to assure that the current needs of the school community are being met.</p>	<p>By September 30, 2019, the School Community Steering Committee (SCSC) will have introduced the School Improvement Plan</p>	<p>By December 31, 2019, the SCSC will have used the data from the Survey Monkey evaluation to provided individualized support to faculty and staff to assure that the current needs of the</p>	<p>By March 31, 2020, the SCSC will once again evaluate the data from Survey Monkey on the SIP to make necessary updates and revision to the SIP. This information will</p>

	to all faculty and staff so as to assure that each member of the teaching staff understands t his/her responsibility of carrying out the components of the School Improvement Plan. The understandings will be measured through a Survey Monkey evaluation.	community are being met. Data from various sources ie, attendance, discipline, CDTs for ELA and mathematics, EdInsight Portal, lesson plans, etc... will be used to assure that the plan is being utilized with fidelity. Instructor Feedback on the SIP will be conducted via Survey Monkey.	be utilized to begin the annual review and revision of the SIP for the 2020-21 SY.
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Priority Statement #2: To identify and address individual student learning needs in order for all students to achieve academic success.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
During the 2019-20 SY, the ELA and mathematics curricula aligned to the PA standards will be implemented and monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 2.7% increase in ELA proficiency and a 3.6% increase in mathematics proficiency.	Prior to September 30, 2019 ,a systematic and effective process will be used to collaboratively review 100% of the school's ELA and mathematics curricula for alignment to state standards and to identify and provide extensive support to students having trouble meeting the standards. CDTs will be administered in each of the above content areas to establish baseline data.	By December 31,2019, 100% of the ELA and mathematics instructors will have access to curricula related materials and the training necessary to use curricular and data resources related to the learning goals for the school. and to exhibit instructional flexibility and responsiveness that allows for timely adjustments based on student needs. The utilization of materials and acquired knowledge will be evidenced in lesson plans, walk-throughs, data meetings and observations thus	By March 30, 2020 - 100% of the ELA and mathematics instructors assessments will be periodically reviewed to ensure alignment to grade-level expectations and learning targets. Educators will share these learning target, performance requirements, and assessment results in student-friendly language. To be evidenced in lesson plans, walk-throughs, data meetings and observations thus leading to at least

		leading to at least an increase of 1% proficiency in ELA and a 2% increase in mathematics as per CDTs.	an increase of 2.7% proficiency in ELA and a 3.6% increase in mathematics as per CDTs.
During the 2019-20 SY, individual student learning needs will be identified and addressed through the use of a variety of materials, curricula, and academic tasks that are responsive to the range of student needs and monitored via observations, lesson plans, walk-throughs, student feedback forms and CDTs. Thus showings at least a 2.7% increase in ELA proficiency and a 3.6% increase in mathematics proficiency.	By September 30, 2019, an effective process to identify and provide extensive support to students having trouble meeting standards will be in place and an evidence based approach to meet the needs of students with disabilities will be in place and monitored via lesson plans, walk-throughs and observations and to administer CDTs to establish baseline data (BOY).	By December 31, 2019, school leaders will strategically monitor educators instructional practices so as to provide opportunities for students performing at grade level and beyond to ensure their learning is challenging, engaging, and sustained. Evidenced through lesson plans, walk-throughs, observations and student feedback forms thus leading to at least an increase of 1% proficiency in ELA and a 2% increase in mathematics from BOY data as per CDTs.	By March 30, 2020, educators will provide multiple options for students to demonstrate what they know and can do related to standards - aligned goals and learning targets as evidenced by classroom assessments, benchmark assessments (CDTs), PSSA and Keystone Exams thus leading to at least an increase of 2.7% proficiency in ELA and a 3.6% increase in mathematics from the BOY data as per CDTs.

Priority Statement #3: __To promote and sustain a positive school environment where all members feel welcomed, supported and safe in school, socially, emotionally, intellectually, and physically. .

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
During the 2019-20 SY, the school will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to an increase in attendance to school by at least 2.4% per year.	By September 2019, 100% of faculty and staff will participate in professional development that is designed to focus on promoting and sustaining a positive school climate and the baseline data from EOY 2018-29 SY for attendance will	By December 31, 2019, faculty and staff will implement policies that promote curriculum content, continued monitoring and standards for social, emotional, ethical, and civic learning and are fully integrated into the classroom and school	As of March 31, 2020, faculty and staff, collaboratively publicize and model codes of conduct that support positive and sustained school climate. Thus, attendance data will show an increase of 2.4% in comparison

	be established and monitored weekly via the student information data system.	in ways that align with career readiness pathways and future success in our global economy thus, MOY attendance data will show an increase of 1.5% from the EOY 2018-19 SY.	to the EOY 2018-19 SY data.
During the 2019-20 SY, the school will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease discipline referrals by 10% per year.	By September 2019, 100% of faculty and staff will participate in professional development that is designed to focus on promoting and sustaining a positive school climate and the baseline data from EOY 2018-29 SY for behavior referrals will be established and monitored weekly via the student information data system.	By December 31, 2019, faculty and staff will implement policies that promote curriculum content, continued monitoring and standards for social, emotional, ethical, and civic learning and are fully integrated into the classroom and school in ways that align with career readiness pathways and future success in our global economy thus, MOY discipline referrals will decrease by 5% from the EOY 2018-19 SY.	As of March 31, 2020, faculty and staff, collaboratively publicize and model codes of conduct that support positive and sustained school climate. Thus, the discipline referrals will decrease by 10% in comparison to the EOY 2018-19 SY data.

IV. Action Plans

A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, and stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: To shape the vision for continuous improvement of teaching and learning.

Measurable Goals	Evidence-Based Strategy
<p>During the 2019-2020 SY, a clearly defined vision for continuous improvement of teaching and learning will be shaped and implemented to include strategies that are evidence based and monitored via lesson plans, walk-throughs and observation and indicate that at least 85% of the faculty is in compliance by March 31, 2020.</p>	<p>Transforming Vision into Reality https://www.amanet.org By communicating successfully, embracing change, developing implementation plans and creating operating models that make sense, your organization can take the loftiest of visions and transform them into a profitable, fulfilling reality. https://www.clearpointstrategy.com/how-to-write-a-vision-statement-why-that-isnt-enough/</p> <p>Shaping a Vision of Academic Success for All Students, Project Group 1: http://2wh2pdomc1q415tdl40khdki.wpengine.netdna-cdn.com/wp-content/uploads/2015/10/Group-1-Vision_of_Success_FINAL_10_19_142-31.pdf Over a decade of research on school leadership with more than 70 research reports and other publications has helped The Wallace Foundation figure out what makes an effective principal. In short, their studies show that effective principals perform five practices well to improve learning for all students: • Shaping a vision of academic success; • Creating a climate hospitable to education; • Cultivating leadership in others; • Improving instruction; and • Managing people, data and processes to foster school improvement. Tier II</p>
<p>During the 2019-20 SY, the School Improvement Plan will be monitored via Faculty/Staff input using Survey Monkey and revised on a quarterly bases in order to assure that the current needs of the school community are being met.</p>	<p>Use Surveys to Gain Incite: Ask teachers, administrators and other faculty members if they're satisfied with the amount of support and resources available to them. And determine the effectiveness of procedures and leadership structures in your institution.</p> <p>How to use the School Survey of Practices Associated with High Performance: Overview - This report describes and explains how to use the School Survey of Practices Associated with High Performance, which measures the degree to which schools are engaging in practices associated with high performance. State education departments and school districts can use the survey results to identify and describe school practices associated with high performance, compare practices across school subgroups, target schools for specific interventions, and design interventions. The survey, designed to be taken by teachers and school administrators, measures practices in the domains of effective leadership, strong curriculum, professional development, school culture, and ongoing data use for school improvement. The survey has undergone psychometric validation. The report also includes the survey and describes its development and validation. https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/rel_2016162.pdf</p>

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Priority Statement #2: To identify and address individual student learning needs in order for all students to achieve academic success.

Measurable Goals	Evidence-Based Strategy
<p>During the 2019-20 SY, the ELA and mathematics curricula aligned to the PA standards will be implemented and monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 2.7% increase in ELA proficiency and a 3.6% increase in mathematics proficiency.</p>	<p>What Works in Schools: Translating Research into Practice, Marzano, 2003 - "Guaranteed and Viable Curriculum. A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn. Each student will have access to an effective or highly effective teacher, and access to the same content knowledge and skills in each section or class."</p> <p>John Hattie developed a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen's d). In his groundbreaking study "Visible Learning" he ranked 138 influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this 'hinge point', in order to find an answer to the question "What works best in education?" Refer to the following website for Effect Sizes on Student Achievement in regarding's to Curricula: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/hattie-ranking-curricula-effects/ Tier 1</p>
<p>During the 2019-20 SY, individual student learning needs will be identified and addressed through the use of a variety of materials, curricula, and academic tasks that are responsive to the range of student needs and monitored via observations, lesson plans, walk-throughs and student feedback forms.</p>	<p>Leverage Growth Data for Principals and Teachers In an earlier post, we shared some insights into how teachers can use MAP® Growth™ assessment data to work with students. Students can leverage growth data to improve their learning and motivation. It can help them create a positive growth mindset, set learning goals, and help them look ahead. Teachers and principals can also leverage growth data. Tier IV</p> <p>My Path -Intervention for Grades 6–12 MyPath is an online learning intervention program for middle and high school students that offers data-driven differentiated instruction in math and ELA. Designed to meet students at their learning level, the age-appropriate instruction in MyPath spans skills and concepts covered in grades 3 through 11, and is built to help students get back on track. The data and reporting features in MyPath empower educators to monitor student performance at a glance, and quickly step in to offer extra help where needed. No studies have been conducted to date according to evidence for essa.org</p> <p>Using Student Achievement Data to Support Instructional Decision</p>

	<p>Making: Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with data and the means to harness the information data can provide, educators can make instructional changes aimed at improving student achievement, such as:</p> <ul style="list-style-type: none"> • prioritizing instructional time • targeting additional individual instruction for students who are struggling with particular topics • more easily identifying individual students' strengths and instructional interventions that can help students continue to progress • gauging the instructional effectiveness of classroom lessons • refining instructional methods • examining school wide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses. Brunner et al. (2005); Supovitz and Klein (2003); Wayman and Stringfield (2006). <p>WWC - levels of evidence are LOW</p>
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Priority Statement #3: To promote and sustain a positive school environment where all members feel welcomed, supported and safe in school, socially, emotionally, intellectually, and physically.

Measurable Goals	Evidence-Based Strategy
To promote and sustain a positive school environment where all students feel welcomed, supported, and safe in school in order to increase attendance to school by at least 2.4% per year.	<p>Attendance ----- Text Messages to Parents This program is a "two-way, text-based parent-school communication system to encourage daily attendance, provide parents with personalized feedback on their child's attendance, and provide support to mitigate challenges that threatened parents' ability to get their child to school regularly" (Smythe-Leistico, Ken & Page, Lindsay, 2018). Tier I</p>
To promote and sustain a positive school environment where all students feel welcomed, supported, and safe in school in order to decrease discipline referrals by 10% per year.	<p>Discipline PBIS - Study #2 It has been demonstrated that the key features of SWPBIS used in elementary and middle school implementation are of equal importance to high school implementation (Flannery, Frank, Doren, Kato, & Fenning, 2013). At all school levels, this implementation framework includes a representative school leadership team that works with the staff, students and administrators to: (1) identify and monitor schoolwide outcomes; (2) develop systems to support implementation and sustainability; (3) implement evidence based practices to increase a positive social climate and learning environment; and (4) develop data management systems to monitor progress and make effective data based decisions based on the school context.</p> <p>In high schools, it is instead the context that has a major impact on</p>

	<p>high school implementation. There are three primary contextual influences in high schools that need to be taken into consideration when implementing PBIS in high schools: Size, Culture, & Developmental Level. Research has demonstrated that for high schools to adapt the implementation process to these contextual influences, they must focus on key foundational systems (data, leadership, and communication), and that it is through these systems that high schools can successfully implement the core PBIS features to achieve desired student outcomes (Flannery, Frank, & Kato, 2012). Tier I</p>
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B. Action Plan Steps

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

Expenditures:

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

Professional Learning Opportunities:

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

School Level Action Plans

Priority #1 – Measurable Goal #1: _Priority #1: To shape the vision for continuous improvement of teaching and learning. Goal #1: During the 2019-202 SY, a clearly defined vision for continuous improvement of teaching and learning will be shaped and implemented to include strategies that are evidence based and monitored via lesson plans, walk-throughs and observation and indicate that at least 85% of the faculty is in compliance by March 31, 2020 .

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Impleme
Brainstorming Session: Need for a Vision Statement, Review "How to Write a Vision/Mission Statement	Evidence Based Resources	SCSC Team	By Septem
Analyze Data	Student Surveys Parent Surveys Essential Practices Summary Ratings	SCSC Team	By Septem
Write a Vision for Continuous Improvement of Teaching and Learning	Evidence Based Resources	SCSC Team	By Septem
Portrait of a Graduate/Vision Statement - conduct surveys for input from students, parents and teachers regarding.....the Six Pillars: 1) Demonstrate Integrity 2) Demonstrate Resilience 3) Exhibits Curiosity 4) Shows Responsibility 5) Celebrate Diversity 6) Prioritize Effectively	Surveys Protocol for Portrait of a Graduate	Principal	By Septem
Sharing of vision/plan with all stakeholders	District Website Skyward - Student Information System Posters - Advertising and Design School Website	Maria Borkoski Ellen Eyth Laura Thomson	Beginning 30, 2019 throughout SY.

Anticipated Outputs:

The Vision Statement itself will create a clearly defined Universal Direction for all stakeholders
All students will develop high expectations, cultural acceptance and global perspectives through the implementation of the vision and learning especially economically disadvantaged and students with disabilities.

Monitoring/Evaluation Plan:

Student Survey - Grades 8 - 12 End of the 2019-20 SY - compare to the 2018-19 survey results. Once/quarter have a

Meeting" - via department to share out embedded practices in each classroom.

Expenditures: Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Development Plan to achieve this goal.

Professional Learning Goal: 1.To participate in professional development that focuses on creating high expectations and a rigorous academic environment while making students aware of global opportunities.

Audience	All Stakeholders
Topics to be Included	Establish the definition of "high expectations" and to make instructors aware of global opportunities available for students to choose from in order to make appropriate choices.
Evidence of Learning	A more rigorous implementation of instructional Best Practices through question-based learning, and differentiated strategies. Also, increased awareness of career opportunities for all students that lead to an increase in Career Readiness data.
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: January 2020
Lead Person/Position	Mr. McDonald / Principal

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #1- Measurable Goal #2: _Priority #1: To shape the vision for continuous improvement of teaching and learning. Measurable Goal #2: During the 2019-20 SY, the A-TSI School Improvement Plan will be monitored via Faculty/Staff input using Survey Monkey and revised on a quarterly bases in order to assure that the current needs of the school community are being met. .

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Impleme
Introduce and educate all faculty / staff regarding implementation of A-TSI School Improvement Plan	A-TSI School Improvement Plan	Mr. McDonald / Principal SCSC	August 15
Administer Survey Monkey to gather data from faculty / staff to assure their understandings of the SIP components and implementation steps.	Survey for Faculty / Staff on Survey Monkey	Mr. McDonald / Principal SCSC	September
Review Survey Data and make necessary updates to SIP	Survey Data	Mr. McDonald / Principal SCSC	By Decem
Continue to provide necessary supports to faculty/staff in order to gain competency in the SIP implementation		Mr. McDonald / Principal SCSC	December 30, 2020

Anticipated Outputs:

85% of the Faculty/Staff will be able to share, explain, and implement the necessary components of the School improvement Plan leading to improved teaching and learning experiences for all stakeholders.

Monitoring/Evaluation Plan:

Utilizing survey data, provide continuous support and feedback . Administrators will conduct fidelity checks via Department meetings and one-on-one collaboration between faculty/staff and administrator(s).

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #2 – Measurable Goal #1: _Priority #2: To identify and address individual student learning needs in order for all students to achieve academic success. Goal #1: During the 2019-20 SY, the ELA and mathematics curricula aligned to the PA standards will be implemented and monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 2.7% increase in ELA proficiency and a 3.6% increase in mathematics proficiency.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Impleme
Rollout the ELA and mathematics curricula using the EdInsight Curriculum Management System	Edinsight Curriculum Management System SAS Portal (Website) - Curriculum Frameworks for ELA & mathematics	Principal Curriculum Team	By Septer
Review the essential components of the curricula and how to transfer the necessary information into daily lesson plans.	ELA curriculum mathematics curriculum Lesson Plan Format	Principal Curriculum Team	By Septer
Create a data team, protocols and procedures around analysis of individual student data in order to provide differentiated instruction and intervention.	Data Protocol Format	Principal	By Septer
Exam student data from ELA and math (PSSA, Keystone, CDT) and determine specific need(s) of each student. Relate need(s) to specific curricular targets and provide necessary intervention through utilization of various instructional strategies	Data sources, ie CDTs, PSSA,Keystone Exams, etc... Access to EdInsight Student Data System Crosswalk between tested standards, anchors & eligible content to students' needs	Data Team	By Septer

Anticipated Outputs:

Due to the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content to increase student achievement and show continued growth in ELA and mathematics.

Monitoring/Evaluation Plan:

Lesson Plans, walk-throughs, data meetings and observations

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: To provide professional development around the implementation of standards curricula using the PA Framework as the driving resource.

Audience	Curriculum Team/Authors/Faculty and Staff
Topics to be Included	PA Curriculum Frameworks /SAS Format for written curricula : Units, Topics, Lessons - Pacing Guides Utilization of EdInsight Curriculum Management System Development of Data Teams and Protocols
Evidence of Learning	Implementation of the written curricula and pacing guides An increase in the faculty/staff's knowledge of individual student's strengths and needs An increase in student achievement and growth due to a narrow focus on specific content delivered via differentiated strategies.
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Mr. McDonald/Principal and Curriculum Committee/Authors

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #2 – Measurable Goal #2: Priority #2: To identify and address individual student learning needs in order for all students to achieve academic success. Goal # 2: During the 2019-20 SY, individual student learning needs will be identified and addressed through the use of a variety of materials, curricula, and academic tasks that are responsive to the range of student needs and monitored via observations, lesson plans, walk-throughs and student feedback forms.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation
To provide time for the Data Team and Curriculum Team to meet and discuss how to follow the written protocols and best address individual student needs	Data Protocols Curricula for ELA and mathematics	Mr. McDonald / Principal Data Team Curriculum Committee/Authors	By September
Create Assessment Calendar	List of all assessments	Curriculum Committee/Authors	By August
Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support.	CDTs - ELA, mathematics		Introduce 2019 and June 30, 2020
Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in EdInsight.	Data Portal in EdInsight	Data Team Faculty/Staff	September 30, 2020 on a quarterly

Anticipated Outputs:
A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curriculum, and implement a plan for recovery and improvement.

Monitoring/Evaluation Plan:
Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings
student achievement data, improvement of CDT scores as well as per growth reports.

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #1: ___ Priority #3: To promote and sustain a positive school environment where all members feel welcomed, supported and safe in school, socially, emotionally, intellectually, and physically. Measurable Goal #1: To promote and sustain a positive school environment where all students feel welcomed, supported, and safe in school in order to increase attendance to school by at least 2.4% per year.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation
Develop a Core Team		Mr. McDonald/Principal	August 13
Whole Faculty/Staff Overview to establish a common understanding of what a positive school environment looks and feels like. PBIS Training - Consider Context: 1) Size, 2) Culture, 3) Developmental Level - Refer to - https://www.pbis.org/resource/1256/consider-context-implementation-in-secondary-schools	website - PBIS in High Schools - https://www.pbis.org/resource/1256/consider-context-implementation-in-secondary-schools AIU personnel support	Principal PBIS Core Team	Training September continue 20 SY
Schedule Grade Level Meetings after each benchmark to analyze whole class and individual data - emphasize attendance data	Access to EdInsight Data Management System	Data Team Faculty/Staff	To begin 2019 and June 30, 20
Establish effective delivery of instruction that focuses on identifying and implementing instructional strategies that support individual students needs	SAS Portal PVAAS Projection Data CDT Data	Data Team Faculty/Staff	October 3
Repeat - Revise - Reassess		Data Team Faculty/Staff	Through SY (At le

Anticipated Outputs:

Empower students to build positive relationships - student to student, student to teacher and teacher to student; Develop positive relationships
Improve effectiveness, efficiency and equity of school as a whole; Improve social, emotional and intellectual outcomes for all students
Therefore, cultivating a positive school environment that will lead to an increase in daily attendance due to the change in school climate

Monitoring/Evaluation Plan:

The faculty/staff and administrators need to figure out how to 'keep students wanting to come to school' as opposed to the current environment. An environment in which students are comfortable asking for help (academic and social emotional) needs to be created. Recognizing one size will not fit all. When all stakeholders share in this vision, then a positive school climate will be evident and students will want to come to school. Thus, establishing the PBIS system will help to increase student attendance. Administrators will track student attendance utilization the information in the Student Data Management System and analyzing it on a weekly basis to recognize offenders of absenteeism early on. Students will be brought in for one-on-one conferencing and appropriate interventions.

improve attendance will be generated.

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1:

To participate in a professional development session on cultural diversity and acceptance in order to create a positive welcoming school environment conducive to learning.

Audience	All Stakeholders
Topics to be Included	Race, sexual orientation, religion, political views, sensitivity trainings, etc....
Evidence of Learning	More opened and positive school environment
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: January 2020
Lead Person/Position	Mr. Mc Donald/ Principal

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #2: Priority #3: To promote and sustain a positive school environment where all members feel welcomed, supported and safe in school, socially, emotionally, intellectually, and physically. Measurable Goal #2: To promote and sustain a positive school environment where all students feel welcomed, supported, and safe in school in order to decrease discipline referrals by 10% per year.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Date
Utilize PBIS Framework for High Schools as previously outlined in this SIP		M. McDonald/Principal PBIS Core Team	September 30, 2020
Schedule Grade Level Meetings and Content Specific Meetings after each benchmark to analyze whole class and individual data - emphasize discipline data			By September 30, 2020
Establish effective delivery of instruction that focuses on identifying and implementing instructional strategies that support individual students needs	EdInsight - Student Data Management System and Curriculum Manager SAS Portal PVAAS Projections	Data Team Curriculum Committee Faculty/Staff	October 30, 2020
Meet with individual students to discuss the data	Student Data files as per EdInsight Data Management System PVAAS Projections	Faculty/Staff Data Team	Quarterly 2019, December March 2020
Repeat - Revise - Reassess		Data Team Faculty/Staff	Quarterly 2019, December March 2020

Anticipated Outputs:

Empower students to build positive relationships - student to student, student to teacher and teacher to student; Develop positive relationships between students, teachers, and staff; Improve effectiveness, efficiency and equity of school as a whole; Improve social, emotional and intellectual outcomes for all students. Therefore, cultivating a positive school environment that will lead to a decrease on behavior incidents due to the change in school culture.

Monitoring/Evaluation Plan:

The school officials are committed to using inclusionary practices (teaching expectations, social emotional health, restorative practices) rather than primarily exclusionary options (suspension and expulsion) that will lead to fewer disciplinary referrals as measured by the Student Management System. The discipline referrals will be monitored on a weekly basis and analyzed as to the original reason for the discipline. Thus, allowing administrators to collaborate with both the person(s) doing the referrals as well as the student(s) involved. Communication/collaboration will lead to restorative practices. Thus eventually leading to a decrease in referrals due to the use of inclusionary practices.

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
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Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticip
Post to School Website	Community - All Stakeholders	Public Review Feedback	June 11, 2019
Parent Advisory Meeting	Parents	Face-to-Face Parent Review Feedback	June 18, 2019
Presentation to School Board and Community Members	School Board Community Members	Face-to Face School Board/Community Review Feedback	June 19, 2019
Introduction to Faculty/Staff Survey to determine understanding of the plan and feedback via Survey Monkey	Faculty/Staff	Understanding of Plan Components and responsibilities for implementation	August 19, 2019 September 20, 2019
Meet with SCSC Quarterly to discuss next steps of implementation and to make revisions per survey feedback	SCSC	Keep abreast of Next Steps and to make necessary updates	Quarterly - Sep 2019 and March 2020

VI. Plan Submission

Affirmations

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 the Secretary of Education 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 that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (School Name) _____ for the _____ - _____ school year.

Board Approval: *Date of Board Meeting:* _____

Board President:

Name (printed)
Date

Signature

Superintendent of Schools/Chief Executive Officer:

Name (printed)
Date

Signature

Building Administrator:

Name (printed)
Date

Signature

School Improvement Facilitator:

Name (printed)
Date

Signature

Scan and insert the signed Assurances Page: