

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Lakeland School District

School Building Name

Lakeland Junior Senior High School

4-Digit School Building Code

6404

School Street Address

1355 Lakeland Dr., Scott Township, PA

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
William King	Superintendent	District Admin
Melissa Orman	Special Ed Supervisor	District Admin
Marian Carroll	Director of Curriculum	District Admin
Carmella Bullick	Principal	JSHS
Eliza Vagni	Ed Consultant	Intermediate Unit
Mary-Lou Heron	Ed Consultant	Intermediate Unit
Sarah Ehnot	Teacher 1	JSHS SPLED Teacher
P.J. Scanlon	Teacher 2	JSHS Gen Ed Teacher

Laura Sanderson	Teacher 3	JSHS Gen Ed Teacher
Jarred McDermott	Student	Lakeland JSHS Student
Ian Imbalzano	Student	Lakeland JSHS Student
Mark Solomon	Parent, Board Rep	Community Member
Kerri Anzulewicz	Parent	Parent
Suzette Grzywacz	Parent	Parent
James Pivrotto	Facilitator	Lakeland Elementary Admin

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

The District elicited participants from all stakeholder groups to develop our improvement plan. The planning team consists of varied stakeholders from administration, faculty, students, parents, outside consultants and other members of the Lakeland community.

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.

A combination of large group planning sessions and small group teams will be used throughout the process. We will review our local data, and will utilize the PA Essential Practices Self Assessment Guide as a tool to analyze our strengths and needs. Internal district teams will draft action plans, with timelines and measurable criteria, to meet established needs identified through our analysis. These preliminary action plans will be shared with our planning committee to elicit feedback. The implementation of the established goals began at the end of this 2018-19 school year, and will continue to be implemented over the next 3 years. We will utilize data and stakeholder feedback to monitor and revise our action steps as needed, and will continue to do so throughout the course of this plan.

***B. School Level Vision for Learning***

Long-term Vision and the Measures of Success

<p><b>Long-Term Vision for Students</b>  <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p><b>Measures of Success</b>  <i>How will you know you are on track to achieving your vision or students?</i></p>
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All students will be provided equitable access to a rigorous educational curriculum resulting in students demonstrating at least a year's worth of growth on both local benchmarks and state assessments. (PVAAS)	All student group and all sub groups will demonstrate positive growth on annual PVAAS measures (specific emphasis on IEP subgroup)
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## 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.

Our planning team comprised of varied stakeholders from administration, faculty, students, parents, outside consultants and other members of the Lakeland community, utilized the PA Essential Practices for Schools Quick Reference Guide, Indicators, and evaluation rubrics as a lens to examine our practice. We also analyzed all local and state data sources to further examine the effectiveness of our practice in relation to these best practices. We utilized the group surveys for parents, educators and students, classroom observation data, and focus group discussions to conduct further analysis and develop action plans.

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

Strengths	Supporting Evidence from Needs Assessment
Honors Algebra	80% proficiency on 2018 Algebra I Keystone for Honors Algebra I students
Honors Biology	90.7% proficiency on the 2018 Biology Keystone for Honors Biology students
ELA Growth All Students	83.3% all students & 82.5 Students with Disability PVAAS growth (Blue for both)

### 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
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<b>Attendance All Students Students with Disabilities- A-TSI Designation Area:</b>	<b>All Students- 79.6% Students with Disabilities- 63.3%</b>	<b>High *Included in plan</b>	
<b>Students with Disabilities- Algebra A-TSI Designation Area:</b>	<b>Only 5.9% proficiency on the 2018 Algebra I Keystone Exam for Students with Disabilities</b>	<b>High *Included in plan</b>	<b>Scheduling, Staffing, Core Courses, Standards-Alignment, Rigor, Differentiated Practices and Formative Assessments</b>
<b>Algebra I All Students</b>	<b>Only 33.3% proficiency on the 2018 Algebra I Keystone Exam for All Students</b>	<b>High *Included in plan</b>	<b>Standards-Alignment, Rigor, Differentiated Practices and Formative Assessments</b>
Literature All Students	Only 65.4% proficiency on the 2018 Literature Keystone Exam for All Students	Medium	Standards-Alignment, Rigor, Differentiated Practices and Formative Assessments
<b>Math Grades 4-8</b>	<b>Less than 50% proficiency at all grades 4-8 on the 2018 Math PSSA</b>	<b>High *Included in plan</b>	<b>Standards-Alignment, Rigor, Differentiated Practices and Formative Assessments</b>
ELA Grades 4-8	Less than 70% proficiency at all grades 4-8 on the 2018 ELA PSSA	Medium	Standards-Alignment, Rigor, Differentiated Practices and Formative Assessments

***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.”

<b>Priority Statements</b>	<b>Rationale</b>	<b>Outcome Category</b>
Foster a culture of high expectations for success for all students, educators, families, and community members.	<ul style="list-style-type: none"> <li>● Only 33.3% proficiency on the 2018 Algebra I Keystone Exam for All Students</li> <li>● Only 5.9% proficiency on the 2018 Algebra I Keystone Exam for Students with Disabilities</li> </ul>	Empower Leadership

	<ul style="list-style-type: none"> <li>● Only 65.4% proficiency on the 2018 Literature Keystone Exam for All Students</li> <li>● Less than 70% proficiency at all grades 4-8 on the 2018 ELA PSSA</li> <li>● Less than 50% proficiency at all grades 4-8 on the 2018 Math PSSA</li> </ul>	
Implement an evidence-based system of schoolwide positive behavior supports and interventions	<ul style="list-style-type: none"> <li>● Only 33.3% proficiency on the 2018 Algebra I Keystone Exam for All Students</li> <li>● Only 65.4% proficiency on the 2018 Literature Keystone Exam for All Students</li> <li>● Less than 70% proficiency at all grades 4-8 on the 2018 ELA PSSA</li> <li>● Less than 50% proficiency at all grades 4-8 on the 2018 Math PSS</li> </ul>	Provide Student-Centered Support Systems

### III. Measurable Goal Statements

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

#### Priority Statement #1:

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

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Increase in student attendance: 80% or above- All students (5.4% increase) 75% or above- Students with Disabilities (11.7% increase)	Quarterly Attendance report- End of 1st Marking Period	Quarterly Attendance report- End of 2nd Marking Period	Quarterly Attendance report- End of 3rd Marking Period
Increase the % of students who score Proficient on the Mathematics/Alg I PSSA by June 30, 2020 Math PSSA 4-8: 60% (10% increase)	Aimsweb Fall-80% or above at benchmark	Aimsweb Winter-80% or above at benchmark Curriculum-Based Measures- 80% or	Aimsweb Spring I-80% or above at benchmark

Algebra I: 50% (17% increase)	Curriculum-Based Measures- 80% or above passing (1st quarter grades)	above passing (2nd quarter grades)	Curriculum-Based Measures- 80% or above passing (3rd quarter grades)
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**Priority Statement #2:**

Implement an evidence-based system of schoolwide positive behavior supports and interventions

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of teacher lesson plans for math will reflect a high level of rigor aligned to PA Core standard expectations, and will include differentiated instruction and formative assessment strategies to monitor student learning by June 30, 2020.	50% of lesson plans will reflect this by September 1,2019	75% of lesson plans will reflect this by December 31,2019	85% of lesson plans will reflect this by March 30, 2019
100% of all IEPs are standards-based aligned using either state standards or alternate eligible content standards.	50% of IEP’s will reflect this by September 1,2019	75% of IEPs will reflect this by December 31,2019	85% of lesson plans will reflect this by March 30, 2019

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

Measurable Goals	Evidence-Based Strategy
Increase in student attendance: 90% or above- All students	<ul style="list-style-type: none"> <li>Develop a sound and reasonable attendance policy with consequences for missing school</li> <li>Provide targeted interventions for students with chronic attendance problems, such as truancy reduction programs—both school and community based.</li> </ul>

	<ul style="list-style-type: none"> <li>Utilize strategies to increase engagement and personalization with students and families that can affect attendance rates: family involvement, culturally responsive culture, smaller learning community structures, mentoring, advisory programs, maximization and focus on learning time, and service learning</li> </ul> <p>INCREASING STUDENT ATTENDANCE: Strategies From Research and Practice Northeastern Regional Educational Laboratory, 2004</p>
Increase the % of students who score Proficient on the Mathematics/Alg I PSSA by June 30, 2020 Math PSSA 4-8: 60% (10% increase) Algebra I: 50% (17% increase)	Closing the Gap: Creating Equity in the Classroom, K-12 Education; Hanover Research

**Priority Statement #2:** Implement an evidence-based system of schoolwide positive behavior supports and interventions

Measurable Goals	Evidence-Based Strategy
100% of teacher lesson plans for math will reflect a high level of rigor aligned to PA Core standard expectations, and will include differentiated instruction and formative assessment strategies to monitor student learning by June 30, 2020.	MTSS: Creating Effective Multi-tiered Systems of Support to Meet the Academic, Social-Emotional, & Behavioral Needs of Our Students, Centers for Schools and Communities, March 2016.
100% of all IEPs are standards-based aligned using either state standards or alternate eligible content standards.	

## ***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 student attendance: 90% or above all 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	Implementer
Principals will monitor daily attendance	Attendance reports, Infinite Campus	Principals	
Interventions will be provided to students as needed	Attendance reports, Infinite Campus	Principals, SAP Team, Tribe Team	
<b>Anticipated Outputs:</b>			
Quarterly and Annual attendance reports will reflect 90% or above attendance rates			
<b>Monitoring/Evaluation Plan:</b>			
Principals will monitor daily attendance, and provide intervention supports as needed to students who are habitually truant.			

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

Expenditure (Brief Description)	Funding Source	Cost
Infinite Campus Student Information System	General Operating Budget	

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
<b>Professional Learning Goal:</b>	This is not a professional development step.
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 the % of students who score proficient on the Mathematics PSSA/Algebra I Keystone exams

*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	Implement
PSSA/Keystone Data will be broken down by reporting category and reviewed with teachers for initial planning during PLCS	PSSA/Keystone Data Reports, eMetric	Principals, Director of C&I, Director of SPLED, Math Teachers	
Teachers will provide instruction aligned to the Core Standards	Lesson Plan Template, Standards of Learning	Principals, Teachers	
CDTs will be administered to monitor student progress and make adjustments	CDTs	Principals, Teachers	
<b>Anticipated Outputs:</b>			
Math curriculum will be aligned to the PA Core standard expectations, and instruction will reflect the rigor identified in the standards. Teachers will modify their assessments to make sure they are aligned to the standard expectations as well. Remedial support will be provided to students throughout the year through the use of a double instruction period, or interven period during iTime.			
<b>Monitoring/Evaluation Plan:</b>			
CDTs will be used throughout the year to monitor student attainment of content and student growth.			

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

Expenditure (Brief Description)	Funding Source	Cost
Funding isn't needed for this goal		

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

<b>Professional Learning Goal 1:</b>	
Audience	Math Teachers

Topics to be Included	Data Analysis, Differentiated Instruction
Evidence of Learning	Student intervention groups
Anticipated Timeframe	Enter Start Date: 9/2019 Anticipated Completion Date: 6/2020
Lead Person/Position	Building Principals

**Priority #2 – Measurable Goal #1:** 100% of teacher lesson plans for math will reflect a high level of rigor aligned to PA Core standard expectations, and will include differentiated instruction and formative assessment strategies to monitor student learning by June 30, 2020.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implement
Teachers will submit weekly lesson plans aligned to the standards	Lesson Plan Template, Standards of Learning	Principals, Teachers	Fall 2019
Principals will review weekly plans and provide feedback	Lesson Plan Template, Standards of Learning	Principals, Teachers	Fall 2019
Formal teacher observations and walkthroughs will be utilized to monitor the implementation of lesson plan goals	PA-EETEP	Principals, Teachers	Fall 2019

**Anticipated Outputs:**

An increase in student achievement will be observed as a result of aligned lesson plans, differentiated instruction and formative assessment practices.

**Monitoring/Evaluation Plan:**

Principals will review lesson plans weekly, and will provide feedback to individual teachers regarding standards alignment, student engagement, differentiation, and formative assessment.

PLCs will further be used to compare assessment results and to identify best practices and supports to implement in the classroom.

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

Expenditure (Brief Description)	Funding Source	Cost
PA-EETEP	General Operating Budget	

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

**Professional Learning Goal 1:**

Audience	Teachers
Topics to be Included	PA-EETEP/ Danielson Framework Components
Evidence of Learning	Classroom Observations; Admin/Teacher Dialogue in PA-EETEP
Anticipated Timeframe	Enter Start Date: 9/2019 Anticipated Completion Date: 6/2020
Lead Person/Position	Principals

**Priority #2 – Measurable Goal #2:** 100% of all IEPs are measurable, legally-defensible and standards-based aligned using either state standards or alternate eligible content standards.

*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 Timeframe
Training on writing measurable annual goals and legally defensible IEP's.	Standards, IEP Writer, Trainings	Supervisor of Special Education/ Special Education Teachers	Fall 2019
Teachers will create measurable, legally-defensible and standards-aligned IEP goals for all students.	Standards, IEP Writer, Trainings	Supervisor of Special Education/ Special Education Teachers	Fall 2019 through June 2020
IEP goals that do not meet specifications will be revised.	Training Handouts, example IEP's	Supervisor of Special Education/ Special Education Teachers and Trainer, <i>Linda Fusko</i>	Fall 2019

**Anticipated Outputs:**

100% of all IEPs are measurable, legally-defensible and standards-based aligned using either state standards or alternate eligible content standards.

**Monitoring/Evaluation Plan:**

The Supervisor of Special Education will monitor all IEPs and IEP revisions.

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

Expenditure (Brief Description)	Funding Source	Cost
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IEP Writer	General Operating Budget	
Training	Special Education Budget	

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

<b>Professional Learning Goal 1:</b>	
Audience	Special Education Teachers
Topics to be Included	Measurable, legally-defensible, and Standards-Aligned Goals
Evidence of Learning	IEPs
Anticipated Timeframe	Enter Start Date: 9/2019 Anticipated Completion Date: 6/2020
Lead Person/Position	Supervisor of Special Education

## 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
Present training and information on inservice days, at IEP meetings, and at public meetings such as work sessions and/or board meetings	Teachers and Principals, Parents of students in Special Education, Board Members, community members	Inform stakeholders on purpose of IEP changes and progress towards measurable goal #2	Fall 2019 - June 2020
Lesson Plan, PLC and Danielson Framework will be reviewed with staff at opening and inservice days, and followed up on during department and faculty meetings	Teachers	Review required components, identify effective instructional practices and provide support	Fall 2019 - June 2020