School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Armstrong School District

School Building Name

West Shamokin Jr.-Sr. High School

4-Digit School Building Code

7640

School Street Address

178 Wolf Drive, Rural Valley PA 16249

A.   School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Dr. Joshua Williams	Assistant Superintendent	ASD
Dr. Matthew Pawk	Director of Special Education	ASD
Stephen Shutters	WSHS Principal	WSHS
Joseph Treglia	Assistant Principal	WSHS
Nick LaMantia	Special Education Teacher	WSHS
Charles Mowery	Regular Education Teacher	WSHS
Ava Smathers	Student	WSHS
Jennifer Short	Parent	Community Member
Vickie Zimmerman	Community Member	Community Member
Tammie Bash-Wilson	Guidance Counselor	WSHS

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).

School leaders drew from the major stakeholders that our needs have to address, which is our special education population. As we begin our meetings, if more or other stakeholders are believed needed to our efforts, we will recruit more members.

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

The Improvement Plan Steering Committee reviews data and sets the direction of what steps the school takes in the future. The plans and initiatives are then enacted by the school and reviewed by the committee periodically.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students *What will students know and be able to demonstrate upon leaving the school?*	Measures of Success *How will you know you are on track to achieving your vision or students?*
West Shamokin Jr.-Sr. High School provides opportunities for students to participate in programs inside and outside of the school that will enhance and develop their academic interests further at their specific educational needs.	By the year 2025, 100% of West Shamokin Jr.-Sr. High School students will be engaged in programs and services aligned with their academic, behavioral, social-emotional and health needs.
West Shamokin Jr.-Sr. High School prepares all students to become responsible contributors to society and the community in which they reside.	By the year 2025, 75% of students of West Shamokin Jr.-Sr. High School will earn proficient or above on all PSSA and Keystone exams 100% of students are on a post secondary track of success with connections to additional schooling or training.

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.

West Shamokin Jr. Sr. High School was designated an A-TSI school due to the performance of our students with disabilities in four categories: ELA proficiency, Math proficiency, Graduation Rate and Regular Attendance. The school began by recruiting volunteers to serve on the school improvement committee to address our status as an A-TSI labeled school. Representatives were selected from the various stakeholders that make up the West Shamokin community including: teachers, administrators, counselors, parents, students and community members. They have met and continue to meet periodically in person and via email to discuss and plan the evidence based initiatives that will address the needs of not only our targeted population, our students with disabilities, but the larger school population as a whole.

The team looked over a variety of data. Qualitative and quantitative data was used to culminate conclusions about the needs of the building. The group used survey data from teachers, parents, and students that was collected over several weeks via online collection. Focus groups were interviewed from the building including teacher and student groups. Data from discipline records, mid-term progress reports, report cards and attendance were also reviewed.

Current areas of concern that need addressed with special needs students: a ELA proficiency rate of 22.5%, a Math proficiency rate of 5%, a Graduation rate of 71.4%, and an Attendance Rate at 68.5%.

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

Strengths	Supporting Evidence from Needs Assessment
Positive school environment.	*Student Survey results showed 70% of the student body endorsed feeling supported by the staff while 82% of the parents reflected this sentiment. Follow up questions with the student focus groups reinforced this notion. *Survey results showed that 89% of parent respondents feel their children are safe at school.

	Student focus group discussions reinforced those views when asked further. * Pennsylvania Essential School Practices #11 and 12 are rated as Emerging/Operational.
Courses are challenging.	*Student focus groups verbalized they felt challenged at their own levels of academic need. *The high school offers over 10 Advanced Placement and Honors courses every year that are open to all students. *The high school offers emotional support services, learning support classes and inclusion classes for special education students These often individualized courses meet the students at their academic abilities to provide them a challenging, but not overwhelming educational program. *Evidence consulted in the self rating of Essential Practices #1 and #2 as Emerging/Operational.

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

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
Academic proficiency of special education students in Math and ELA.	*2017-2018 PSSA results showed rates of 5% and 22% in Math and ELA respectively. This data has remained relatively stagnant over the last several years showing little to no growth. *These numbers are substantially lower than their regular education peers that score consistently in the 60-70% range .	Yes	Students need a more structured system of support which includes individual attention and tiered interventions implemented systematically and earlier in a student's struggles.

	*The evidence consulted in the Pennsylvania Essential Practices self rating for practice #13 was at Emerging.		
Attendance rates of all students.	*The evidence consulted in the Pennsylvania Essential Practices self rating for practice #4 was at Emerging.	Yes	Causes expressed from students during focus groups and attendance officer interviews include family problems, health issues, disengagement and not liking school.

D.   *Established Priorities and Aligned Outcome Categories*

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

Priority Statements	Rationale	Outcome Category
1. West Shamokin Jr.-Sr. High School will develop a program to implement a multi-tiered system of supports for addressing academic and behavior areas of need for students.	If students have a school staff member that routinely monitors their progress and current status, then students can be directed to support structures to assist them and their families of their needs.	Essential Practices Condition 3: Provide Student Centered Support Systems
2. West Shamokin Jr.-Sr. High School will identify and address individual student learning needs by monitoring student attendance, academic progress and overall well being.	If we engage in a highly structured system to monitor student attendance and other indicators of academic growth, then student attendance and engagement will reach or exceed our targeted growth expectations.	School Attendance

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: Develop a program to implement a multi-tiered system of supports for addressing academic and behavior areas of need for students.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
9% of special education students will score proficient or advanced on the Mathematics PSSA by June 30, 2020.	5% of special education students will be proficient or advanced on the mathematics benchmark test by September 30, 2019.	10% of special education students will be proficient or advanced on the mathematics benchmark test by December 31, 2019	15% of special education students will be proficient or advanced on the mathematics benchmark test by March 30, 2020.
27% of special education students will score proficient or advanced on the ELA PSSA by June 30, 2020.	20% of special education students will be proficient or advanced on the ELA benchmarking exam by September 30, 2019	25% of special education students will be proficient or advanced on the ELA benchmarking exam by December 31, 2019	30% of special education students will be proficient or advanced on the ELA benchmarking exam by March 30, 2020

Priority Statement #2: Identify and address individual student learning needs by monitoring student attendance, academic progress and overall well being.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
71% of special education students will meet the target of regular school attendance by June 30, 2020.	71% of special education students will meet the target of regular school attendance by September 30, 2019	71% of special education students will meet the target of regular school attendance by December 31, 2019	71% of special education students will meet the target of regular school attendance by March 30, 2020.

Priority Statement #3:

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3

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: Develop a program to implement a multi-tiered system of supports for addressing academic and behavior areas of need for students.

Measurable Goals	Evidence-Based Strategy
9% of special education students will score proficient or advanced on the Mathematics PSSA by June 30, 2020.	Early Warning Intervention Monitoring System (EWIMS) Adult Mentors
27% of special education students will score proficient or advanced on the ELA PSSA by June 30, 2020.	Early Warning Intervention Monitoring System (EWIMS) Adult Mentors

Priority Statement #2: Identify and address individual student learning needs by monitoring student attendance, academic progress and overall well being.

Measurable Goals	Evidence-Based Strategy
71% of special education students will meet the target of regular school attendance by June 30, 2020.	Early Warning Intervention Monitoring System (EWIMS) Adult Mentors

Priority Statement #3:

Measurable Goals	Evidence-Based Strategy

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: 9% of special education students will score proficient or advanced on the Mathematics PSSA 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	Implementation Timeline
Lessons	Google Classroom/Docs	Steering Committee Members	July 31, 2019
Edline System	Funding from Administration	Williams	July 31, 2019
Edline Training	Software and Computer Lab	Flemming/Buhite/Williams/ Shutters	August 31, 2019
Parent Form Letters	Google Docs	Shutters	August 31, 2019
Mentee list	Excel/Google Documents	Blake/Treglia	August 30, 2019

Anticipated Outputs:
10 Lessons for large group instruction of the mentees to be presented by the administration once a week.
Master list of mentors to mentees.
Form letters mentors can use when communicating with parents/families (Welcome, Conference, Progress Report)
Proficiently trained staff on the new EdLine system

Monitoring/Evaluation Plan:
School level administration will hold bi-weekly committee meetings to update and check the status of the program.

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

Expenditure (Brief Description)	Funding Source	Cost
EdLine Software	District General Budget	$7000

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

Professional Learning Goal: Train Staff the use of Edline Software.	
Audience	All building teachers
Topics to be Included	Proficient use of Edline Software
Evidence of Learning	Mastery of the software by using it with mentees.

Anticipated Timeframe	Enter Start Date: August 9, 2019 Anticipated Completion Date: August 31, 2019
Lead Person/Position	Williams, Asst. Superintendent/Flemming-Buhite, Tech Mentors

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2: Provide mentoring techniques/strategies for mentors to utilize with their mentees.	
Audience	Mentors
Topics to be Included	Conversation strategies with mentees, paperwork used with mentees, expectations of mentors and timelines of the mentoring programs implementation
Evidence of Learning	Use of the forms and strategies.
Anticipated Timeframe	Enter Start Date: August 26, 2019 Anticipated Completion Date: September 30
Lead Person/Position	Shutters/Principal

Priority #1- Measurable Goal #2: 27% of special education students will score proficient or advanced on the ELA PSSA 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	Implementation Timeline
Lessons	Google Classroom/Docs	Steering Committee Members	July 31, 2019
Edline System	Funding from Administration	Williams	July 31, 2019
Edline Training	Software and Computer Lab	Flemming/Buhite/Williams/Shutters	August 31, 2019
Parent Form Letters	Google Docs	Shutters	August 31, 2019
Mentee list	Excel/Google Documents	Blake/Treglia	August 30, 2019

Anticipated Outputs:
10 Lessons for large group instruction of the mentees to be presented by the administration once a week. Master list of mentors to mentees. Form letters mentors can use when communicating with parents/families (Welcome, Conference, Progress Report) Proficiently trained staff on the new Edline system

Monitoring/Evaluation Plan:
SAP team will meet twice a week to assist mentors monitor individual student progress and contact appropriate community, parent and/or agency resources. School level administration will hold bi-weekly committee meetings to update and check the status of the program.

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

Expenditure (Brief Description)	Funding Source	Cost
EdLine Software	District General Budget	$7000

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

Professional Learning Goal 1: Train Staff to use the Edline Software.	
Audience	All Teachers
Topics to be Included	Edline Software
Evidence of Learning	Mastery of Software

Anticipated Timeframe	Enter Start Date: August 9, 2019 Anticipated Completion Date: August 31, 2019
Lead Person/Position	Williams, Asst. Superintendent/Flemming-Buhite, Tech Mentors

Professional Learning Goal 2: Provide mentoring techniques/strategies for mentors to utilize with their mentees.

Audience	Mentors
Topics to be Included	Conversation strategies with mentees, paperwork used with mentees, expectations of mentors and timelines of the mentoring programs implementation
Evidence of Learning	Use of the forms and strategies.
Anticipated Timeframe	Enter Start Date: August 26, 2019 Anticipated Completion Date: September 30
Lead Person/Position	Shutters/Principal

Priority #2 – Measurable Goal #1: 71% of special education students will meet the target of regular school attendance 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	Implementation Timeline
Lessons	Google Classroom/Docs	Steering Committee Members	July 31, 2019
Edline System	Funding from Administration	Williams	July 31, 2019
Edline Training	Software and Computer Lab	Flemming/Buhite/Williams/ Shutters	August 31, 2019
Parent Form Letters	Google Docs	Shutters	August 31, 2019
Mentee list	Excel/Google Documents	Blake/Treglia	August 30, 2019

Anticipated Outputs:
10 Lessons for large group instruction of the mentees to be presented by the administration once a week. Master list of mentors to mentees. Form letters mentors can use when communicating with parents/families (Welcome, Conference, Progress Report) Proficiently trained staff on the new EdLine system
Monitoring/Evaluation Plan:
School level administration will hold bi-weekly committee meetings to update and check the status of the program. Assistant principal will meet weekly with attendance officer weekly to review school wide attendance to monitor school wide attendance trends and issues.

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

Expenditure (Brief Description)	Funding Source	Cost
EdLine Software	District General Budget	$7000

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: Train Staff to use Edline Software.	
Audience	All building teachers
Topics to be Included	Proficient use of Edline Software

Evidence of Learning	Mastery of the software by using it with mentees.
Anticipated Timeframe	Enter Start Date: August 9, 2019 Anticipated Completion Date: August 31, 2019
Lead Person/Position	Williams, Asst. Superintendent/Flemming-Buhite, Tech Mentors

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2: Provide mentoring techniques/strategies for mentors to utilize with their mentees.	
Audience	Mentors
Topics to be Included	Conversation strategies with mentees, paperwork used with mentees, expectations of mentors and timelines of the mentoring programs implementation
Evidence of Learning	Use of the forms and strategies.
Anticipated Timeframe	Enter Start Date: August 26, 2019 Anticipated Completion Date: September 30, 2019
Lead Person/Position	Shutters/Principal

Priority #2 – Measurable Goal #2:

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1:	
Audience	
Topics to be Included	

Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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

Priority #3 – Measurable Goal #1:

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal 1:

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

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

Professional Learning Goal 2:

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

Priority #3 – Measurable Goal #2:

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1:	
Audience	
Topics to be Included	

Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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

Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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
Faculty Meeting	All Teachers	Introduce purpose of mentoring plan and recruit volunteers to be mentors.	June 13, 2019
Online-WSHS website	Community	Post finalized and approved plan on the school website for all stakeholders to review	August 12, 2019
Faculty Meeting	All Teachers	Explain the details of the mentoring program	August 22, 2019
Mentoring Meeting	Volunteer Mentors	Review documents, schedule of mentoring times and outline expectations	August 23, 2019
Class Meetings	Students	Explain schedule and purpose of the mentoring program.	August 29, 2019
Introduction Letters	Parents	Explain the mentoring program	August 31, 2019
Personal Phone Calls	Parents	Explain the mentoring program and how best to reach their mentor	September 6, 2019
Parent Meeting	Parents	Explain the mentoring program and unable parents to meet their child's mentee	September 10, 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:

_____   _____

Name (printed)   *Signature*   *Date*

Superintendent of Schools/Chief Executive Officer:

_____   _____

Name (printed)   *Signature*   *Date*

Building Administrator:

_____   _____

Name (printed)   *Signature*   *Date*

School Improvement Facilitator:

_____   _____

Name (printed)   *Signature*   *Date*

Scan and insert the signed Assurances Page: