Aliquippa JSHS

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Aliquippa JSHS

800 21st Street
Aliquippa, PA 15001
(724)857-7500

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Alvin Gipson
Superintendent: Peter Carbone

Stakeholder Involvement

Name	Role
Alvin Gipson	Building Principal : School Improvement Plan
Beth Smith	Building Principal
Dionna Pugh	Business Representative
Tamu Gilbert	Community Representative
Ellen Hermes	Ed Specialist - School Counselor
Kim Tonio	Ed Specialist - School Counselor
Charles Brantner	High School Teacher - Regular Education
Mike Malec	High School Teacher - Regular Education
Regina Stala	High School Teacher - Regular Education
Tom Majors	High School Teacher - Special Education
Michael Lewis	Intermediate Unit Staff Member
Sam Giordano	Middle School Teacher - Regular Education
April Lindner	Middle School Teacher - Regular Education
Amy Walker	Parent
Amy Young	Parent
Beth Walkney	Special Education Director/Specialist
Lisa Dutkovich	Student Curriculum Director/Specialist

Federal Programs

School Improvement

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

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5**: The school improvement plan covers a two-year period.
- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
    - Clear and Shared Focus
    - High Standards and Expectations
    - Effective Leadership
    - High Levels of Collaboration and Communication
    - Curriculum, Instruction and Assessment Aligned with Standards

  - Frequent Monitoring of Teaching and Learning
  - Focused Professional Development
  - Supportive Learning Environment
  - High Levels of Community and Parent Involvement

- **Assurance 8**: Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
  - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
  - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
  - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
  - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
  - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
  - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
  - Provide ongoing mechanisms for family and community engagement

- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Board meeting presentations
- Town hall meetings
- District report card
- Yearly letter to parents
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Trainings and updates regarding the comprehensive planning tool in the beginning and throughout the year are provided by the PDE and BVIU#27. Mike Lewis from the BVIU 27 provided support and gave valuable information to us as a FOCUS School throughout the entire year. His guidance was ongoing- monthly curriculum meetings, he emailed regularly with updates and attended the Regional meetings (twice) and the Annual PDE Conference held in December. Besides providing quality assistance, he was most encouraging with addressing the implementation of the SIP. He spent time reviewing our data and providing feedback, as needed. He has been most supportive throughout the duration of this plan. Additionally,technical support is provided at the district level through review and support sessions which begin in the summer months. On-going support is provided through Administrative meetings which include analysis of school data, needs assessment, and planning. Additional supports regarding Title I compliance requirements from the Federal Programs Coordinator occur throughout the year.

Provider	Meeting Date	Type of Assistance
BVIU 27 Mike Lewis	9/20/2016 12:00:00 AM	Updated information and networked with other districts.
BVIU 27 Mike Lewis	10/13/2016 12:00:00 AM	AIU3 Focus Meeting
BVIU 27 Mike Lewis	11/15/2016 12:00:00 AM	Updated information and networked with other districts.; CIP Webinar
BVIU 27 Mike Lewis	1/20/2017 12:00:00 AM	Go to Meeting/updated information
BVIU 27 Mike Lewis	2/21/2017 12:00:00 AM	Updated information and networked with other districts.
BVIU 27 Mike Lewis	3/13/2017 12:00:00 AM	Attended conference; sent all of his notes from the Conference
BVIU 27 Mike Lewis	4/18/2017 12:00:00 AM	Updated information and networked with other districts.
BVIU 27 Mike Lewis	12/20/2017 12:00:00 AM	Updated information and networked with other districts.
PDE Conference/BVIU 27 Mike Lewis	12/7/2016 12:00:00 AM	Participant part of our team

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

The Leadership team did the CP NEEDS ASSESSMENT and reviewed staff feedback to prioritize systemic challenges; assessment was a concern aligned to our determined goal of effective instruction. We found inconsistencies in the use of formative and summative assessments to make data-driven instructional decisions to meet the needs of students. Locally developed Performance tasks were developed and used to monitor progress in reading, math and science. Results were analyzed and then used to drive instructional decisions. Our On Hands Database consultant led us through the process. Formative assessment professional development was done this school year led by Penn Literacy Network. We plan to continue the Performance tasks three times a year to monitor progress and achievement of all students.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

• *Any federal education program administrated by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

• *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant

State/Local Grant Program	Amount of Grant

Needs Assessment

School Accomplishments

Accomplishment #1:

According to PAAYP/eMetric all student groups met and exceeded the graduation rate target - AJSHS- 91%

Accomplishment #2:

In 2013, 52% of the students at Aliquippa JSH met or exceeded proficiency in Mathematics. Comparatively, 54% of the students in Aliquippa SD and 75% of the students in Pennsylvania met or exceeded proficiency in Mathematics.

Accomplishment #3:

In 2013, 45% of the students at Aliquippa JSH met or exceeded proficiency in Reading. Comparatively, 41% of the students in Aliquippa SD and 69% of the students in Pennsylvania met or exceeded proficiency in Reading.

Accomplishment #4:

All participation and attendance targets were met in 2013-2014.

Accomplishment #5:

According to a PDE report, 2009-2014 (5 year period) the JSHS saw a 53% increase in Math scores and a 2% increase in Reading scores.

Accomplishment #6:

According to 2014 PVAAS, the Aliquippa JSH met the standard for academic growth in Keystones Literature.

Accomplishment #7:

The cumulative grade point average of top ten students in the Class of 2015 is 3.8%. Overall, in the Class of 2015, 24 % have earned a 3.0 or better.

Accomplishment #8:

All JSHS teachers are appropriately certified..

Accomplishment #9:

Each year the CTC conducts an Industry- based testing program called NOCTI. This year we had 13 seniors take the test out of 14 enrolled in the CTC. (93%) 48 categories were evaluated from those 13 seniors. 56% of the 48 categories rated received a score of Advanced, 38% were rated Competent, and 6% earned a score of Below Basic. Therefore, 94% of our students were either Competent or Advanced on the NOCTI test. This testing program's results corresponds to the positive grades that we have seen from our students who have been enrolled in the CTC Program.

School Concerns

Concern #1:

There is an inconsistent implementation of effective instructional practices that meet the needs of all students across all classrooms and align with the PA Framework for Teaching.

Concern #2:

The JSHS curriculum is still under review and revision. Not all content areas are currently aligned to PA CCSS. Work on completion of the map is a work in process.

Concern #3:

Keystone proficiency rates do not meet state expecations.

Concern #4:

There is an inconsistent implementation of effective behavioral and classroom management practices that meet the needs of all students across all classrooms.

Concern #5:

There is an inconsistency in the use of formative and summative assessments to make data-driven instructional decisions to meet the needs of students.

Concern #6:

Relationships between staff and parents/families is not consistently positive.

There is an inconsistentcy in the relationships between home and school.

Concern #7:

Safety nets for students are not purposeful and/or implemented for all students.

Concern #8:

Monitoring of instructional practices and student learning by the administrative team is infrequent.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Keystone proficiency rates do not meet state expecations.

The JSHS curriculum is still under review and revision. Not all content areas are currently aligned to PA CCSS. Work on completion of the map is a work in process.

There is an inconsistent implementation of effective instructional practices that meet the needs of all students across all classrooms and align with the PA Framework for Teaching.

There is an inconsistent implementation of effective behavioral and classroom management practices that meet the needs of all students across all classrooms.

There is an inconsistency in the use of formative and summative assessments to make data-driven instructional decisions to meet the needs of students.

Monitoring of instructional practices and student learning by the administrative team is infrequent.

Safety nets for students are not purposeful and/or implemented for all students.

Systemic Challenge #2 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Keystone proficiency rates do not meet state expecations.

There is an inconsistent implementation of effective instructional practices that meet the needs of all students across all classrooms and align with the PA Framework for Teaching.

There is an inconsistent implementation of effective behavioral and classroom management practices that meet the needs of all students across all classrooms.

Relationships between staff and parents/families is not consistently positive.

There is an inconsistentcy in the relationships between home and school.

Monitoring of instructional practices and student learning by the administrative team is infrequent.

Safety nets for students are not purposeful and/or implemented for all students.

Systemic Challenge #3 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

There is an inconsistent implementation of effective behavioral and classroom management practices that meet the needs of all students across all classrooms.

Safety nets for students are not purposeful and/or implemented for all students.

Systemic Challenge #4 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

There is an inconsistent implementation of effective behavioral and classroom management practices that meet the needs of all students across all classrooms.

There is an inconsistency in the use of formative and summative assessments to make data-driven instructional decisions to meet the needs of students.

Systemic Challenge #5 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

Relationships between staff and parents/families is not consistently positive.

There is an inconsistentcy in the relationships between home and school.

Monitoring of instructional practices and student learning by the administrative team is infrequent.

Systemic Challenge #6 *(Guiding Question #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

There is an inconsistent implementation of effective behavioral and classroom management practices that meet the needs of all students across all classrooms.

Monitoring of instructional practices and student learning by the administrative team is infrequent.

Safety nets for students are not purposeful and/or implemented for all students.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual
Data Source: Kestyone Exam Results
Specific Targets: Annually, proficiency rates on each Keystone Exam will increase by at least 20% as determined by 2017 scores

Type: Annual
Data Source: PSSA Math, Reading, Writing (becoming Literature) and Science
Specific Targets: Annually, proficiency rates on each of the PSSA will increase by at least 20%as determined by 2017 scores

Type: Annual
Data Source: PVAAS School Value Added Summary
Specific Targets: Value Added Summary report will be light blue and dartk blue in all content areas demonstrating strong evidence of at least a year's worth of growth.

Type: Interim
Data Source: Compass Learning reslults in Biology, Algebra 1, Literature, Math and Reading
Specific Targets: All students will demonstrate increased achievement on each of the given assessments from the previous time given.

Type: Interim
Data Source: Locally developed performance tasks
Specific Targets: By the end of the year of this plan, Spring 2018 - 75% of students will reach proficiency on locally developed performance tasks in reading and mathematics in all grades 7-12.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

SAS Alignment: Instruction, Materials & Resources

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx , and http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time)

SAS Alignment: Instruction, Safe and Supportive Schools

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and http://www.pakeys.org/docs/SL%20PP%201.pdf)

SAS Alignment: Safe and Supportive Schools

Data Informed Decision- Making

Description:

Build capacity of stakeholders to use data sources effectively to make decisions which promote a supportive environment.

Professional Development for transition from ProSoft to POWERSCHOOL training will be held throughout the summer for admin and train staff in August so that the switch in databases is seamless and knowledge is gained to inform decisions and measure progress of students, teachers and administration, and academic /behavioral/health performance reports.

Measure all learning growth using a variety of data: Comprehensive and Specific Reporting

Multiple measures include: PVAAS, eMetric, Compass Learning, On-Hands. and PowerSchool

Data summit information will alter,add, and adjust the CIP Plan.

Data from PVAAS and On-Hands develop a framework and sequence- to -do checklist so that all teachers learn to understand how to interpret the tools and databases available for use.

2017-2018 Forming,planning and reestablishing our framework

Summer of 2017-2018 ;2018-2019- Strategically planned measures used to schedule and identify path of improvement for ALL students.

Use the Data Governance Checklist from PDE and PTAC (Federal Technical Support for DATA) during the summer of 2017 complete a Data/ Assessment / PD plan for monitoring and, analyzing, and gaining infomation for all stakeholders.

SAS Alignment: Materials & Resources, Safe and Supportive Schools, Standards, Assessment, Instruction

Professional Learning- Create a culture of continuous learning to increase teachers knowledge and use of effective instructional practice through professional development:

Description:

Continue to use PDE's Teacher SUPERVISION / EVALUATION process and use of data to plan focused and on-going professional development that improves individual practice and uses the *Framework for Teaching* by Charlotte Danielson.

Continue to train teachers to know how and when to use both formative and summative assessments to change the trajectory of academic growth of ALL students as it relates to PA's COMMON CORE,SLO's and RtII Interventions.

Use Train the Trainer teachers to train staff in ChromeBook use in the classroom. Training for interested staff in early August of 2017.

Use the on-going support of our educational resources to oversee, provide feedback and suggest next steps during the implementation of this Schoolwide/CIP Educational resources include: AIU3/ IU 27- BVIU,NISL, PaTTAN, and PDE/ Federal Programs consultants.

Add PD Calendar

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Utilization of Educational resources

Description:

Use the on-going support of our educational resources to oversee, provide feedback and suggest next steps during the implementation of this CIP Educational resources include: IU 27- BVIU, PaTTAN, and the Pennsylvania Department of Education (PDE) and the USDOE and its PTAC - Privacy Technical Assitance Center.

SAS Alignment: Materials & Resources

Family Engagement- Parent and Community Services

Description:

Continue to increase parental engagement by communicating and sharing information that updates via the website, meetings, and activities.

Community meetings that improve efforts to meet the needs of all stakeholders. Feedback will drive discussions for the Leadership Team.

Build a culture of learning by highlighting and acknowledging accomplishments of all efforts of stakeholders.

District Meeting held in Fall will inform - review and update Title I Parent Engagement Policies, compacts, and survey information. Powerpoint at OPEN HOUSE. September 2017,

Review leadership team practices to ensure inclusion of stakeholders for accountability and ownership.

Discussion includes formation of sub-committees to our plan.

Parent/ Student will be scheduled as the result of feedback shared by the CIP team by the end of September 2017.

Create parent workshops aimed at Adolescent issues and college and career preparation. Guidance and Wellness staff.

Collaborate with community resources, businesses, post secondary, and local churches to raise student achievement by using resources and sharing needs of all.

SPAC Conference attendance for a family willing to be involved in leadership participation will be paid through Title 1.

Funds for activitities scheduled throughout the year that engages parents and community, specifically, College Fair, a workshop that explains testing and accountability and tips on ways to help their child(ren.

Send Title 1 Surveys Parent, Teacher, Student in March of 2018 to review needs of all stakeholders. Feedback from PD and walk throughs will provide a framework for 2018-2019 school year's focus.

SAS Alignment: Safe and Supportive Schools

Student Engagement

Description:

Student involvement in decision-making leads to strong relationships and a climate that is safe and supportive.

A Student leadership team will be formed at the beginning of the year to support and improve our PBIS programs and initiatives

SAS Alignment: Safe and Supportive Schools

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf) Jenny DeMonte July 2013. Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Safe and Supportive Schools

High School Improvement: Indicators of Effectiveness and School-Level Benchmarks

Description:

The National High School Center's Eight Elements of High School Improvement: A Mapping Framework provides a cohesive high school improvement framework comprised of eight elements and related indicators of effectiveness. These indicators of effectiveness allow states, districts, and schools to identify strengths and weaknesses of their current high school reform efforts. This document, High School Improvement: Indicators of Effectiveness and School-Level Benchmarks, extends the framework and offers specific school-level benchmarks that provide a deeper level of detail for each indicator of effectiveness and describe school-level practices that can be implemented to support high school improvement at the local

level. Developed by the National High School Center at AIR, with contributions from (in alphabetical order): Phyllis L. Cohen; Chad Duhon; Todd D. Flaherty, Ed.D.; Lindsay Fryer; Libia S. Gil, Ph.D.; Joseph R. Harris, Ph.D.; Ayse Ikizler; Louise Kennelly; Megan Lebow; Jenny Scala; Circe Stumbo; and Susan Bowles Therriault, Ed.D. (Source: http://files.eric.ed.gov/fulltext/ED521559.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Organizational+Structure

SAS Alignment: Materials & Resources

Common Assessment within Grade/Subject

Description:

WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

Test Prep fully-aligned to the PA Core Standards and Eligible Content, PSSA Performance Coach is a common practice and test prep resource. PSSA Performance Coach will fully prepare all classes for the rigor and format of the PSSA. Each lesson provides a review of the standard, coached examples of the item types, and independent practice of the item types.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Schedule on-going professional development for enhancing professional practice with high levels of fidelity.

Description:

A culture that delivers high degrees of fidelity means that we must continuously expect higher levels of learning even for those students that have attained proficiency.This requires a concentrated and individual approach to meet the needs of all students.The ability for teachers to differentiate and respond to the cultural

and environmental demands of students is as important as their intellectual ability. Michael Fullan, Alfie Kohn, Sergiovanni, etc...are researchers that understand the issues that impact learning when connections are not made due to unforseen conditions.Through the use of on- line learning, Book Study- PLC's will be created , shared, and discussed to introduce teachers to develop the whole child.Teachers will embed PD's strategies of effective instruction into their classrooms on a regular basis as evidenced in lesson plans and procedures.

Start Date: 8/18/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Professional Learning- Create a culture of continuous learning to increase teachers knowledge and use of effective instructional practice through professional development:
- Utilization of Educational resources

STEM / College and Career Curriculum mapping alignment to the PA Common Core standards

Description:

The STEM curriculum will be reviewed and revised for alignment to the core academic areas of English Language Arts, Math, Science, and Social Studies during the summer of 2017. This is funded by KTO as part of the Comprehensive Literacy Plan and the Ready to Learn Grant to articulate and align curriculum vertically and horizontally. STEM teachers will work to vertically achieve consistency through the creation of a Transition Plan. This plan will reflect a seamless movement academically and behaviorally through grade levels. It will help students to identify with their focus and move towards college and career preparation. The revised/updated curriculums will be able to every teacher and administration through On Hand School database by the 2018-2019 school year. Evidence of the work accomplished include the maps in Math, ELA, Science and Social Studies as well as Time sheets. Stipends will be paid for team's participation during the summer months.

The map will be a continously evolving live document. In addition, mapping will occur during the school year with funds obligated to provide substitutes, if needed. The 2017- 2018 school year will review implementation efforts and continue to make changes to create an environment where student's needs are assessed and met to prepare them for college and career readiness. SLO's and progress monitoring will be used as the source of evidence of implementation. Surveys and needs assessments will be the evidence of effectiveness.

Start Date: 8/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Curriculum Mapping
- Instructional (Distributed) Leadership Capacity Building
- Utilization of Educational resources

Utilize the Pennsylvania Framework for Teaching for differentiated professional development.

Description:

A series of professional development workshops will be provided so that all teachers can learn and understand the four domains. The application of the strategies associated with the four domains will be the evidence. This framework and the ability to use the rubric well supports us throughout all phases of this plan and also drives future planning since it will keep us on a "shared" journey towards excellence. Both of our priority synergetic goals will be addressed,professionally, since effective instruction is measured, learned, discussed, and monitored as the safe and supportive environment is embedded within each of the domains.

The professional development calendar will specify specific information for each year of the grant. Phase 1- Year 1 Introduced teachers to the connection of Supervision/ Evaluation/ Professional Development.

Charlotte Danielson's Rubric will be utilized to differentiate PD.

Domain 1: Planning and Preparation and Domain 4: Professionalism- "off stage " instructional practice

Domain 2: The classroom environment and Domain 3: Instruction - " on-stage' instructional practice

Phase 1- Year 1- Understanding the efficacy of the Teacher Rubric and how learning specifics through PD will lead to improved instruction and change the trajectory of student achievement. Similarly, the rubric will help them to plan SLO's. At the end of year 1, the PD process will prepare the teachers to do their individual growth and action plans and the SLO. Researchers; such as, Danielson, Marzano, Tomlinson, Wiggins, DaFour, Maslow, Sagor, Glasser will be used to increase their instructional knowledge base of teaching and learning. PDE, DRC, TEACHscape, Pa-ETEP, SAS, along with our consultants' resources will provide on- line learning

followed by discussion which leads to better practice. PVAAS Teacher specific reporting will be used as a tool to reflecty on instuructional parcatices.

Phase 2- Year 2 - Teachers use the Rubric to plan and reflect on instructional practice and also seek research -based help to improve instruction. Teachers using the DSM method of evaluation will use the framework to help them to improve practice.

Year 3- Phase 3-Further refinement of Instructional skills/ Teacher evaluation tool.

The team will meet during the remainder 2017-2018 school year and the summer to create the professional development timeline and set up the schedule.

PD Details for the begining of the year will be finalized in August of 2017 by the CIP Team.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Professional Learning- Create a culture of continuous learning to increase teachers knowledge and use of effective instructional practice through professional development:
- Utilization of Educational resources

Refinement of the CIP/PBIS Leadership team

Description:

This team is designed to collaborate and work together to oversee the continuous improvement and effectiveness of our live CIP plan.Their focused leadership exemplifies the commitment that is needed by all to improve the efficacy of daily/ monthly/ yearly outcomes. Performance processes are evaluated and outcomes are monitored since all share agreed upon values.This team shares and agrees upon what students should know and be able to do based upon effective indicator results.

During the summer of 2017, our CIP team will review year 16-17 test results to refine the PD/Data/Assessment calendar. Time spent to refine the quality and schedule for interventions, and devise the timelines of specific implementation.

Team members names/ job titles are listed under planning team section. Leadership team will meet quarterly to review objectives of performance.

Once the rough draft is approved for the 2017-2018 school year by August 2018 the timeline can become formalized so that all stakeholders know and understand our revised plan. Sub-committees for a safe and supportive system will be refined and lead to a more synchronous implemention of goals toward academic achievement.

Funding will include: teacher contractual stipend for one five hour day prior to the start of school and any materials necessary.

Start Date: 2/21/2014 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Professional Learning- Create a culture of continuous learning to increase teachers knowledge and use of effective instructional practice through professional development:

Presentation to the staff/stakeholders the CIP/ SchoolWide PLAN for updates and changes for 2017-2018.

Description:

The details of the 2017-2020 CIP, including the data-based rationale for the review of strategies in the Action Plan will be presented to staff at the August 2017 In-Service Day. Feedback sheets will be used by the CIP team for dialogue. Indicator of implementation: Completed meeting feedback sheets, agenda, and sign-in sheets.

Start Date: 8/24/2017 **End Date:** 8/17/2018

Program Area(s): Professional Education

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building

Creation of an Assessment/Data Summits/ Professional Development Calendar addresses data analysis and supports action plan.

Description:

Create an on-going three year Assessment/ professional development plan that provides all staff training for implementation of targeted strategies. These trainings will be ongoing throughout the duration of this plan. A professional development calendar that addresses the use of data anaylsis will be created, used and modified throughout the duration of this plan so that it can be a working and viable plan based on needs. Calendar attached.

The Assessment/ PD calendar 2017- 2018 will be created during the summer of 2017 since it involves a review of teacher effectiveness based upon student performance during the 2016-2017 school year. The team will analyze results and create the calendar of events for an effective improvement plan. On- going training is based upon strengths and needs based upon required evidence of Year 1.

Start Date: 8/7/2017 **End Date:** 8/21/2017

Program Area(s): Professional Education

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building
- Data Informed Decision- Making
- Professional Learning- Create a culture of continuous learning to increase teachers knowledge and use of effective instructional practice through professional development:

Train Administration through research-based learning that produces "Results -focused" learning- professional development

Description:

Administrative learning through NISL, PIL,(PDE) BVIU and PaTTan scheduled throughout the duration of this plan. It will empower them to lead systematically. Included: Supervision, SLO's , DATA etc... relevant for changing the efficacy of the school. Professional membership to ASCD, PAESSP, Marshall MEMO, ie...will be used to stay current and up to date with changes in education. Information acquired will be used to improv the efficacy of our CIP's process. Substantial PD for leadership leads to academic success.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Increased Quality Instructional Time
- Professional Learning- Create a culture of continuous learning to increase teachers knowledge and use of effective instructional practice through professional development:
- Utilization of Educational resources

Improve the implementation of Safety Nets to be rigorous and relevant: On-Line Acceleration, Intervention,Prevention, and Accommodations during and after-school.

Description:

Through the strong leadership of administrators , the CIP Plan refines safety nets to intervene in order to help teachers to improve in order to differentiate, personalize, and accelerate learning through on-line learning to ensure successful test scores, graduation rates, and accelerate growth for all students. Added safety nets during and afterschool would be fluid so that data drives our response to their needs for intervention, acceleration, and growth.

Compass Learning is an on-line real-time resource aligned to PA common core-based curriculum that allows flexibility and is customized for rigorous and researched individual pathways for mastery of content areas. A unique capability for flexibility of time feature is available since students will be able to work from home, too. More importantly, direct instruction that is systematic and rigorous is anotehr feature. This tool will be used for remediation and acceleration to enhance educational experiences for students. Its' assessment and content provides intervention instruction for PSSA, Keystones, ACT, and more.

Imperio software will be utilized by lab and technology teachers and administrators to manage and monitor students during the Keystone Strategies classes.This compreshensive software permits teachers and admin to view all live computer stations while doing interventions/ and on-line learning to ensure fidelity and raise accountability and productivity. This step has been added since in year 1, we learned that computer based safety nets were not being used with efficacy. The ASD technology coordinator will train staff on its utilization.

This software will be used in Keystone Strategy Classrooms but can also be used for credit recovery and to increase opportunities for choices of offerings available within the school day.

Meeting with Compass Learning of Admin in the summer. Schedule will be made in early August 2015 after the Keystone results.

Coaching (PD) and tech support from Odyssey's Compass Learning and will be built into the framework.

Triumph Learning's Coach BooKs Test prep resources in Reading and Math will be used on BUCKLE DOWN Fridays by staff to prepare for test readiness.

iXL- This intervention will be used for reading and math in grades 7-12 as a resource for learners in need of remediation. It provides unlimited practice to differentiate and support learning.

STEM SUPPLIES for Project Based and Hands On Learning will be acquired for Grades 7-12 STEM and SCIENCE classes as we move towards College and Career readiness learning.

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PBIS a comprehensive approach to dealing with bullying and challenges within our school community will be used to create a safe, bully-free environment based upomn tolerance and respect. Grades 7-9 and Grades 10-12 will have specifically designed assemblies, small, group activities and larger group discussions geared towards motivation, effort, and recognition.

Professional development for staff, Parent Sessions and student days are features of this new initiative that will create a positive school environment and ultimately improve student achievement.

An aide will be used for an In School Suspension place where students where behavior has affected the learning of self and other students. Placement of students will follow the rules of the discipline plan that is adopted for the beginning of the school year. Students will be required to maintain their work and practice skills oline using Compass / iXL.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Increased Quality Instructional Time
- Instructional (Distributed) Leadership Capacity Building
- Utilization of Educational resources

Analyze CIP data of Year (2016- 2017) instructional effectiveness using identified subgroups and develop instructional plans for areas of deficiency in performance.

Description:

Building principals will lead teachers in data analysis sessions and monitor implementation of individual instructional plans (SLO goals) through review of lesson plans, informal walkthroughs and formal evaluations.

Administrators and team will review the PA Framework for Educator Effectiveness performance data of staff to evaluate system's improvement. Teacher evaluation (Act 82 Data) will determine the course of individualized / group / and whole group PROFESSIONAL DEVELOPMENT for the 2017- 2018 school year.

In Year 2018-2019, a data governance. assessment/ PD checklist will be created to establish and maintain a successful data, assessment, and accountability governance program to ensure consistency and fidelity of our goals and requirements of Schoolwide/PDE.

Start Date: 8/24/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Increased Quality Instructional Time
- Instructional (Distributed) Leadership Capacity Building
- Data Informed Decision- Making
- Professional Learning- Create a culture of continuous learning to increase teachers knowledge and use of effective instructional practice through professional development:
- High Quality Professional Development for Teachers

Goal #2: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Compass Learning Data dashboard and Reports; Read 180 Reports

Specific Targets: Students should show growth and become proficent in the course content's standards. Once they have achieved their goals, another pathway is created to scaffold support.

Type: Annual

Data Source: On Hands Discipline Referral Report

Specific Targets: 10% decrease in student referrals from the previous year

Type: Annual

Data Source: On- Hands; PowerSchool

Specific Targets: 10% increase in students referred to SAP

Type: Interim

Data Source: Performance Tasks; SLO's

Specific Targets: On- Hands Benchmark testing/Teacher created SLO's will be used to check baseline, monitor growth and plan and direct individualized instructional goals toward Keystone proficiency.

Type: Annual

Data Source: Scheduled surveys biannually along with feedback sheets from meetings. (Needs Assessment) EOY.

Specific Targets: Family Engagement Surveys, Teacher and Parent surveys, will be used as a data tool.

Type: Interim

Data Source: Parent Involvement- Sign in sheets along with feedback taken.

Specific Targets: Parent involvement improves by 20% as indicated on needs assessment indicators.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

SAS Alignment: Instruction, Materials & Resources

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high,

amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx , and http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time)

SAS Alignment: Instruction, Safe and Supportive Schools

Data Informed Decision- Making

Description:

Build capacity of stakeholders to use data sources effectively to make decisions which promote a supportive environment.

Professional Development for transition from ProSoft to POWERSCHOOL training will be held throughout the summer for admin and train staff in August so that the switch in databases is seamless and knowledge is gained to inform decisions and measure progress of students, teachers and administration, and academic /behavioral/health performance reports.

Measure all learning growth using a variety of data: Comprehensive and Specific Reporting

Multiple measures include: PVAAS, eMetric, Compass Learning, On-Hands. and PowerSchool

Data summit information will alter,add, and adjust the CIP Plan.

Data from PVAAS and On-Hands develop a framework and sequence- to -do checklist so that all teachers learn to understand how to interpret the tools and databases available for use.

2017-2018 Forming,planning and reestablishing our framework

Summer of 2017-2018 ;2018-2019- Strategically planned measures used to schedule and identify path of improvement for ALL students.

Use the Data Governance Checklist from PDE and PTAC (Federal Technical Support for DATA) during the summer of 2017 complete a Data/ Assessment / PD plan for monitoring and, analyzing, and gaining infomation for all stakeholders.

SAS Alignment: Materials & Resources, Safe and Supportive Schools, Standards, Assessment, Instruction

Family Engagement- Parent and Community Services

Description:

Continue to increase parental engagement by communicating and sharing information that updates via the website, meetings, and activities.

Community meetings that improve efforts to meet the needs of all stakeholders. Feedback will drive discussions for the Leadership Team.

Build a culture of learning by highlighting and acknowledging accomplishments of all efforts of stakeholders.

District Meeting held in Fall will inform - review and update Title I Parent Engagement Policies, compacts, and survey information. Powerpoint at OPEN HOUSE. September 2017,

Review leadership team practices to ensure inclusion of stakeholders for accountability and ownership.

Discussion includes formation of sub-committees to our plan.

Parent/ Student will be scheduled as the result of feedback shared by the CIP team by the end of September 2017.

Create parent workshops aimed at Adolescent issues and college and career preparation. Guidance and Wellness staff.

Collaborate with community resources, businesses, post secondary, and local churches to raise student achievement by using resources and sharing needs of all.

SPAC Conference attendance for a family willing to be involved in leadership participation will be paid through Title 1.

Funds for activitities scheduled throughout the year that engages parents and community, specifically, College Fair, a workshop that explains testing and accountability and tips on ways to help their child(ren.

Send Title 1 Surveys Parent, Teacher, Student in March of 2018 to review needs of all stakeholders. Feedback from PD and walk throughs will provide a framework for 2018-2019 school year's focus.

SAS Alignment: Safe and Supportive Schools

Student Engagement

Description:

Student involvement in decision-making leads to strong relationships and a climate that is safe and supportive.

A Student leadership team will be formed at the beginning of the year to support and improve our PBIS programs and initiatives

SAS Alignment: Safe and Supportive Schools

After School Programs

Description: WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim.(Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf) A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact. (Source:http://americaspromise.org/~/media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx) Resource: http://effectivestrategies.wiki.caiu.org/Organizational+Structure

SAS Alignment: Safe and Supportive Schools

Peer Tutoring and Response Groups

Description: Peer Tutoring and Response Groups involve pairing or grouping ELL students to work on a task. The students may be grouped by age or ability (English-only, bilingual, or limited English proficient) or the groups may be mixed. Peer tutoring typically consists of two students assuming the roles of tutor and tutee, or "coach and player" roles. Peer response groups give four or five students shared responsibility for a task, such as editing a passage or reading and answering comprehension questions. When working in a small group to edit a writing assignment, one student edits punctuation, another edits spelling, and another provides overall feedback on writing focus and clarity. Both peer tutoring pairs and peer response groups emphasize peer interaction and discussion to complete a task. The WWC reports that Peer Tutoring and Peer Response Groups have a

positive effect on English language development for ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Peer_Tutoring_070907.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Safe and Supportive Schools

Credit Recovery Program

Description: Credit Recovery Programs provide a structured way for students to pass and receive credits for a course in which a student was previously unsuccessful in earning academic credit toward graduation, which is thought to increase the probability of school completion and graduation. While there is a large amount of inferential support for the institution of various approaches to credit recovery, insufficient empirical evidence is available to indicate that credit recovery has a positive effect on school completion. (Sources: http://www.blackboard.com/resources/k12/Bb_K12_WP_CreditRecovery.pdf ; http://www.centerii.org/handbook/Resources/4_C_h_Credit_recovery_programs_hs.pdf ; and http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Positive Behavioral Interventions and Supports

Description: ?Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and

sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Reestablishment of a PBIS team to improve school culture and climate

Description:

Recreation of a PBIS team to oversee the development and implementation of our goal of safe and supportive environment . Research shows that collaboration is key for internalization and commitment.. Members' responsibilities: overseeing, planning, implementing and evaluating activities and altering next steps.

PBIS/Safe School Facilitators (2) will monitor times this school year to check on the effectiveness of our plans. The calendar will be updated during the meeting prior to the start of 2017 SY.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Refinement of the CIP/PBIS Leadership team

Description:

This team is designed to collaborate and work together to oversee the continuous improvement and effectiveness of our live CIP plan.Their focused leadership exemplifies the commitment that is needed by all to improve the efficacy of daily/ monthly/ yearly outcomes. Performance processes are evaluated and outcomes are monitored since all share agreed upon values.This team shares and agrees upon what students should know and be able to do based upon effective indicator results.

During the summer of 2017, our CIP team will review year 16-17 test results to refine the PD/Data/Assessment calendar. Time spent to refine the quality and schedule for interventions, and devise the timelines of specific implementation.

Team members names/ job titles are listed under planning team section. Leadership team will meet quarterly to review objectives of performance.

Once the rough draft is approved for the 2017-2018 school year by August 2018 the timeline can become formalized so that all stakeholders know and understand our revised plan. Sub-committees for a safe and supportive system will be refined

and lead to a more synchronous implemention of goals toward academic achievement.

Funding will include: teacher contractual stipend for one five hour day prior to the start of school and any materials necessary.

Start Date: 2/21/2014 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Positive Behavioral Interventions and Supports
- Data Informed Decision- Making
- Reestablishment of a PBIS team to improve school culture and climate

Creation of an Assessment/Data Summits/ Professional Development Calendar addresses data analysis and supports action plan.

Description:

Create an on-going three year Assessment/ professional development plan that provides all staff training for implementation of targeted strategies. These trainings will be ongoing throughout the duration of this plan. A professional development calendar that addresses the use of data anaylsis will be created, used and modified throughout the duration of this plan so that it can be a working and viable plan based on needs. Calendar attached.

The Assessment/ PD calendar 2017- 2018 will be created during the summer of 2017 since it involves a review of teacher effectiveness based upon student performance during the 2016-2017 school year. The team will analyze results and create the calendar of events for an effective improvement plan. On- going training is based upon strengths and needs based upon required evidence of Year 1.

Start Date: 8/7/2017 **End Date:** 8/21/2017

Program Area(s): Professional Education

Supported Strategies:

- Online Learning Opportunities

- Instructional (Distributed) Leadership Capacity Building
- Positive Behavioral Interventions and Supports
- Data Informed Decision- Making
- Reestablishment of a PBIS team to improve school culture and climate

Presentation to the staff/stakeholders the CIP/ SchoolWide PLAN for updates and changes for 2017-2018.

Description:

The details of the 2017-2020 CIP, including the data-based rationale for the review of strategies in the Action Plan will be presented to staff at the August 2017 In-Service Day. Feedback sheets will be used by the CIP team for dialogue. Indicator of implementation: Completed meeting feedback sheets, agenda, and sign-in sheets.

Start Date: 8/24/2017 **End Date:** 8/17/2018

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavioral Interventions and Supports
- Data Informed Decision- Making

Creation and Development of a District/ Student Leadership Team to strengthen the academic and behavioral environment.

Description:

Details will be decided prior to the start of the 2017 school year by the CIP/PBIS team.

The DSLT - District Student Leadership Team will be created and involved in planning events and actiivties that strengthen and improve school culture - making it a culture of learning.

Discussion Possiblities: School Culture, Peer Mediation, Mentoring, Tutoring, Decision- Making, and College and Career /STEM Preparation

The JSHS CIP team will be members of the district team so that our goals move fluidly throughout K-12.

Start Date: 8/24/2017 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Student Engagement

Improve the implementation of Safety Nets to be rigorous and relevant: On-Line Acceleration, Intervention,Prevention, and Accommodations during and after-school.

Description:

Through the strong leadership of administrators , the CIP Plan refines safety nets to intervene in order to help teachers to improve in order to differentiate, personalize, and accelerate learning through on-line learning to ensure successful test scores, graduation rates, and accelerate growth for all students. Added safety nets during and afterschool would be fluid so that data drives our response to their needs for intervention, acceleration, and growth.

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Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- After School Programs
- Online Learning Opportunities
- Increased Quality Instructional Time

Train Administration through research-based learning that produces "Results -focused" learning- professional development

Description:

Administrative learning through NISL, PIL,(PDE) BVIU and PaTTan scheduled throughout the duration of this plan. It will empower them to lead systematically. Included: Supervision, SLO's , DATA etc... relevant for changing the efficacy of the school. Professional membership to ASCD, PAESSP, Marshall MEMO, ie...will be used to stay current and up to date with changes in education. Information acquired will be used to improv the efficacy of our CIP's process. Substantial PD for leadership leads to academic success.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Increased Quality Instructional Time
- Data Informed Decision- Making

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	**Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Increased Quality Instructional Time** **Strategy #3: Instructional (Distributed) Leadership Capacity Building** **Strategy #4: Data Informed Decision-Making** **Strategy #5: Professional Learning- Create a culture of continuous learning to increase teachers knowledge and use of effective instructional practice through professional development:** **Strategy #6: High Quality Professional Development for Teachers**

Start	End	Title	Description
8/24/2017	6/30/2018	Analyze CIP data of Year (2016- 2017) instructional effectiveness using identified subgroups and develop instructional plans for areas of deficiency in performance.	Building principals will lead teachers in data analysis sessions and monitor implementation of individual instructional plans (SLO goals) through review of lesson plans, informal walkthroughs and formal evaluations. Administrators and team will review the PA Framework for Educator Effectiveness performance data of staff to evaluate system's improvement. Teacher evaluation (Act 82 Data) will determine the course of individualized / group / and whole group

PROFESSIONAL DEVELOPMENT for the 2017- 2018 school year.

In Year 2018-2019, a data governance. assessment/ PD checklist will be created to establish and maintain a successful data, assessment, and accountability governance program to ensure consistency and fidelity of our goals and requirements of Schoolwide/PDE.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Principals, Leadership CIP Schoolwide Team	1.0	18	25	Aliquippa School District	School Entity	Yes

Teachers will review student data to guide instructional decisions. DATA training will be used during the term of this plan to identify student academic strength and areas of need. The On Hands Data tool will be used to determine continuous improvement.

Knowledge

Other Data Tools : PVAAS, e-Metric, Needs Assessments and Surveys are resources that will also be used during PD since it is aligned with teacher needs and must be used to improve teacher effectiveness.

Knowledge results when staff evaluate their own effectiveness based on ACT 82 results and set their own action plan for their own teaching and learning at the end of each year. TEACHERS IMPROVE AS A RESULT OF BECOMING A REFLECTIVE PRACTIONER BASED UPON THEIR OWN DATA.

Supportive Research

Using a quality Data System guides instruction to meet student needs and continuous improvement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

	Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Podcast Online-Asynchronous Professional Learning Communities Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel Other educational specialists	**Grade Levels**	Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Aliquippa JSHS in the Aliquippa SD has been duly reviewed by a *Quality Review Team* convened by the 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 **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District 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 Aliquippa JSHS in the Aliquippa SD for the 2014-2018 school-year.

Affirmed by Peter Carbone on 6/12/2017

Superintendent/Chief Executive Officer

Affirmed by Terry Swanson on 6/12/2017

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

Year 3 Evaluation 2016-2017

Strengths-
GOAL 1 EFFECTIVE INSTRUCTION

ELA Keystone Scores

2015-2016 PVAAS results indicate growth in ELA during the past four years of data for grade levels as the bar continues to rise. Our ELA staff met and exceeded the three years standard of growth. During 2014-2015, we increased our percentage of Keystone students above or at proficiency. Our strength of teacher's accepting responsibility was shown daily in the professional behaviors and focused action involved in changing practices and refining conversations so that dialog was conducive to professional growth and instructional conversations.

Teacher Leadership and Collaboration

All teachers were involved in the implementation of year 2016-2017 school year; we were able to uncover key improvement ideas addressed in Year 3. The Leadership team reviewed and updated our comprehensive description of our plan and the action strategies.
Penn Literacy Network provided on-going PD on Literacy in speaking and writing using research- based summative and formative assessments.
Our ELA staff has been an integral piece of expanding our capacity in leadership. The CIP plan for year 3 furthered our change in practice. Teacher feedback from the PD was positive.
This internal responsibility of teachers as leaders and as reflective practitioners has been integral to our action plan.

Created a Focus for Improvement- Data quality

This year, all teachers increased the use of data to drive instruction to increase student achievement. Title I and Bernhardt's types of perceptual data for continuous improvement were being used and refined. Action plans were created and used for decision-making and feedback.
Their task continues be to work smarter and not harder and administrators will monitor closely the programs and materials that are used through computer technology, walkthroughs that focus on identifying ways to improve teacher effectiveness using the framework for teaching.

Strengths-
GOAL 2- SAFE AND SUPPORTIVE

Safety Nets

As test results on eMetric indicate, JSH tutored retesters of ELA during afterschool hours prior to the December 2015 Keystones improved our scores. EMetric showed that our rate of success with that group increased from 4.9% proficient in December of 2014 to 22.9% in Algebra and from 11.3% to 28.2 % proficient in ELA because of added remediation. It showed that if we tutor, they could do it. Intervention is key to increase student achievement.
Besides, ELA growth on the Keystones, according to a PDE report, 2009-2014, (5-year period) the JSHS saw a 53% increase in Math scores across subgroups. These results are reasons to celebrate.

Use of partnerships

Stakeholder engagement is considered vital to the success and improvement of a school. Our stakeholders are helping us to move towards our transition to STEM/ College and Career readiness. The involvement of the broader community of the school has helped us to improve communication and encourage public understanding. It has allowed new perspectives, experiences and expertise of participating community members to improve our schoolwide plan, strategies, and processes.

Describe the continuing areas of concern from the past year.

Concerns- NEEDS

There is still an inconsistent implementation of effective instructional practices across all classrooms and aligned with the PA Framework for Teaching. Adding on-going professional learning through the Penn Literacy Network in Math and Reading helped teachers make better data- driven instructional decisions and link instruction, assessment and student performance but we still need to improve our practices.
The 7th and 8th grade experienced less success in the PSSA due to the changes in PA's standards and content. Our growth data shows a need for growth. According to the PSSA, our scores in 7th and 8th grade went increased by 4% and 1%, respectively. We know that all staff must take responsibility to improve the deficiency that we face because of changes in standards and content. It is through the development of a shared vision of the school's goals and responsibilities for involvement.
As test results on DRC indicate, JSH tutored retesters from 2016-2017 did not do as well as in December of 2015. EMetric showed that our rate of success with that group increased from 4.9% proficient in December of 2014 to 22.9% in Algebra and from 11.3% to 28.2 % proficient in ELA because of added remediation. Winter Keystone performance level from 2016 retesters indicated, 15.1% proficient in Algebra and 12% proficiency in Reading. PSSA Math scores in those grades did not detect any difference from one year to the next. That is a concern.
We were unfortunate with the response to afterschool hours this past year. Tutoring did not occur as a result. Intervention during the school day was not enough.
These scores indicated a need for our goals to remain the same and change what needs to be done for continuous improvement. As the bar continues to rise, we need to work smarter, not harder to improve the efficacy of our plan.

Describe the initiatives that have been revised.

Next Steps:
As in the past, our continued focus during 2017-2018 will be on instructional practices associated with alignment to the common core, use of resources and materials, data use, and support for teachers to become actively engaged and trained on curriculum and assessment alignment.
The addition of local performance tasks created during the 2016-2017 school year may be the change needed for us to move toward our goal of student achievement. On Hands consultants as data facilitators for professional learning will continue during the 2017-2018 school year.
Improvement in Academic SAFETY NETS –

Academically, interventions need to become purposeful and clear. Aligned tutoring will be available prior to the school day, during and after the school day for all students. Quality intervention is key in changing our trajectory of student achievement.
Our plan for 2017-2018 is to tutor our students in our daily schedule to remediate retesters along with adding the afterschool tutoring to make it fluid so that students' needs are met. Motivation and recognition of positive efforts will be an important added component to encourage voluntary and active participation. The PBIS committee will work together to create a plan that promotes a healthy environment conducive to learning.
We will use software programs, Compass Learning and iXL practice as resources to piece the gaps of intervention.
Moreover, during the 2017-2018 school year, staff will focus on setting instructional outcomes, using SLO's and assessments to drive instruction, learning and focus is interconnected. Cross -curriculum alignment to the standards and mastery of content will continue to be a part of our goal to improve student achievement. . Local Performance Assessments created in 2016-2017 will be used to drive instruction and used as evidence of performance and mastery.
In 2017-2018, teachers will be involved in the continued development, review, revision and implementation of aligning our curriculum with the state standards of college and career readiness. PDESAS and Open Educational Resources are some of the resources that will be use.

IMPROVEMENT in BEHAVIORS

Additionally, feedback from professional development indicated a favorable response to learning but also specific to addressing behaviors that interrupt instruction. SAFE AND SUPPORTIVE, our second goal will be addressed in 2017-2018 through professional development and revisions to our PBIS School plan. Teachers surveyed indicated that behaviors from outside sources are constantly plaguing the classroom and affects learning. They need help with classroom management and discipline.
Behaviorally, our revised support focus for next year is comprised of teacher and parent professional development in understanding adolescent and teen behavior both academically and behaviorally. Surveys, discipline data and walkthroughs will be used to evaluate progress.
During the 2017-2018 school year we will look at these findings, have instructional learning conversations with a focus on ways to improve scale scores since they have not increased, and use these implications as a baseline for improving instructional quality that links student achievement with the results of growth in performance levels.

As the digital revolution changes, the JSH students and staff must keep up with 21st Century learning. Our goal is to look ahead and plan creative and innovative ways to learn through technology using connected on-line learning so that the students of Aliquippa JSHS advance at a linear pace with deeper learning experiences that develop real life skills and cultivate the minds that are needed to thrive in this rapidly changing world likewise improve student achievement.
2017-2018 school year advances our movement towards hybrid learning using the Internet and technology, such as Chrome Books and Google Classroom as more teachers integrate these resources into their instruction. Our plan wants teachers and students to take risks, move beyond paper and pencil, and create the environment that moves them out of their past learning and creates a comfort zone to extend thinking beyond the classroom walls. Teaching for the 21st century is challenging in an ever- changing educational system. We must prepare our staff and students with the right skills and resources so that learning takes place. All stakeholders need to be open-minded and ready for the changes to come. It is a mindset that ALL teachers are teachers of the standards for Literacy. Perception in learning and the culture of the school is a challenge that we must address for 2017-2018.

2015-2016 Improvement Evaluation

Describe the success from the past year.

ALIQUIPPA JSHS
COMPREHENSIVE IMPROVEMENT PLAN

YEAR 2 EVALUATION 2015-2016

Evaluation of Year 2: SUCCESS

Our CIP plan during year 2 has provided valuable insight into the systemic practices that the Aliquippa JSHS has done to promote change and continuous improvement.
Utilizing the plan as our guide for our goals, we were able to focus as we uncovered our programs' specific strengths along with our issues of concern.
Our School Performance Profile has increased from 43.1 as measured at the end of the 2013-2014 school year by 12 points during Year 2's CIP PLAN, which improves our academic performance measure to 55.1 as our building level score.

Evaluated Practices: SUCCESS

Leadership and Capacity- The school's plan for improvement promoted strong guidance by administrators and gave teachers more authority and autonomy to direct and guide our decision- making. The JSHS staff developed a shared vision of the school's goals and understood the scope of work and the urgency for involvement. Our strength of teacher's accepting responsibility was shown daily in the professional behaviors and focused action involved in changing practices and refining conversations so that dialog was conducive to professional growth and instructional conversations. Since all teachers were involved in the implementation of year 2, we were able to uncover key improvement ideas addressed in Year 2. This internal responsibility improved the skillfulness of teachers as leaders and as reflective practioners.

Curriculum Development: SUCCESS

Curriculum Alignment:

As in the past, our continued focus during 2016-2017 will be on instructional practices associated with alignment to the common core, use of resources and materials, data use, and support for teachers to become actively engaged and trained on curriculum and assessment alignment. Teachers will be involved in the continued development, review, revision and implementation of aligning our curriculum with the state standards. Local Performance Assessments will be created so that evidence of performance and mastery can be attained. PDESAS and Open Educational Resources are some of the resources that will be used.

Assessments and Intervention: SUCCESS

During year two, we tutored retesters of ELA AND Algebra during afterschool hours prior to the December 2015 Keystones. EMetric shows that our rate of success with that group increased from 4.9% proficient in December of 2014 to 22.9% in Algebra and from 11.3% to 28.2 % proficient in ELA because of added remediation. Our plan is to add a time slot in our daily schedule to remediate retesters and make it fluid so that students' needs are met.

Describe the continuing areas of concern from the past year.

CONCERNS

School DID NOT meet the standard for academic growth in Keystones Algebra or Biology.

Administration's Practices and Decisions: CONCERN

CONCERN- Our Focus Plan during year two exposed further systemic patterns in processes that affected growth towards our goals of improved student achievement through effective instruction and a safe and supportive environment. Organizational practices revealed that changes were needed to procedures, schedules, and student engagement by analyzing the quality of curriculum and interventions. Routine problems were found unacceptable and decisions were made to review policy and add appropriate resources to correct the obstacles. Data analysis has always been primary in decision-making so that we would be addressing the systemic data that has not been attained yet will influence growth towards our goals of student achievement.

Safe and Supportive Environment: CONCERN

CONCERN: STUDENT BEHAVIOR

SAP referrals are up which is positive but uncovers issues that need to be addressed. Even though we had success deterring issues that could have become a crisis, it did not lessen the

number of challenges that we had endured. The added behavioral element of behavioral therapists in the building improved the number of students served was a plus, too. Nevertheless, social networking, community issues, and other factors brought into the school interrupted the efficacy of a secure, safe, and college and career ready environment.

Describe the initiatives that have been revised.

Year 3 CHANGES- Retooling for Success

Change is inevitable and continual.
The process of change takes 3-5 years. As we look back on Years 1 and 2, it is evident that our CIP plan needed to be a continuous and live plan. Research and new technologies are in front of us at demanding speeds and we need to be good at making quick decisions that are efficient and well implemented.
We have enjoyed the experiences achieved in years one and two. Our continued goal is to become more confident with the changes that are taking place and making the experience worthwhile for all.
As we do this, student and teacher engagement will be the rule of any learning experience.

The Four Primary Strategies:

Teacher Effectiveness and Professional Development:

Teachers need to prepare and inspire our students to thrive in a world of constant change. Teacher quality is at the foundation of any change initiative. Beginning in the summer of 2016, the administrators will examine interrater reliability of supervision using the resource of PA-ETEP along with dialogue and do activities that strengthen the validity and efficacy of supervision and evaluation. Administrators will be trained on rigorous and authentic instruction and assessment literacy. They will analyze the depth of practice and assessment that is used during instruction. Our instructional focus will be to align vertically our curriculum so that our instructional focus is the same.
In addition, in year three, staff will be trained on setting instructional outcomes and using assessments in instruction so that learning and focus is interconnected. Cross -curriculum alignment to the standards and mastery of content is our goal to improve student achievement.
Walk through observations during year 3 that emphasize Domains two and three will be scheduled at least once a semester as an administrative team. These learning walks will form the conversation for next steps and needs.

Planned instruction and curriculum alignment is supported by collaboration and ownership of content among teachers and staff. Time for follow up that includes reflective discussion during pre-observation and post observation between teachers and administrators about standards-based instruction is a variable that needs to be addressed in 2016-2017. Teacher reflection, a must, and needed for change.

Aliquippa JSHS- 21st Century Learning Community:

Year 3 will be a pivotal year for our school district. As the digital revolution changes,

schools must keep up with learning. Our goal is to look ahead and plan creative and innovative ways to learn through technology using connected on-line learning so that the students of Aliquippa JSHS advance at a linear pace with deeper learning experiences that develop real life skills and cultivate the minds that are needed to thrive in this rapidly changing world.
Hybrid learning using the Internet and technology, such as Chrome Books and Google Classroom will be integrated into classrooms during the 2016-2017 school year. Teachers and students will take risks, move beyond paper and pencil, and create the environment that moves them out of their past learning and creates a comfort zone to extend thinking beyond the classroom walls.

Intervention:

Dedicating time for intervention is noteworthy; however, accountability of student engagement is still lacking and routine behaviors abused the fidelity and validity of the program. In year three, teachers will analyze data using CDT and customize differentiated remediation tasks based upon needs of the students. Due to our use of *Impero*, we are able to monitor closely the programs and materials that are used through computer technology. The effectiveness of our safety nets will be tailored to the needs of individual students. Appropriate and acceptable use of a well-monitored intervention or program increases specific instruction and improves learning. The summer of 2016 will be used to align interventions throughout the district so that our plan has layers of consistent learning.

Safe and Supportive Environment:

Added security cameras for monitoring the daily quality of our learning environment and increased security measures will improve, control, and protect the fidelity of our goals. Moreover, changes in school policies and added programs will foster an academic institution ready for student achievement.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Summary of Strengths or greatest progress based on the data from the first year.

EVIDENCE :
Evaluation of Year 1: SUCCESS
Our CIP plan during year 1 has provided valuable insight into the systemic practices that the Aliquippa JSHS has done to promote change and continuous improvement.
Utilizing the plan as our guide for our goals, we were able to focus more as we uncovered our programs' specific strengths along with our issues of concern.

Evaluated Practices: SUCCESS
Leadership and capacity- The school's plan for improvement promoted strong guidance by administrators and gave teachers more authority and autonomy to direct and guide our decision- making. The JSHS staff developed a shared vision of the school's goals and understood the scope of work and the urgency for involvement. Our strength of teacher's

accepting responsibility was shown daily in the professional behaviors and focused action involved in changing practices and refining conversations so that dialog was conducive to professional growth and instructional conversations. Since all teachers were involved in the implementation of year 1, we were able to uncover key improvement ideas and addressed in Year 2. This internal responsibility improved the skillfulness of teachers as leaders and as reflective practioners.

Curriculum development: SUCCESS
Our focus during 2014-2015 was on instructional practices associated with alignment to the common core, use of resources and materials, data use, and support for teachers to become actively engaged. teachers and trained on curriculum alignment. Teachers were involved in the development, review, revision and implementation of aligning our curriculum with the state standards.

Enhanced Learning Partnerships:
School, Home, and Community Partnereships create a seamless and collaborative culture that improves the academic pathway of all students. Parents, local business leaders, businesses, educational entities along with post- secondary institutions will refine ourprograms to meet insdustry and student needs on a yearly basis.

School DID meet the standard for academic growth in Keystones Literature

Describe the continuing areas of concern from the first year plan.

CONCERNS

School DID NOT meet the standard for academic growth in Keystones Algebra or Biology.
School DID NOT meet the standard for academic growth in PSSA Science, Writing, or Biology.

ADMINISTRATION'S PRACTICES AND DECISIONS- CONCERN- Our Focus Plan during year one exposed systemic patterns in processes that affected growth towards our goals of improved student achievement through effective instruction and a safe and supportive environment. Organizational practices revealed that changes were needed to procedures, schedules, and student engagement by analyzing the quality of curriculum and interventions. Routine problems were found unacceptable and decisions were made to review policy and add appropriate resources to correct the obstacles. Addressing the systemic data that has been overlooked in year 2 will influence growth towards our goals of student achievement.

SAFE AND SUPPORTIVE ENVIRONMENT:
CONCERN: STUDENT BEHAVIOR
SAP referrals are up which is positive but uncovers issues that need to be addressed. Even though we had success deterring issues that could have become a crisis, it did not lessen the number of challenges that we had endured. The added behavioral element of behavioral therapists in the building improved the number of students served was a plus, too. Nevertheless, social networking, community issues, and other factors brought into the school interrupted the efficacy of a secure, safe, and college and career ready environment.

SAFE AND SUPPORTIVE/ EFFECTIVE INSTRUCTION
CONCERN:

According to PVAAS, in 2014, we DID NOT meet the standard of academic growth in MATH, ELA, and Biology.
Changes needed:
We need to have higher expectations during Intervention time and identify a standard for completing work.
Dedicating time for intervention is noteworthy; however, accountability of student engagement was lacking and routine behaviors abused the fidelity and validity of the program. In year two, teachers are able to monitor closely the programs and materials that are used through computer technology, Imperio. The effectiveness of our safety nets will be tailored to the needs of individual students. Appropriate and acceptable use of a well-monitored intervention or program increases specific instruction and improves learning. Keystone teachers and aide will communicate and give individual reports of students doing well or not working towards the standard to parents and administration.

Describe the initiatives that have been revised.

YEAR 2 Essential in 2015-2016. CHANGES

EFFECTIVE INSTRUCTION
Pacing calendars and cross curriculum alignment is needed at the JSHS to guide us to our objectives and prepare for the state assessments as we promote consistency of programs.
Plan for the development of a local based assessment for ELA and Math.
The ASD Science Curriculum will be reviewed follow in Year 2 due to lack of achievement.
Planned instruction and curriculum alignment supported by collaboration and ownership of content among teachers and staff. Time is needed during PLT for follow up that includes reflective discussion between teachers and administrators about standards-based instruction.
Continue to identify high demand (fastest growing in area careers) pathways and career outlook and communicate to students
Update course of studies with hybrid pathways, dual enrollment, and coursework that develops into post secondary training or careers.
EFFECTIVE INSTRUCTION/ SAFE AND SUPPORTIVE
CREATION OF A DATA/ ASSESSMENT/ TESTING POLICY – The purpose of a written data and and a written testing policy would assist the ASD to maintain, comply, and formalize data and testing. It would include acquisition of data and how to use and dispose, securely . This structure would define personnel in their roles and procedures from the beginning to the end. This formalized cycle would create an on-going, consistent system that holds all accountable and informed.
EFFECTIVE INSTRUCTION/ SAFE AND SUPPORTIVE
ENHANCE LEARNING PARTNERSHIPS:
School, Home, and Community Partnereships create a seamless and collaborative culture that improves the academic pathway of all students. Parents, local business leaders, businesses, government officials, educational entities along with post- secondary institutions will support the JSHS to refine our programs to meet industry and student needs on a yearly basis. A plan to meet regularly to discuss and implement the partnership would increase success towards student achievement.

SAFE AND SUPPORTIVE ENVIRONMENT

INCREASE SECURITY MEASURES

Added security cameras/ resources for monitoring the daily quality of our learning environment and increased security measures will improve, control, and protect the fidelity of our goals. Moreover, changes in school policies and added programs will foster an academic institution ready for student achievement.

REVIEW/ UPDATE CELL PHONE / DRESS POLICY AND PROTOCOL

The JSHS encourages 21st Century supplemental resources as long as they preserve the teaching and learning environment.

PBIS team will review the pros and cons of the Electronic Device Policy for the upcoming school year. Cell Phones and Electronic Devices serve as an outstanding tool for learning and acquiring information but can also be a nuisance or a distraction if used inappropriately.

Clothing worn at the JSHS, at times, distracts in similar ways as electronics. A school uniform and a zero tolerance for electronics may decrease the amount of cyberbullying, sexting, and academic disengagement.

Rules and structure of guidelines that are created and communicated prior to the start of the school year.

This newly added information helps to be focused with our resources, programming needs, and instruction further increases student achievement for all of our students. This living document will be updated periodically.