

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Octorara Area School District

School Building Name

Octorara Area School District

4-Digit School Building Code

1414

School Street Address

226 Highland Road, Atglen, PA 19310

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Scott S. Rohrer	Principal	Octorara JSHS Admin.
Elena Tachau	Director of Curriculum	Octorara Area SD
Jen Hoskins	Math Chair	Octorara JSHS Teacher
Bill McWatters	Science Chair	Octorara JSHS Teacher
Kim Knightly	Social Studies Chair	Octorara JSHS Teacher
Jen Watson	English Chair	Octorara JSHS Teacher
Danielle Carmella	Special Education Chair	Octorara JSHS Teacher
Kathryn Michalowski	Special Education Director	Octorara Area SD
Jon Propper	Asst. Principal	Octorara JSHS Admin.
Lisa Bowman	School Board President	Octorara Area SD
Michelle Orner	Superintendent	Octorara Area SD
Brian Fox	School Board Member	Octorara Area SD

Toni Trainor	Parent	Octorara JSHS Parent
Name	Position/Role	Building/Group/Organization
Stephanie Sceibek	Community Member	Parkesburg Point
Juanett Goins	Parent	Octorara JSHS Parent
Jan D'Angelo	IST Teacher	Octorara JSHS Teacher
Jen German	Guidance Counselor	Octorara JSHS Teacher
John Atlee	Guidance Counselor	Octorara JSHS Teacher
Wanda Lapp	Math Junior High	Octorara JSHS Teacher
Ava Zimmerman	Student	Octorara JSHS Student
Noahli Fisher	Student	Octorara JSHS Student
Na'Shawn Hall	Student	Octorara JSHS Student
Lisa McNamara	Director of Career & Technical Education	Octorara Area SD
Amanda Kieffer	Teacher-Science, OAEA President	Octorara JSHS Teacher

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).

The administration solicited staff, parents, community members/leaders and students to participate in the school improvement committee. Surveys and focus groups comprised of parent, student and staff input were utilized to assess building needs. To ensure the committee is able to address our ATSI designation we included parents, students, specialty staff in: math, special education, science, ELA, guidance, IST, community organizations such as the Parkesburg Point and our elected school board members that can speak to IEP and socio-economic areas of concern.

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.

The committee reviewed/supported our district vision, identified our school level challenges and strengths. Utilizing survey, focus group, PSSA, Keystone, attendance, discipline and other relevant data we identified three specific priorities for improvement from the essential practices rubric. Measurable goal statements and action plans were developed by the committee. Upon completion of the improvement plan the committee will meet during the 2019-20 school year quarterly in order to monitor, assess, and provide input regarding specified goals and plans.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

<p>Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p>Measures of Success <i>How will you know you are on track to achieving your vision or students?</i></p>
<p>All Students of the Octorara Area School District will graduate with the knowledge, skills and character traits necessary to be successful in today's global society.</p>	<p>Behavior data, Assessment data and student surveys, and student Pathway selection.</p>

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.

During the course of developing the school improvement plan (over 2 months) we sought input and direction from a variety of stakeholders. District administrators, building administrators, teachers, students, parents and community members were sought for input. We conducted district surveys with students, parents and staff. We also conducted focus groups with representation from students and staff. A diverse group of students including those identified with IEP's or Socio-Economic status were represented in the groups. Teachers were represented across the curriculum. Utilizing recent attendance, demographic, behavior, student achievement and growth data, we were able to identify core strengths and challenges. Committee meetings with representation from every stakeholder group were conducted to identify/assess/review our Essential Practices and make recommendations necessary to address our needs. Specifically, our action plan with measurable goals and steps to ensure the plan is monitored and adjusted when necessary, was collaboratively created. Please note: we also worked closely with IU24 to ensure our planning process addresses our core challenges.

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

Strengths	Supporting Evidence from Needs Assessment
Practice #5 Provide frequent timely and systematic feedback and support of Instructional practices.	Learning walks for every teacher in addition to formal observations, classroom visit protocols, classroom observation protocols, learning walk calendar, administrative observation schedules. EP Needs Assessment Rating=Operational
Practice #8 Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff and the school.	Department Chairs, Professional Learning Community (PLC) Leaders, Meeting agendas and minutes, committee lists. EP Needs Assessment Rating=Operational
Practice #9 Organize programmatic, human, and fiscal capital resources aligned with school improvement plan and needs of the school community.	Master Schedule/sections added MTSS groups shifting, school budget resources, based-on teacher/department need or request. EP Needs Assessment Rating=Operational
Practice # 15 Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	Staff development linked to community, Parkesburg Point, Food Cupboard, Lions club, Kacie's Cause, OA Best Expo, Human Services, Art walk, Industry professional through CTE, Building an ecology lab, Community groups forming in connection to Positive Action, Internship job shadowing, opportunities, Crime victims center and Girl's Run the World. EP Needs Assessment Rating=Operational

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
#4 Identify and address individual student learning needs.	Differentiation is happening to different degrees in classrooms, but not consistently across the building. Student schedule changes sometimes happen to push students into higher level classes even if test scores do not support this change. LFS resources for accelerating learning, Student and educator surveys.	Yes	<p>There is not time in the day for teacher collaboration.</p> <p>Administrative priorities change. Thus, focus on implementing goals change too often.</p> <p>EP Needs Assessment Rating=Emerging.</p>
#6 Foster a culture of high expectations for success for all students, educators, families, and community members.	School mission and vision, lesson plans, IEP's, Still of the mindset CTE's are for non-college bound students, Not equitable participation in gifted, AP and dual enrollment courses.	Yes	<p>The opportunities for co-teaching and collaboration are under developed.</p> <p>Some teachers have lower expectations for some students based on socio-economic status and/or enrollment in Special Education.</p> <p>We have not communicated what the rigorous outcomes are for each group and have not held every group accountable.</p> <p>EP Needs Assessment Rating=Emerging</p>
#13 Implement a multi-tiered system of supports for academics and behavior.	Identified interventions, master schedule, some tier one and tier two lesson plans, student learning data, MTSS meeting notes, Progress monitoring instruments.	Yes	<p>Decisions need to be data driven with consistent benchmark assessments,etc.</p> <p>Administrative priority/follow-up</p>

			EP Needs Assessment Rating= Emerging
		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.Establish a culture of high expectations for success for all students, educators, families and community members.	A culture of high expectations for all will increase opportunities for success for all subgroups in the building and increase accountability for doing so for students, educators, families and community members.	Essential Practices Condition 2 - Empower Leadership
2.Fully implement MTSS for academics and behavior.	A fully implemented MTSS for academics and behavior will provide the systems necessary to identify and provide students with interventions to directly meet their needs. This will especially help the school to support its typically marginalized populations of economically disadvantaged and special education.	Essential Practices Condition 3 - Provide Student-Centered Support Systems
3.Empower teachers to consistently and pervasively address individual student learning needs.	Empowering teachers to differentiate, individualize, and ultimately personalize student learning will enable teachers to meet students where they are and support all students based upon their individual learning needs.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction

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: Establish a culture of high expectations for success for all students, educators, families and community members.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
50% of all students will meet or exceed proficiency on the grade 7 Math PSSA in 2020.	40% of all 7 th grade students will meet or exceed proficiency on the grade 7 math 2020 Winter Benchmark.	45% of all 7 th grade students will meet or exceed proficiency on the grade 7 math 2020 Spring Benchmark	50% of all students will meet or exceed proficiency on the grade 7 Math PSSA in 2020.
75% of special education and economically disadvantaged students will meet or exceed the state standard for growth in ELA and Math in 2020.	65% of special education and economically disadvantaged students will show growth on the Math and ELA 2020 Winter Benchmark	70% of special education and economically disadvantaged students will show growth on the Math and 2020 ELA Spring Benchmark	75% of special education and economically disadvantaged students will meet or exceed the state standard for growth in ELA and Math in 2020.

Priority Statement #2: Fully implement MTSS for academics and behavior.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
50% of students will be placed in interventions that address their specific needs. Either remedial or enrichment by Spring 2020.	30% of students will be placed in interventions that address their specific needs. Either remedial or enrichment by October 2019.	40% of students will be placed in interventions that address their specific needs. Either remedial or enrichment by January 2020.	50% of students will be placed in interventions that address their specific needs. Either remedial or enrichment by May 2020.

Priority Statement #3: Empower teachers to consistently and pervasively address individual student learning needs.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
75% of special education and economically disadvantaged students will meet or exceed the state standard for growth in ELA and Math in 2020.	65% of special education and economically disadvantaged students will show growth on the Math and ELA 2020 Winter Benchmark	70% of special education and economically disadvantaged students will show growth on the Math and 2020 ELA Spring Benchmark	75% of special education and economically disadvantaged students will meet or exceed the state standard for growth in ELA and Math in 2020.

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, 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: Establish a culture of high expectations for success for all students, educators, families and community members.

Measurable Goals	Evidence-Based Strategy
50% of all students will meet or exceed proficiency on the grade 7 Math PSSA in 2020.	Differentiated Instruction. https://ccrs.osepideasthatwork.org/teachers-academic/tiered-support Instructional Coaching
75% of special education and economically disadvantaged students will meet or exceed the state standard	Universal Design for Learning. https://ccrs.osepideasthatwork.org/teachers-academic/tiered-support

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: _Establish a culture of high expectations for success for all students, educators, families and community members. 50% of all students will meet or exceed proficiency on the grade 7 Math PSSA in 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	Implementation Timeline
<p>Create an after school student learning lab that will be staffed by teachers Mon-Thurs each week to provide tutoring and a place for students to get help and provide an activity bus for students who do not have access to transportation when staying after school for help, clubs, sports, or other activities.</p>	<p>Communication strategies for teachers, students and parents.</p> <p>District office support in securing the activity bus and board approval.</p> <p>Coordination with Althouse transportation and the OASD Business office for activity bus.</p>	<p>Principal, Superintendent, Business Manager, Althouse Transportation</p>	<p>Teacher communication by June 2019.</p> <p>Parent and student communication/marketing August and Sept. 2019</p> <p>Securing the additional activity bus to begin runs by August 26, 2019</p> <p>Student learning lab opens Sept. 3, 2019</p> <p>Building principal monitors student attendance and teacher attendance in learning lab Sept. 2019- June 2020.</p>
<p>Ensure that all special education students have access to grade-level instruction.</p>	<p>Teacher ability to differentiate and individualize instruction for all students in grade-level courses.</p> <p>Teacher ability to engage in and foster a growth mindset in students.</p>	<p>Building principal with the Special Education Director as a Resource</p>	<p>Begin discussion of special education staffing and schedules-Spring 2019. Finalize schedule with all special education students being placed in Tier 1 Instruction for ELA and</p>

	A school schedule designed to prioritize the use of special education teachers to support students as needed in Tier I Instruction.		Math with little to no replacement instruction other than Life Skills students by June 2019. Determine push-in support for special education students and monitor the effectiveness of this during the 2019-2020 school year.
Revise the school's summer assignment philosophy so that summer assignments serve to enrich and provide students with entry points into more challenging classes vs. weeding out students.	Copies of all current summer assignments being given for AP, Honors, or Accelerated Classes. Copies of current summer reading assignments for all students. Data describing students who would take more challenging classes if there was not a summer assignment. Support from the C&I Director and Superintendent to support the philosophy and changes in practice. Communication strategy for teachers, parents, and students.	Building Principal supported by the C&I Director and Superintendent.	Begin review and discussion of summer assignments Spring 2019. Review and revise summer assignments for the 2019-2020 school year until we have a clear philosophy. Continue discussion during the 2019-2020 school year. Articulate summer assignment philosophy to staff, students and parents Spring 2020. Implement new summer assignments for the 2020-2021 school year.
Revamp the promotion and design of the 7-12 Pathways Program and review graduation requirements that support high expectations for all students and promote college and career pathways.	CTE Director/Building Principal Support from C&I Director and Superintendent Teacher/counselor/principal	Building principal with the support of ther C&I Director and Superintendent	Create a pathways/ graduation requirement research committee Fall 2019 and meet monthly between Oct. 2019 and May 2020.

	<p>committee to research and make recommendations regarding graduation requirements--CTE Professional Learning Community</p> <p>Act 158 Resources</p>		<p>Create and implement communication plan for teachers, students, and families Spring 2020.</p> <p>I</p>
<p>Implement restorative practices in ISS so that disciplinary consequences are an opportunity for students to learn from their mistakes and change behavior.</p> <p>Create and implement a PBIS Program for 7-12</p>	<p>Professional development resources for staff and administrators</p> <p>Training for students that aligns to character ed-Home of the Braves and Positive Action curriculum</p> <p>Communication plan for staff, students, and families</p>	<p>Building Principal</p>	<p>Create a disciplinary committee to research restorative practices-fall 2019</p> <p>Outline changes that need to occur in order to implement restorative practices--Winter 2020</p> <p>Provide professional development in restorative practices to administrators and staff-Spring 2020</p>

Anticipated Outputs:

The school improvement committee will meet quarterly to review the following and assess any observable events/shifts in practice:
 Fewer students will be referred to the office for disciplinary consequences and there will be fewer repeat offenders.
 There will be an increase in the number of students enrolling in rigorous courses
 There will be an increase in the number of students participating in after school activities and working in the learning lab.
 All students will be able to articulate their college/career pathway and the requirements needed to graduate within that pathway

Monitoring/Evaluation Plan:

The MTSS team will meet monthly and the SIP Team will meet quarterly utilizing assessment data, attendance, behavior and other means to determine achievement of the plan. Building administrators utilizing look- fors and checklists will monitor specific routines and plans. The implementation of each action step will be monitored according to the proposed timeline. Data will be collected to determine if we are meeting our anticipated outputs and therefore the measurable benchmarks and ultimately the goal.

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

Professional Learning Goal: All teachers will be capable of differentiating/individualizing/personlizing learning to meet individual student needs.

Audience	All teachers 7-12
Topics to be Included	Differentiating Instruction/Personalized Learning/Growth Mindset
Evidence of Learning	Administrator Walkthroughs, Staff Surveys, Increased student success--esp. special education and economically disadvantaged sub groups
Anticipated Timeframe	Enter Start Date:Sept. 2019 Anticipated Completion Date:June 2020
Lead Person/Position	C&I Director

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

Expenditure (Brief Description)	Funding Source	Cost
Math Consultant/Instructional Coaching	General Fund	60K
IU Trainers/Workshops	Title II	\$1000
Professional Learning Communities	General Fund /Supplemental Contracts	\$20, 480.00

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

Professional Learning Goal 2:

All staff will be trained in restorative practices.

Audience	All Staff 7-12 and Administration
Topics to be Included	Restorative Practices and Discipline with Dignity

Evidence of Learning	Fewer disciplinary referrals; learning walks
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Building Principal/C&I Director

Priority #1- Measurable Goal #2: Establish a culture of high expectations for success for all students, educators, families and community members- 75% of special education and economically disadvantaged students will meet or exceed the state standard for growth in ELA and Math by 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	Implementation Timeline
Beginning in the Fall of 2019 all staff will develop an aligned SLO focus on IEP and Socio-economic student growth.	Administrative and available achievement data.	Principal, Director of Special Ed., Director of Career and Technical Education and Asst. Principals	September 2019 - May 2020
An administrator will meet biweekly with department members and a special education teacher to review instructional practice and achievement of identified IEP/Socio-Economic students. This work will also take place within the content area Professional Learning Communities.	Administrative and available achievement data.	Principal, Director of Special Ed., Director of Career and Technical Education and Asst. Principals, PLC Teacher Leaders	September 2019 - May 2020
Conduct a review of teaching assignments to identify appropriate staff teaching specific tested subject courses.	PowerSchool Scheduler	Principal, Director of Curriculum, Superintendent	June 2019
Personalized Professional Learning (Differentiated instruction, Universal Design for Learning, behavior management, working with challenging students, etc.) for all teachers, with special focus on those teachers with identified needs.	IU support, Identified PD courses	Director of Curriculum, Principal	September 2019 - June 2020

Anticipated Outputs:			
<p>The school improvement committee will meet quarterly to review the following and assess any observable events/shifts in practice: Fewer students will be referred to the office for disciplinary consequences and there will be fewer repeat offenders. There will be an increase in the number of students enrolling in rigorous courses There will be an increase in the number of students participating in after school activities and working in the learning lab. All students will be able to articulate their college/career pathway and the requirements needed to graduate within that pathway</p>			
Monitoring/Evaluation Plan:			
<p>The MTSS team will meet monthly and the SIP Team will meet quarterly utilizing assessment data, attendance, behavior and other means to determine achievement of the plan. Building administrators utilizing look- fors and checklists will monitor specific routines and plans. The implementation of each action step will be monitored according to the proposed timeline. Data will be collected to determine if we are meeting our anticipated outputs and therefore the measurable benchmarks and ultimately the goal. Feedback from PLC Leaders will be reviewed and analyzed for ongoing teacher needs/PD</p>			

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

Expenditure (Brief Description)	Funding Source	Cost
PLC Teacher Leader Training	General Fund	\$2500
PD Bootcamps—Virtual and Face to Face	General Fund/Title II	\$5000
Math Consultant/Instructional Coaching	General Fund	\$60K

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

Professional Learning Goal 1:PD Bootcamps--Personalized Professional Learning

Audience	7-12 staff
Topics to be Included	Trauma-Informed Instruction, Differentiated Instruction, Universal Design for Learning, Personalized Learning, Learning Focused Strategies, Classroom Management/Discipline with Dignity, Content Literacy
Evidence of Learning	Increased student achievement and growth, esp. Special Ed and economically disadvantaged sub-groups
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	C&I Director, Building Principal, Assistant Principals, CCIU

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

Professional Learning Goal 2:Professional Learning Communities

Audience	7-12 Staff
Topics to be Included	Instructional practice to promote student growth and achievement, especially subgroups (Special Ed. and Econ.Disadvantaged)
Evidence of Learning	PLC Agendas and feedback; Learning walks, Student achievement and growth data
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Director of C&I; Building Principal

Priority #2 – Measurable Goal #1: Fully implement MTSS for academics and behavior-50% of students will be placed in interventions or receive enrichment that addresses their specific needs by Spring 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	Implementation Timeline
Universal Screeners will be identified and utilized to assess student strengths and weaknesses.	Universal Screeners	Principal with support of Director of Curriculum.	Explore beginning in Fall 2019 Identified by May 2020.
Initiate a School-Wide Behavior Plan that guides teacher practice and student behavior	Written plan, posters and incentives	Principal and Teachers	Begin to develop Fall 2019 Create a SWPB Committee to create
Identify tested subject benchmark assessments	EdInsight	Principal with C/I support	Fall 2019
Initiate data team meetings aligned to K-6 model	Calendar and staff support	Principal	Data Team Model-- Collaboration K-12, Summer 2019 Shadow K-6 Data Teams Fall 2019
Anticipated Outputs:			
<p>The school improvement committee will meet quarterly to review the following and assess any observable events/shifts in practice: Fewer students will be referred to the office for disciplinary consequences and there will be fewer repeat offenders. There will be an increase in the number of students enrolling in rigorous courses There will be an increase in the number of students participating in after school activities and working in the learning lab. All students will be able to articulate their college/career pathway and the requirements needed to graduate within that pathway</p>			

Monitoring/Evaluation Plan:

The MTSS team will meet monthly and the SIP Team will meet quarterly utilizing assessment data, attendance, behavior and other means to determine achievement of the plan. Building administrators utilizing look-fors and checklists will monitor specific routines and plans. The implementation of each action step will be monitored according to the proposed timeline. Data will be collected to determine if we are meeting our anticipated outputs and therefore the measurable benchmarks and ultimately the goal.

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

Expenditure (Brief Description)	Funding Source	Cost
Cost of Universal Screeners	General Fund	\$5000.00
School-Wide Behavior Plan-Posters/Promotion	General Fund	\$500.00
Cost of current data warehouse system	General Fund	\$25976.60
Data Team Meetings	N/A	None

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

Professional Learning Goal 1: Data-Driven Instruction and Intervention

Audience	7-12 Math and ELA Teachers
Topics to be Included	Using benchmark and formative assessments to plan for the learning and engage in responsive teaching. Instructional response to Universal Screening Data; Using data to plan interventions
Evidence of Learning	Math and ELA teachers will utilize data to drive instruction and differentiate instruction to meet individual student needs.
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2020
Lead Person/Position	C&I Director, Building Principal, CCIU as needed

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

Professional Learning Goal 2:Effective Tiered Interventions (Tier 1, 2, and 3)

Audience	Intervention Specialists; Intervention Teachers for Reading, Math, and Behavior
Topics to be Included	Research-based interventions for reading; research-based interventions for Math; Research-based interventions for behavior; Classroom management (guidelines for when to submit a discipline referral)
Evidence of Learning	Students in need of Tier 2 or Tier 3 interventions will show growth and be able to move back to Tier I or Tier 2 instruction; The number of office discipline referrals will decrease
Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Building Principal; C&I Director; CCIU as needed

Priority #2 – Measurable Goal #2:

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 Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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: ___Empower teachers to consistently and pervasively address individual student learning needs.--65% of special education and economically disadvantaged students will meet or exceed the state standard for growth in ELA and Math in 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	Implementation Timeline
Hire K-12 Math Consultant (2 year commitment to inform instruction) School-wide PD for teachers, administration, instructional aides, etc.	Consultant and related supports as needed (paper, text, etc)M	Superintendent, C/I Director , Steering Committee	September 2019 - June 2020
Identify a systems approach to Special Education	Staff reorganization/structure	Superintendent, Building Principal	September 2019
Implement Professional Learning Communities by restructuring faculty/department meetings to maximize PD time	Schedule	Principal	September 2019
Utilize in-house CTE as a school within a school. Use PDE TAP model	Reorganization/staffing	Director Career & Technical Ed./Principal	September 2019
Research and implement a new, student-centered 7-12 schedule that will provide teacher collaboration time, intervention time and be flexible to meet the instructional time needs of students and our CTE programs.	Schedule models for junior/senior high Scheduling committee	Principal	September 2019 - August 2020
Anticipated Outputs:			
The school improvement committee will meet quarterly to review the following and assess any observable events/shifts in practice: Fewer students will be referred to the office for disciplinary consequences and there will be fewer repeat offenders. There will be an increase in the number of students enrolling in rigorous courses			

There will be an increase in the number of students participating in after school activities and working in the learning lab. All students will be able to articulate their college/career pathway and the requirements needed to graduate within that pathway

Monitoring/Evaluation Plan:

The MTSS team will meet monthly and the SIP Team will meet quarterly utilizing assessment data, attendance, behavior and other means to determine achievement of the plan. Building administrators utilizing look- fors and checklists will monitor specific routines and plans. The implementation of each action step will be monitored according to the proposed timeline. Data will be collected to determine if we are meeting our anticipated outputs and therefore the measurable benchmarks and ultimately the goal.

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

Expenditure (Brief Description)	Funding Source	Cost
Math consultant	General Fund	\$60K
Tiered Intervention Resources	General Fund	\$8000
PDE Technical Assistance Program	NA	NA
Todd Luke-MAX Teaching	CTE Budget	\$2000
Site Visits and IU support	General Fund	\$2000

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

Professional Learning Goal 1:

PDE Technical Assistance Program and Todd Luke, MAX Teaching

Audience	CTE Teachers
Topics to be Included	Instructional coaching; curricula review; CTE Nocti preparation
Evidence of Learning	Increased % of students scoring proficient or advanced on the NOCTI (esp. Engineering and Ag); Increased number of CTE completers; all learning support students will have necessary accomodations when taking the NOCTI
Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:June 2020
Lead Person/Position	CTE Director

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

Professional Learning Goal 2:

PD Bootcamps--

Audience	C7-12 Staff
Topics to be Included	Trauma-Informed Instruction (Craig Boykin), Differentiated Instruction, Universal Design for Learning, Personalized Learning, Learning Focused Strategies, Classroom Management/Discipline with Dignity, Content Literacy
Evidence of Learning	Increased student achievement and growth, esp. Special Ed and economically disadvantaged sub-groups
Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:June 2020
Lead Person/Position	C&I Director, Building Principal, and CCIU as needed

Priority #3 – Measurable Goal #2:

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 Timeline
			J\
	\		J
Anticipated Outputs:			
Monitoring/Evaluation Plan:			
T			

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	J
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	Anticipated Timeline
The Plan will be posted on the district website accessible by all stakeholders. The opportunity for input will be made available.	Community, Parents, Students	To communicate/share the school improvement plan document and seek input.	May 13, 2019 thru June 10, 2019
The plan will be shared with staff at a faculty meeting on 5/28/18	Staff	To review and seek input.	May 28, 2019
The plan will be shared with the School Board on June 10, 2019.	Board & Community	To review and seek input	June 10, 2019
The plan will be approved by the School Board on June 17, 2019. The final approved draft will be posted to the school website.	Board, Community, Staff, Students.	To share final approved plan with all stakeholders.	June 17, 2019

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:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Superintendent of Schools/Chief Executive Officer:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Building Administrator:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

School Improvement Facilitator:

Name (printed)

Signature

Date

Scan and insert the signed Assurances Page: