

Aliquippa JSHS

ATSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Aliquippa JSHS		127040503
Address 1		
800 21st Street		
Address 2		
City	State	Zip Code
Aliquippa	PA	15001
Chief School Administrator		Chief School Administrator Email
Dr Phillip K Woods		pwoods@quipsd.org
Principal Name		
Ronnell Heard		
Principal Email		
rheard@quipsd.org		
Principal Phone Number		Principal Extension
4127364779		4003
School Improvement Facilitator Name		School Improvement Facilitator Email
Michelle Mckinley		michelle.mckinley@bviu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Rodney Heard	Principal	Aliquippa JSHS	rheard@quipsd.org
Suzanne Goulder	School Counselor	Aliquippa JSHS	sgoulder@quipsd.org
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Ashley Furr	Teacher	Aliquippa JSHS	afurr@quipsd.org
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Yolanda Meade	Teacher	Aliquippa JSHS	ymeade@quipsd.org
Olabisi Meade	Student	Aliquippa JSHS	olabisim@goquips.org
Meena Hill	Community Member	Beaver County	mhill@quipsd.org
Ronnel Heard	Principal	Aliquippa JSH	rheard@quips.org

Vision for Learning

Vision for Learning

The Aliquippa School District ensures that highly qualified staff will be equipped with best practices rooted in the PA Common Core standards in order to deliver rigorous, quality instruction with equity and high expectations for all students. Aliquippa Jr/Sr High School will ensure an environment that prepares students for college and career pathways through varied experiences and exposures. Aliquippa Jr/Sr High School dedicates resources to provide social and emotional support for all students and staff.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
22-23 ELA Performance Data	In 22-23 the all student group improved to 6.3% from 2.9% in 21-22
22-23 Math Performance Data 22-23 Science Performance Data	In 22-23 the all student group improved to 19.6% from 13.5% in 21-22.
All student group Math growth measure	In 22-23 the all student group growth measure increased to 64.0 from 57.3 in 21-22.
All student group Science growth measure	In 22-23 the all student growth measure increase to 61.5 from 54.5 in 21-22.
All student group Graduation Rate	In 22-23 the all student group increased to 81.8% from 71.8% in 21-22.

Challenges

Indicator	Comments/Notable Observations
All student group ELA Growth measure	22-23 ELA all student group growth measured decreased to 52.7 from 63.3 in 21-22.
All student group ELA performance measure	In 22-23 the ELA all student group decreased to 22.8% from 25.3% in 21-22.
All student group mathematics performance and growth measure.	In 22-23 the all student group increased to 6.3% from 2.9% in 21-22 and the all student group growth score increased to 64 from 57.3 in 21-22. Although the scores in performance and growth both increased they are still below the performance and growth state average.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
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<p>22-23 Math Black Student group ESSA Student Subgroups African-American/Black</p>	<p>In 22-23 the black student group had a growth score of 70 compared to the 21-22 growth score of 54 in Math.</p>
<p>Indicator 22-23 ELA Performance Data for 2 or more races ESSA Student Subgroups Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations The 2 or more races students group improved to 14.3% in 22-23 from 12.5 in 21-22 in ELA.</p>
<p>Indicator 22-23 Math data for the economically disadvantaged student group ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations In 22-23 the economically disadvantaged student group improved to 4.5% from 2.9% in Math.</p>
<p>Indicator 22-23 Science data for the economically disadvantaged student group ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations In 22-22 the black student group improved to 15.5% from 10.5% in science.</p>
<p>Indicator 22-23 ELA Data Special education student group ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations In 22-23 the students with disabilities group had a growth score of 70 compared to the 21-22 growth score of 62 in ELA.</p>
<p>Indicator 22-23 Science Data for the Black student group ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations In 22-22 the black student group improved to 15.5% from 10.5% in science.</p>
<p>Indicator 22-23 Math economically disadvantaged group ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations In 22-23 the economically disadvantaged had a growth score of 65.3 compared to the 21-22 growth score of 57.3 in Math.</p>
<p>Indicator 22-23 Science Black student group ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations In 22-23 the black student group had a growth score 59.5 compared to 21-22 growth score of 53.5 in science.</p>
<p>Indicator</p>	<p>Comments/Notable Observations</p>

<p>22-23 Economically disadvantaged student group</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>In 22-23 the economically disadvantaged student group had a growth score 61 compared to 21-22 growth score of 54.5 in science.</p>
<p>Indicator 22-23 Black student group</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations In 22-23 the black student group increased 86.3% from 77.8% in 21-22.</p>

Challenges

<p>Indicator ELA Academic achievement</p> <p>ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The subgroups of white and combined ethnicity increased slightly, but still below the statewide average (48.4% and 14.3% respectively). The declines were with the following subgroups with black at 18.2%; econ dis at 19.4%; stud with dis at 10%.</p>
<p>Indicator Math/Algebra Achievement</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations The following subgroup declined from the previous year: Students with disabilities to 1.6%.</p>
<p>Indicator ELA PVAAS</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Declining growth for the Black subgroup to 56.7%; Econ Dis to 52.7% and combined ethnicity to 53.3%</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator Attendance</p> <p>ESSA Student Subgroups Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations Attendance improved in many subgroups but is still below the state average. The 2 or more races subgroup declined to 40%.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

22-23 Math Black Student group. In 22-23 the black student group had a growth score of 70 compared to the 21-22 growth score of 54 in Math.

22-23 ELA Performance Data for 2 or more races. The 2 or more races students group improved to 14.3% in 22-23 from 12.5 in 21-22 in ELA.
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22-23 Math data for the economically disadvantaged student group. In 22-23 the economically disadvantaged had a growth score of 65.3 compared to the 21-22 growth score of 57.3 in Math.
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Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ELA Academic achievement. The declines were with the following subgroups with black at 18.2%; econ dis at 19.4%; stud with dis at 10%.
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ELA PVAAS. Declining growth for the Black subgroup to 56.7%; Econ Dis to 52.7% and combined ethnicity to 53.3%.

All student group ELA Growth measure. 22-23 ELA all student group growth measured decreased to 52.7 from 63.3 in 21-22.

All student group ELA performance measure. In 22-23 the ELA all student group decreased to 22.8% from 25.3% in 21-22.

All student group mathematics performance and growth measure. In 22-23 the all student group increased to 6.3% from 2.9% in 21-22 and the all student group growth score increased to 64 from 57.3 in 21-22. Although the scores in performance and growth both increased they are still below the performance and growth state average.
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
There is significant evidence that there is a disconnect between 7th and 8th Grade ELA which prevents our students from meeting the growth standard.	WordGen is being implemented across content areas to enhance close reading and familiarize students with test/academic vocabulary.
Due to Principal leadership changes, there was no local assessment provided to students last school year.	For the 24-25 SY students will use EdInsight assessments and PDE Firefly benchmark.

English Language Arts Summary

Strengths

Teacher proficiency with the adoption of the ELA resource.
Our strongest growth area in PVAAS was demonstrated in ELA.

Challenges

A need for consistent use of best practices across the curriculum.
Providing intervention to more students in grades 7-9.

Mathematics

Data	Comments/Notable Observations
Continued implementation of EdInsight assessments provide teachers with instructional data.	With school based diagnostic exams we are working to close the gap.
Due to Principal leadership changes, there was no local assessment provided to students last school year.	For the 24-25 SY students will use EdInsight assessments and PDE Firefly benchmark.

Mathematics Summary

Strengths

We have implemented after school tutoring Monday-Thursday.
Increased use of IXL (additional learning platform) to increase mathematics skills.

Challenges

Lack of writing and open-ended mathematical response instruction.

Inconsistent staffing has caused some concerns.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Continued implementation of EdInsight assessments provide teachers with instructional data.	Based on the state average which is 54.4%, we are improving in our efforts to close the gap.

Science, Technology, and Engineering Education Summary

Strengths

There was an increase in our all student group and all subgroups with Biology.

Challenges

Extensive Biology vocabulary prerequisites aren't being met.
Lack of writing and open-ended response instruction.
All of our students are well below the state benchmark in science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
99.4% of the student body has access to a comprehensive college and career readiness program aligned to Act 339.	All students completed the necessary artifacts through our Social Studies classes.
The black student group Career standards data.	In 22-23 The black student group scored 99.1% from 98.2% in 21-22.
The Economically disadvantaged group data	In 22-23 the economically disadvantaged group scored 99.3% from 98.7% in 21-22

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

99.4% of the student body has access to a comprehensive college and career readiness program aligned to Act 339. All students completed the necessary artifacts through our Social Studies classes.

The black student group Career standards data.. In 22-23 The black student group scored 99.1% from 98.2% in 21-22.

The Economically disadvantaged group data. In 22-23 the economically disadvantaged group scored 99.3% from 98.7% in 21-22

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Being able to move beyond compliance so that our Smart Futures data can be used in a more meaningful way to fulfill the goals of the Aliquippa School District.

Being able to maintain the high rates in which were achieved in the career indicator standards.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Each teacher of ELA and Mathematics are involved in a Professional Learning Community to address learning disparities and new effective teaching strategies.
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For ELA proficiency there was an increase in the white and 2 or more races subgroups
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For Math proficiency there was an increase in the black, white, and economically disadvantaged subgroups

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Attendance/tardy on testing dates.
The majority of our population falls into both subgroups.
Student motivation to approach the assessment authentically.
For ELA proficiency there was a decline in the black, economically disadvantaged, and students with disabilities subgroups
For Math proficiency there was a decline in the students with disabilities subgroup

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
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Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement an evidence-based system of schoolwide positive behavior interventions and supports.
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Professional development on evidence based best instructional practices with follow-up from administration.

Implement evidence-based strategies to engage families to support learning
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
22-23 Math Black Student group. In 22-23 the black student group had a growth score of 70 compared to the 21-22 growth score of 54 in Math.	True
22-23 ELA Performance Data for 2 or more races. The 2 or more races students group improved to 14.3% in 22-23 from 12.5 in 21-22 in ELA.	True
22-23 Math data for the economically disadvantaged student group. In 22-23 the economically disadvantaged had a growth score of 65.3 compared to the 21-22 growth score of 57.3 in Math.	True
Teacher proficiency with the adoption of the ELA resource.	False
Our strongest growth area in PVAAS was demonstrated in ELA.	False
Each teacher of ELA and Mathematics are involved in a Professional Learning Community to address learning disparities and new effective teaching strategies.	False
We have implemented after school tutoring Monday-Thursday.	False
Increased use of IXL (additional learning platform) to increase mathematics skills.	False
There was an increase in our all student group and all subgroups with Biology.	False
For ELA proficiency there was an increase in the white and 2 or more races subgroups	False
For Math proficiency there was an increase in the black, white, and economically disadvantaged subgroups	False
99.4% of the student body has access to a comprehensive college and career readiness program aligned to Act 339. All students completed the necessary artifacts through our Social Studies classes.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
The black student group Career standards data.. In 22-23 The black student group scored 99.1% from 98.2% in 21-22.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False
The Economically disadvantaged group data. In 22-23 the economically disadvantaged group scored 99.3% from 98.7% in 21-22	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
ELA PVAAS. Declining growth for the Black subgroup to 56.7%; Econ Dis to 52.7% and combined ethnicity to 53.3%.	True
All student group ELA performance measure. In 22-23 the ELA all student group decreased to 22.8% from 25.3% in 21-22.	True
All student group ELA Growth measure. 22-23 ELA all student group growth measured decreased to 52.7 from 63.3 in 21-22.	True
ELA Academic achievement. The declines were with the following subgroups with black at 18.2%; econ dis at 19.4%; stud with dis at 10%.	True
Lack of writing and open-ended mathematical response instruction.	False
Inconsistent staffing has caused some concerns.	False
A need for consistent use of best practices across the curriculum.	False
Providing intervention to more students in grades 7-9.	False
All of our students are well below the state benchmark in science.	False
For ELA proficiency there was a decline in the black, economically disadvantaged, and students with disabilities subgroups	False
For Math proficiency there was a decline in the students with disabilities subgroup	False
Attendance/tardy on testing dates.	False
The majority of our population falls into both subgroups.	False
Being able to move beyond compliance so that our Smart Futures data can be used in a more meaningful way to fulfill the goals of the Aliquippa School District.	False
Extensive Biology vocabulary prerequisites aren't being met.	False
Being able to maintain the high rates in which were achieved in the career indicator standards.	False
All student group mathematics performance and growth measure. In 22-23 the all student group increased to 6.3% from 2.9% in 21-22 and the all student group growth score increased to 64 from 57.3 in 21-22. Although the scores in performance and growth both increased they are still below the performance and growth state average.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
Implement evidence-based strategies to engage families to support learning	False

Professional development on evidence based best instructional practices with follow-up from administration.	False
Student motivation to approach the assessment authentically.	False
Lack of writing and open-ended response instruction.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Attendance, tardiness, best instructional practices, and students lack of authenticity towards testing.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA PVAAS. Declining growth for the Black subgroup to 56.7%; Econ Dis to 52.7% and combined ethnicity to 53.3%.	We are meeting the growth standards in ELA, but not seeing it in Math and Science.	True
All student group ELA performance measure. In 22-23 the ELA all student group decreased to 22.8% from 25.3% in 21-22.		True
All student group ELA Growth measure. 22-23 ELA all student group growth measured decreased to 52.7 from 63.3 in 21-22.		True
ELA Academic achievement. The declines were with the following subgroups with black at 18.2%; econ dis at 19.4%; stud with dis at 10%.		False
All student group mathematics performance and growth measure. In 22-23 the all student group increased to 6.3% from 2.9% in 21-22 and the all student group growth score increased to 64 from 57.3 in 21-22. Although the scores in performance and growth both increased they are still below the performance and growth state average.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
22-23 Math Black Student group. In 22-23 the black student group had a growth score of 70 compared to the 21-22 growth score of 54 in Math.	
22-23 ELA Performance Data for 2 or more races. The 2 or more races students group improved to 14.3% in 22-23 from 12.5 in 21-22 in ELA.	
22-23 Math data for the economically disadvantaged student group. In 22-23 the economically disadvantaged had a growth score of 65.3 compared to the 21-22 growth score of 57.3 in Math.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Establish data reviews for subgroups related to ELA PVAAS throughout the year based on benchmark assessments to review strategies, practices, and student performance in Literature. Meet across department levels to ensure we are

	teaching across the curriculum and discover ways to support content being taught outside our pedagogy.
	Establish data reviews based on benchmark assessments throughout the year to review strategies, practices, and student performance in Literature to increase proficient and advanced students.
	Establish data reviews throughout the year based on PVAAS and local assessments to review strategies, practices, and student performance in Literature. Meet across department levels to ensure we are teaching across the curriculum and discover ways to support content being taught outside our pedagogy.
	Establish math data reviews throughout the year based on benchmark assessments to review strategies, practices, and student performance in Math. Meet across department levels to ensure we are teaching across the curriculum and discover ways to support content being taught outside our pedagogy.

Goal Setting

Priority: Establish data reviews for subgroups related to ELA PVAAS throughout the year based on benchmark assessments to review strategies, practices, and student performance in Literature. Meet across department levels to ensure we are teaching across the curriculum and discover ways to support content being taught outside our pedagogy.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Improve student growth for subgroups in ELA by 16% through the adoption of evidence-based instructional strategies, increased collaboration among teachers, and providing access to diverse reading materials, leveraging Marzano's Design Question 7 - "What will I do to establish and maintain effective relationships with students?"			
Measurable Goal Nickname (35 Character Max)			
ELA PVAAS. Black, Economically disadvantaged, and 2 or more races subgroup growth.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Analyze EdInsight data as well as PVAAS to identify areas for improvement in ELA instruction, considering Marzano's framework. Analyze edinsight data for a 4% increase with subgroups.	Implement new instructional strategies, including teacher collaboration and diverse reading materials, focusing on building effective student relationships. Analyze edinsight data and growth for a 4% increase with subgroups.	Monitor progress through quarterly assessments and data analysis, reflecting on student relationships and their impact on achievement. Analyze edinsight data and growth for a 4% increase with subgroups.	Adjust instructional strategies as needed based on data analysis, prioritizing student relationships. Analyze edinsight data and growth for a 4% increase with subgroups.

Priority: Establish data reviews based on benchmark assessments throughout the year to review strategies, practices, and student performance in Literature to increase proficient and advanced students.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Improve all student achievement in ELA by 16% through the adoption of evidence-based instructional strategies, increased collaboration among teachers, and providing access to diverse reading materials, leveraging Marzano's Design Question 7 - "What will I do to establish and maintain effective relationships with students?"			
Measurable Goal Nickname (35 Character Max)			
ELA Student Achievement - All students			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Implement new instructional strategies, including teacher collaboration and diverse reading materials, focusing on building effective student relationships. By first quarter there will be a 4% increase in performance.	Implement new instructional strategies, including teacher collaboration and diverse reading materials, focusing on building effective student relationships. By second quarter there will be a 4% increase in performance.	Monitor progress through quarterly assessments and data analysis, reflecting on student relationships and their impact on achievement. By third quarter there will be a 4% increase in performance.	Adjust instructional strategies as needed based on data analysis, prioritizing student relationships. By fourth quarter there will be a 4% increase in performance.
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Priority: Establish data reviews throughout the year based on PVAAS and local assessments to review strategies, practices, and student performance in Literature. Meet across department levels to ensure we are teaching across the curriculum and discover ways to support content being taught outside our pedagogy.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Improve student growth for all students in ELA by 16% through the adoption of evidence-based instructional strategies, increased collaboration among teachers, and providing access to diverse reading materials, leveraging Marzano's Design Question 7 - "What will I do to establish and maintain effective relationships with students?"			
Measurable Goal Nickname (35 Character Max)			
ELA Growth for All students			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Analyze EdInsight data and identify areas for improvement in ELA instruction, considering Marzano's framework. Analyze edinsight data for a 4% increase and growth impact.	Implement new instructional strategies, including teacher collaboration and diverse reading materials, focusing on building effective student relationships. Analyze edinsight data for a 4% increase and growth impact.	Monitor progress through quarterly assessments and data analysis, reflecting on student relationships and their impact on achievement. Analyze edinsight data for a 4% increase and growth impact.	Adjust instructional strategies as needed based on data analysis, prioritizing student relationships. Analyze edinsight data for a 4% increase and growth impact.

Priority: Establish math data reviews throughout the year based on benchmark assessments to review strategies, practices, and student performance in Math. Meet across department levels to ensure we are teaching across the curriculum and discover ways to support content being taught outside our pedagogy.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)			
Increase student performance in math by 12% through implementing targeted intervention programs, offering additional tutoring services, and integrating technology into the curriculum using Marzano's Design Question 2 - "What will I do to help students effectively interact with new knowledge?"			
Measurable Goal Nickname (35 Character Max)			
mathematics performance and growth improvement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Conduct a thorough analysis of EdInsight data to identify struggling students and areas for improvement, considering Marzano's framework. By first quarter there will be a 3% increase in performance.	Implement targeted intervention programs and launch additional tutoring services, focusing on effective student interaction with new knowledge. By second quarter there will be a 3% increase in performance	Integrate technology into the curriculum, using Marzano's strategies, to enhance learning experiences. By third quarter there will be a 3% increase in performance.	Assess progress and adjust strategies as needed, considering student interaction with knowledge. By fourth quarter there will be a 3% increase in performance.

Action Plan

Measurable Goals

ELA PVAAS. Black, Economically disadvantaged, and 2 or more races subgroup growth.	ELA Student Achievement - All students
	ELA Growth for All students
mathematics performance and growth improvement	

Action Plan For: Effective instructional Practices (Marzano)

Measurable Goals:
<ul style="list-style-type: none"> Improve student growth for subgroups in ELA by 16% through the adoption of evidence-based instructional strategies, increased collaboration among teachers, and providing access to diverse reading materials, leveraging Marzano's Design Question 7 - "What will I do to establish and maintain effective relationships with students?"

Action Step		Anticipated Start/Completion Date	
The ATSI team will develop quarterly assessments and use the subgroup data to drive instruction. Student performance on state assessments will improve by 10% by June 2025. Teachers will use Marzano "The New Art and Science of Teaching Handbook" as a guide to help improve instruction.		2024-08-22	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mr. Heard, Principal ATSI planning team ELA teachers	Unified lesson plan template Quarterly assessments 'The New Art and Science of Teaching Handbook' Marzano	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Greater awareness of all ELA teachers with use of data and understanding of subgroup data to increase student subgroup performance on state ELA assessments to improve by 10% by June 2025.	Mr. Heard & the ATSI team will meet to create and implement local assessments and review the data quarterly aiming for improvement for each quarter. The focus for this goal is to review subgroup performance and supports.

Action Plan For: Data Review and Analysis for Instruction

Measurable Goals:
<ul style="list-style-type: none"> Improve all student achievement in ELA by 16% through the adoption of evidence-based instructional strategies, increased collaboration among teachers, and providing access to diverse reading materials, leveraging Marzano's Design Question 7 - "What will I do to establish and maintain effective relationships with students?"

Action Step		Anticipated Start/Completion Date	
The ATSI team will develop quarterly assessments and use the data to drive instruction. Student performance on state assessments will improve by 10% by June 2025. Teachers will use Marzano "The New Art and Science of Teaching Handbook" as a guide to help improve instruction		2024-08-22	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mr. Heard, Principal	Unified lesson plan template Quarterly assessments 'The New Art and Science of Teaching Handbook" Marzano	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Creation and implementation of quarterly assessments in ELA to increase student performance on ELA state assessments will improve by 10% by June 2025.	Mr. Heard will lead teachers weekly with the concepts from Marzano with specific department meetings (twice monthly with all). He will meet with the ATSI team to review ELA data quarterly to monitor progress and student supports.

Action Plan For: Data Review and Analysis for Instruction

Measurable Goals:
<ul style="list-style-type: none"> Improve student growth for all students in ELA by 16% through the adoption of evidence-based instructional strategies, increased collaboration among teachers, and providing access to diverse reading materials, leveraging Marzano's Design Question 7 - "What will I do to establish and maintain effective relationships with students?"

Action Step	Anticipated Start/Completion

		Date	
The ATSI team will develop quarterly assessments and use the data to drive instruction. Student growth performance on state assessments will improve by 10% by June 2025. Teachers will use Marzano "The New Art and Science of Teaching Handbook" as a guide to help improve instruction		2024-08-22	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mr. Heard, Principal	Unified lesson plan template Quarterly assessments 'The New Art and Science of Teaching Handbook" Marzano	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Greater understanding of the use of data, specifically growth and progress (or lack thereof) with data points to improve student performance related to growth on state ELA assessments will improve by 10% by June 2025	Mr. Heard & the ATSI team will meet quarterly to review growth data and learn more about PVAAS to share with all staff to learn and use data more for instruction.

Action Plan For: Data Review and Analysis for Instruction

Measurable Goals:
<ul style="list-style-type: none"> Increase student performance in math by 12% through implementing targeted intervention programs, offering additional tutoring services, and integrating technology into the curriculum using Marzano's Design Question 2 - "What will I do to help students effectively interact with new knowledge?"

Action Step	Anticipated Start/Completion Date	
The ATSI team will develop quarterly math assessments and use the data to drive instruction. Student performance on math state assessments will improve by 10% by June 2025. Teachers will use Marzano "The New Art and Science of Teaching Handbook" as a guide to help improve instruction	2024-08-22	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Mr. Heard, Principal	Unified lesson plan template Quarterly assessments 'The New Art and Science of Teaching Handbook" Marzano	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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<p>Effective use of the data from math quarterly assessments by all math teachers to improve student performance on math state assessments will improve by 10% by June 2025</p>	<p>Mr. Heard and the ATSI team will meet quarterly to develop math assessments and also review local data from what is developed. There will be ongoing communications with all staff, with specifics provided to math teachers at bi-monthly meetings.</p>
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Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Effective instructional Practices (Marzano)	2 FTEs JSHS Math salaries/benefits to provide instruction and interventions	222488
Instruction	<ul style="list-style-type: none">Effective instructional Practices (Marzano)	1 FTE JSHS ELA salaries/benefits to provide instruction and interventions	207163
Total Expenditures			429651

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Effective instructional Practices (Marzano)	The ATSI team will develop quarterly assessments and use the subgroup data to drive instruction. Student performance on state assessments will improve by 10% by June 2025. Teachers will use Marzano "The New Art and Science of Teaching Handbook" as a guide to help improve instruction.
Data Review and Analysis for Instruction	The ATSI team will develop quarterly assessments and use the data to drive instruction. Student performance on state assessments will improve by 10% by June 2025. Teachers will use Marzano "The New Art and Science of Teaching Handbook" as a guide to help improve instruction
Data Review and Analysis for Instruction	The ATSI team will develop quarterly assessments and use the data to drive instruction. Student growth performance on state assessments will improve by 10% by June 2025. Teachers will use Marzano "The New Art and Science of Teaching Handbook" as a guide to help improve instruction
Data Review and Analysis for Instruction	The ATSI team will develop quarterly math assessments and use the data to drive instruction. Student performance on math state assessments will improve by 10% by June 2025. Teachers will use Marzano "The New Art and Science of Teaching Handbook" as a guide to help improve instruction

TDA writing

Action Step		
<ul style="list-style-type: none"> The ATSI team will develop quarterly assessments and use the subgroup data to drive instruction. Student performance on state assessments will improve by 10% by June 2025. Teachers will use Marzano "The New Art and Science of Teaching Handbook" as a guide to help improve instruction. 		
Audience		
All students 7-12 grade		
Topics to be Included		
1. The reading element(s) students are expected to analyze, 2. The information describing the task, and 3. An expectation to use evidence from the text		
Evidence of Learning		
Weekly assessments designed by classroom teacher.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Tracey Heinlein	2024-08-22	2025-06-05

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Twice a month
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 1f: Designing Student Assessments• 4a: Reflecting on Teaching• 1c: Setting Instructional Outcomes• 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Quip SD Scan_20240822_164818 (1).pdf

Chief School Administrator	Date
Dr. Phillip K. Woods	2024-08-30
Building Principal Signature	Date
Ronnell C. Heard	2024-08-30
School Improvement Facilitator Signature	Date
Michelle McKinley	2024-08-29