

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

West Perry School District

School Building Name

West Perry High School

4-Digit School Building Code

3596

School Street Address

2608 Shermans Valley Road, Elliottsburg, PA 17024

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Nancy Snyder	Assistant Superintendent	West Perry School District
Christopher Rahn	High School Principal	West Perry School District
Paula Jones	High School Assistant Principal	West Perry School District
Stephanie States	Director of Student Services	West Perry School District
Sarah Kelley	Educational Consultant	Capital Area Intermediate Unit
Morgan Hatt	Student	West Perry High School
Averi Bassett	Student	West Perry High School
Debra Foose	Teacher – Special Ed. ELA	West Perry High School
Mark Fortelka	Teacher – Special Ed. Science	West Perry High School
Carla May	Teacher – Special Ed. Math	West Perry High School
Joe Cirulli	Teacher - Math	West Perry High School
Kendall Pankake	Teacher - Spanish	West Perry High School
Nathan Grippin	Teacher - ELA	West Perry High School

Carole Rose	Parent	West Perry School District
Angela Smiley	School Board Member	West Perry School District
Angie Grove	Literacy Coach	West Perry School District
Heather Shumaker	Community Member	West Perry School District

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

Personally reached out to various stakeholders including: administrators, teachers, school board members, students, community members, and parents of a cross section of the student body to solicit participation.

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

Prior to convening the committee, surveys were distributed to students, teachers and parents. Committee reviewed pertinent data and survey responses and identified noted areas of improvement. The committee also reviewed administrative proposals and recommendations in the Improvement Plan and provided feedback and suggestions. Moving forward, data and reporting categories that precipitated the plan will be reported to the committee annually.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
Students should be able to demonstrate proficiency in literacy skills needed for college and career readiness. Specifically read critically, analyze all forms of literature, and proficiently complete career acquisition documents.	Increase ELA growth from 50 to 70 as indicated by PVAAS data
Student should be able to demonstrate proficiency in functional math skills for college and career readiness.	Increase Algebra I growth from 57 to 70 as indicated by PVAAS data
Students should feel connected to school and take a vested role in their learning.	Increase attendance rate from 74.16% to 80% as indicated by Future Ready Index data

II. School Level Needs Assessment

A. Identified School Community Needs:

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

Distributed surveys and held regular committee meetings with each group of stakeholders.
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B. Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
ELA achievement higher than State average	West Perry High School: 77.7% State Average: 63%
Algebra achievement higher than State average	West Perry High School: 73.1% State Average: 45.4%
Biology achievement higher than State average	West Perry High School: 79.3% State Average: 64.3%

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

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
ELA Growth below state average	West Perry High School: 50 State Average: 72.7	Yes	Curriculum/Instruction
Algebra Growth below state average	West Perry High School: 57 State Average: 71.2	Yes	Curriculum/Instruction
Graduation Rate of Students with Disabilities	West Perry High School: 75.65%	Yes	Not completing credits due to issues including but not limited to poor attendance, lack of engagement, and retention
Regular Attendance of Students with Disabilities	West Perry High School: 74.16%	Yes	Various issues including but not limited health issues, lack of connection to school, and lack of parental support.
Communication	Perceived lack of communication between classroom teachers and parents	No	Lack of protocol for required contacts, lack of understanding as to the value of parent/teacher evaluation
Assessment	Lack of data used to identify student growth areas in Math and ELA	No	Lack of staff knowledge/ability to incorporate data into planning and instruction

D. Established Priorities and Aligned Outcome Categories

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

Priority Statements and Rationale	Rationale	Outcome Category
Increase ELA growth to meet or exceed state standard	Disconnect between what is being taught what is being evaluated. Lack of focus on eligible content.	Improvement of instruction- Focus on continued improvement of instruction

Increase Algebra growth to meet or exceed state standard	Disconnect between what is being taught what is being evaluated. Lack of focus on eligible content.	Improvement of instruction- Focus on continued improvement of instruction
Increase attendance rate for special education students	Increase in number of special education student truant/dropping out Lack of resources to address students 17& older	Improvement noted on Future Ready Index

III. Measurable Goal Statements

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

Priority Statement #1: Increase ELA growth to meet or exceed state standard

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Increase ELA growth from 50 to 70	Year 1 minimum score of 58	Year 2 minimum score of 63	Year 3 target greater than or equal to 70

Priority Statement #2: Increase Algebra growth to meet or exceed state standard

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Increase Algebra growth from 57 to 70	Year 1 minimum score of 62	Year 2 minimum score of 67	Year 3 target greater than or equal to 70

Priority Statement #3: Increase attendance for special education students

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Increase attendance rate from 74.16% to 80%	Year 1 minimum score of 76%	Year 2 minimum score of 78%	Year 3 greater than or equal to 80%

IV. Action Plans

A. Evidence-Based Strategies

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

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

Priority Statement #1: Increase ELA growth to meet or exceed state standard

Measurable Goals	Evidence-Based Strategy
Increase Keystone Exam results with General Education Students	Rewrite Literature Curriculum using Understanding by Design (UbD) Model that focuses on eligible content and core standards
Increase Keystone Exam results with Special Education Students	Pairing Reading Specialist to co-teach with English Resource teacher daily to support ELA instruction.

Priority Statement #2: Increase Algebra growth to meet or exceed state standard

Measurable Goals	Evidence-Based Strategy
Increase Keystone Exam predicted results by placing student in correct level of Algebra I	Curriculum review/revision (Algebra I standalone course) using UbD that focuses on eligible content and core standards. Utilize algebra prognosis to help place students in appropriate level
Teachers will utilize differentiated instruction to improve benchmark and formative assessment results.	20% of student class time in Algebra I courses will be used to instruct students in small groups in a rotation model based on CDT data and formative assessments.

Priority Statement #3: Increase attendance for special education students

Measurable Goals	Evidence-Based Strategy
Increase the number of school based interventions for at risk-students 16 years of age and under	Assign at-risk students to an identified group of teachers for individual instructional programming that includes but is not limited to core instruction, credit recovery, social skills development, and attendance monitoring. Utilizing Student Attendance Improvement Conferences to connect students and families with resources. Implement an attendance intervention program for parents of habitually truant students. Changes in attendance policy limit the number of absences that count as excused absences.

Increase the number of school based interventions for at risk-students 17 years of age and older	Implement a program of checking attendance, contacting parents, and mentoring students by identified staff members.
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B. Action Plan Steps

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

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

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

Expenditures:

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

Professional Learning Opportunities:

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

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

School Level Action Plans

Priority #1 – Measurable Goal #1: Increase Keystone Exam Results with General Education Students

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Review and revise Literature II curriculum by creating new course levels	Curriculum Curriculum template	Assistant Superintendent High School Administration Department Chairperson	September 2019
Reading Specialist will support 9 th grade SS and ELA teachers to incorporate specific reading strategies	Common Instructional/Planning Time	Administration Department Chair	September 2019
Implement Collins Writing across the curriculum	Professional Development	Administration	2019-2020 School Year
Anticipated Outputs:			
Increase in reading for meaning Increase in Keystone Exam Data			
Monitoring/Evaluation Plan:			
Future Ready Index Report.			

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

Expenditure (Brief Description)	Funding Source	Cost
Professional Development through PaTTAN on co-teaching	District Budget	Mileage
Professional Development – Collins writing	District Budget	IU Contracted Rate

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal:	
Audience	Reading Specialist, identified ELA teachers, identified Social Studies teachers
Topics to be Included	Co-teaching
Evidence of Learning	PVAAS data
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: May 2020
Lead Person/Position	Administration, Department Chairs

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #1- Measurable Goal #2: Increase Keystone Exam results with Special Education Students

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Pair Reading Specialist with English Teacher (Resource Classes)	Common Instructional/Planning Time	High School Administration	September 2019
Reading Specialist will support 9 th grade SS and ELA teachers to incorporate specific reading strategies	Common Instructional/Planning Time	High School Administration	September 2019
Implement Collins Writing across the curriculum	Professional Development	Administration	2019-2020 School Year
Anticipated Outputs:			
Increase in reading for meaning Increase in Keystone Exam Data			
Monitoring/Evaluation Plan:			
Future Ready Index Report.			

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

Expenditure (Brief Description)	Funding Source	Cost
Professional Development through PaTTAN on co-teaching	District Budget	Mileage
Professional Development – Collins writing	District Budget	IU Contracted Rate

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

Professional Learning Goal 1:

Audience	Reading Specialist, identified ELA teachers, identified Social Studies teachers
Topics to be Included	Co-teaching
Evidence of Learning	PVAAS data
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: May 2020
Lead Person/Position	Administration, Department Chairs

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

Professional Learning Goal 2:

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

Priority #2 – Measurable Goal #1: Increase Keystone Exam predicted results by placing students in correct level of Algebra I

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Review and revise curriculum adding an option of a 1 year or 2 year Algebra I course	Curriculum Curriculum template	Assistant Superintendent High School Administration Department Chairperson	September 2019
Utilize Algebra prognosis to help place students in the appropriate level	Orleans-Hanna Algebra Prognosis	Middle and High School Administration	September 2019
Implement small group instruction to target individual student needs based upon assessment data	CDT IXL Professional Development	High School	2019-2020 School Year
Anticipated Outputs:			
Increase in student engagement Increase in Keystone Exam Scores			
Monitoring/Evaluation Plan:			
PVAAS data			

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

Expenditure (Brief Description)	Funding Source	Cost
Orleans-Hanna Algebra Prognosis	District Budget	\$340.00
Professional Development	District Budget	IU contracted rate

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

Professional Learning Goal 1:

Audience	Algebra I Teachers
Topics to be Included	CDT, formative assessment, small group instruction (differentiation)
Evidence of Learning	Increase in Keystone Exam Algebra I scores
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: May 2020
Lead Person/Position	High School Administration CAIU

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

Professional Learning Goal 2:

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

Priority #2 – Measurable Goal #2: Increase level of engagement in differentiated settings (in Algebra I)

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Small group instruction through IXL predicated on CDT data	CDT Professional Development	High School Administration CAIU	2019-2020 School Year
Anticipated Outputs:			
Increase in student engagement Instruction based upon individual student need			
Monitoring/Evaluation Plan:			
PVAAS Data			

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

Expenditure (Brief Description)	Funding Source	Cost
Professional Development	District Budget	IU contracted rate

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

Professional Learning Goal 1:

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

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

Professional Learning Goal 2:

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

Priority #3 – Measurable Goal #1: Increase the number of school based interventions for at-risk students 16 years of age and under.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Development of COAR program	Staff Social Skills Curriculum	High School Administration	2019-2020 School Year
SAICS	PowerSchool SAIP CYS	High School Administration School Counselors	2019-2020 School Year
Change attendance policy	State Guidelines	Board of School Directors	2019-2020 School Year
SMS monitoring report	PowerSchool	High School Administration School Counselors	2019-2020 School Year
Anticipated Outputs:			
Increase in student attendance rates			
Monitoring/Evaluation Plan:			
PVAAS Data			

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

Expenditure (Brief Description)	Funding Source	Cost
PowerSchool	District Budget	
Social/Emotional Learning Professional Development	PaTTAN	\$0

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

Professional Learning Goal 1:

Audience	COAR Staff Emotional Support Teacher
Topics to be Included	Social/Emotional Learning
Evidence of Learning	Student engagement increased as a result of improved attendance
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: May 2020
Lead Person/Position	Administration

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

Professional Learning Goal 2:

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

Priority #3 – Measurable Goal #2: Increase the number of school based interventions for at-risk students 17 years of age and older

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Designate staff to check attendance, contact parents, mentor students	PowerSchool	Administration Home School Visitor School Counselors	2019-2020 School Year
SMS monitoring report	PowerSchool	Administration Home School Visitor School Counselors	2019-2020 School Year
Required IEP or intervention team meeting for students indicating the desire to drop out to identify barriers to student’s attendance	PowerSchool	Case manager Administration Home School Visitor School Counselors	2019-2020 School Year
Anticipated Outputs:			
Increase in student attendance			
Monitoring/Evaluation Plan:			
PVAA Data			

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

Expenditure (Brief Description)	Funding Source	Cost
Power School	District Budget	

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

Professional Learning Goal 1:

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

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

Professional Learning Goal 2:

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

V. Communications Plan for School Improvement

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

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Submit draft of ATSI Plan to the Board of School Directors	Board Members	To inform the board of the plan	10 June 2019
Present board approved plan to Professional Staff	Professional Staff	The staff will be enacting the plan so they need to be informed.	August 2019
Plan posted on website for public to view	Public	To inform the school community of the plan	July 2019

VI. Plan Submission

Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (*School Name*) _____
 _____ for the _____ - _____ school year.

Board Approval: *Date of Board Meeting:* _____

Board President:

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

Superintendent of Schools/Chief Executive Officer:

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

Building Administrator:

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

School Improvement Facilitator:

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