

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Sto-Rox School District

School Building Name

Sto-Rox Jr/Sr High School

4-Digit School Building Code

0477

School Street Address

600 Russellwood Ave. McKees Rocks, Pa 15136

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Frank Dalmas	Superintendent	District Wide
Dayna Sikora	Director of Pupil Services	District Wide
Chris Captline	Assistant Principal	Jr Sr High School
Samuel Weaver	Assistant Principal	Jr Sr High School
Tim Messina	Home and School Liaison	District Wide
Tina Nagel	Parent	High School
Shyanne Rippole	Board Member	Sto-Rox 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).

One of the initial responsibilities of the School Leaders was to choose responsible, dedicated and reliable stakeholders from various sectors of the community, such as the school, the community partners, school board members, who have a vested interest in the intellectual, physical and social development of the students who attend Sto-Rox High School so as to assure that all students receive a equitable quality education that prepares them for our 21st century global society. With that in mind, the School Leaders began to strategically choose candidates to serve on the School Community Steering Committee. From the final list, school leaders began to personally approach the stakeholders, gave them a brief overview of an SCSC member’s responsibilities and asked them to consider serving. Thus the present School Community Steering Committee for Sto-Rox High School was created.

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 role of the committee is to examine the current practices within the school which address instructional strategies, curriculum implementation, student attendance, inclusive practices, and classroom management. The committee will examine root causes of the deficits and use the information to assist in setting the goals within the plan.

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>
It is the vision of the Sto-Rox School District to prepare today's learner for tomorrow's world.	<p>To increase the number of students reaching the proficiency level in ELA by 20.% and in mathematics by 20% as of the 2023 - 24 SY.</p> <p>To increase Attendance to School by 15% as of the 2023-24 SY with a focus on the Students with Disabilities.</p> <p>To decrease the number of discipline referrals to the office by 15 % as of the 2023-24 SY.</p>

	<p>To assure that by the 2023-24 SY ,the Courses of Study offered at Sto-Rox High School are of high quality and rigorous so as to prepare students for college and/or 21st Century Career opportunities.</p> <p>To offer at least Advanced Placement Courses in ELA, mathematics, and science by the 2023-24 SY.</p> <p>By the 2023-24 SY. The Sto-Rox High School will set-up a course that will focus on helping students to become aware of a variety of career options through job shadowing events throughout the Greater Pittsburgh Area along with opportunities for community/internships.</p>

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.

The LEA engaged staff, students, Title I Parents, Board Members, and community members to provide feedback to develop a sense of the pressing needs of the LEA. The collection of this information took place during the months of April and May 2019. Faculty/Staff, students and parents were surveyed electronically using the Essential Practices Self-Assessment. The data was utilized to inform the School Improvement Plan. The solicitation of feedback originated through the presentation of data pertaining to student achievement, student behavior, career and college preparation, student and teacher interactions, and community involvement.

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

Strengths	Supporting Evidence from Needs Assessment
Increases in Growth Factors for mathematics.	According to the Future Ready Index for 2017-18 SY, the PVAAS Growth Report indicates that the mathematics score was 73.3 and the state average was 75.2, thus indicating that they exceeded the 70.0 expectation for growth according to the statewide growth standard. (Green)
Graduation Rate exceeds the State Average	According to the Future Ready Index for 2017-18 SY, the Sto-Rox High School Graduation Rate is 88.9% exceeding the statewide average of 86.6% for the 4 year cohort.
Career Standards Benchmarks exceed the State Average	According to the Future Ready Index for the 2017-18 SY, the Sto-Rox High School Career Standards Benchmarks were at 94.3% exceeding the statewide average of 91.8%.

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	Priority for	Primary Root Cause
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	from Needs Assessment	Planning	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	For Economically Disadvantaged students, the Baseline Performance for Regular Attendance is 50.9%; Students with Disabilities is 48.5%; Black Students is 55.7%; White Students is 56.4%	Choose an item.	Lack of systematic programming to address various behaviors and individual learning needs due to trauma based circumstances
Align curriculum, assessments, and instruction to the PA Standards.	ELA Baseline Performance: Students with Disabilities is 13.3%; Economically Disadvantaged is 24.7%; Black is 24.4% and White Students is 35.1%	Choose an item.	Inconsistent delivery of educational standards, anchors and eligible content for ELA and mathematics due to the need for aligned written curricula.
Align curriculum, assessments, and instruction to the PA Standards	Mathematics Baseline Performance: Students with Disabilities is 6.5%; Economically Disadvantaged is 9.3%; Black is 6.0% and White Students is 17.1%	Choose an item.	Inconsistent delivery of educational standards, anchors and eligible content for ELA and mathematics due to the need for aligned written curricula.
		Choose an item.	
		Choose an item.	

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	.	Choose an item.
To implement an evidence based system of school-wide positive behavior interventions and supports to maintain a positive climate conducive to teaching and learning in order to meet the academic needs of all students and to provide necessary training(s) for faculty and staff.	If student behaviors are controlled and maintained, then the educational environment will be conducive to teaching and learning and the attendance rate and academic performance will increase .	Essential Practices Condition 3 - Provide Student-Centered Support Systems

		Choose an item.
2. In the Sto-Rox High School there is a need to align curriculum, assessment and instruction to PA Standards as a priority to be addressed through the development of a research based curriculum for ELA and Algebra I.	If the ELA and Algebra I curricula, assessments and instruction are aligned to PA standards, anchors and eligible content and delivered with fidelity to meet individual student needs, then the academic achievement for all students will increase.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
2.		Choose an item.
3.		Choose an item.

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: To implement an evidence based system of school-wide positive behavior interventions and supports to maintain a positive climate conducive to teaching and learning in order to meet the academic needs of all students and to provide necessary training(s) for faculty and staff.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
To promote and sustain a positive school environment where all students feel welcomed, supported , and safe in school in order to increase attendance to school by at least 4.0% per year .	By September 30, 2019 baseline data from EOY 2018-19 SY for attendance will be established and monitored weekly via the student information data system.	By December 31, 2019, MOY attendance data will show an increase of 2% from the 2018-19 SY.	By March 30, 2020, attendance data will show an increase of 3 % from the 2018-19 SY EOY data.
To promote and sustain a positive school environment where all students feel welcomed, supported , and safe in school in order to decrease discipline referrals by 5% per year.	By September 30, 2019 baseline data from EOY 2018-19 SY for behavior referrals will be established and monitored weekly via the student information data system.	By December 31, 2019, MOY data for discipline referrals will decrease by 2% from the EOY data from 2018-19 SY.	By March 30, 2020, data for discipline referrals will decrease by 4% from the EOY data from 2018-19 SY.

Priority Statement #2: The Sto-Rox High School SCSC recognize the need to align curriculum, assessment and instruction to PA Standards as a priority to be addressed through the development of a research based curriculum for ELA and Algebra I.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Aligned curriculum, assessments, and instruction for ELA will be written during the 2019-20 SY in order to assure that the correct standards, anchors and eligible content are being	By September 30, 2019, a systematic and documented process will be in place to	By December 31, 2019, a written document articulating the school-wide model of instruction will be in	By March 30, 2020, all instructional personnel will have had access to curriculum related

<p>delivered by at least 85% of the faculty and staff so as to increase student performance in ELA by at least 4% per year.</p>	<p>collaboratively review the school's curriculum for alignment to state standards, district curriculum, and student needs. At least 25% of the faculty will utilize the system with fidelity as noted by lesson plans, walk-throughs and observations. Baseline data will have been analyzed for ELA as per CDT data.</p>	<p>place and utilized by at least 50 % of faculty with fidelity as noted by lesson plans, walk-throughs and observations. CDT data will show an increase of 2% growth from the baseline data.</p>	<p>materials and training necessary to use curricular and data resources relating to the learning goals for the school and at least 75% of the faculty will implement the curricula with fidelity as noted by lesson plans, walk-throughs and observations. Dibels data will show an increase of 3% growth from the baseline data.</p>
<p>Aligned curriculum, assessments, and instruction for Algebra I will be written during the 2019-20 SY in order to assure that the correct standards, anchors and eligible content are being delivered by at least 85% of the faculty and staff so as to increase student performance in mathematics by at least 4% per year.</p>	<p>By September 30, 2019, a systematic and documented process will be in place to collaboratively review the school's curriculum for alignment to state standards, district curriculum, and student needs. At least 25% of the faculty will utilize the system with fidelity as noted by lesson plans, walk-throughs and observations. Baseline data (BOY) will have been analyzed for mathematics as per CDT data.</p>	<p>By December 31, 2019, a written document articulating the school-wide model of instruction will be in place and utilized by at least 50 % of faculty with fidelity as noted by lesson plans, walk-throughs and observations. CDT data will show an increase of 2% growth from the baseline data (BOY).</p>	<p>By March 30, 2020, all instructional personnel will have had access to curriculum related materials and training necessary to use curricular and data resources relating to the learning goals for the school and at least 75% of the faculty will implement the curricula with fidelity as noted by lesson plans, walk-throughs and observations. CDT data will show an increase of 3% growth from the baseline data (BOY).</p>

Priority Statement #3: _____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
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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: To implement an evidence based system of school-wide positive behavior interventions and supports to maintain a positive climate conducive to teaching and learning in order to meet the academic needs of all students and to provide necessary training(s) for faculty and staff.

Measurable Goals	Evidence-Based Strategy
To promote and sustain a positive school environment where all students feel welcomed, supported, and safe in school in order to increase attendance to school by at least 4% per year	Attendance ----- Text Messages to Parents This program is a "two-way, text-based parent-school communication system to encourage daily attendance, provide parents with personalized feedback on their child's attendance, and provide support to mitigate challenges that threatened parents' ability to get their child to school regularly" (Smythe-Leistico, Ken & Page, Lindsay, 2018). Tier I
To promote and sustain a positive school environment where all students feel welcomed, supported, and safe in school in order to decrease discipline referrals by 5% per year.	Discipline PBIS - Study #2 It has been demonstrated that the key features of SWPBIS used in elementary and middle school implementation are of equal importance to high school implementation (Flannery, Frank, Doren, Kato, & Fenning, 2013). At all school levels, this implementation framework includes a representative school leadership team that works with the staff, students and administrators to: (1) identify and monitor schoolwide outcomes; (2) develop systems to support implementation and sustainability; (3) implement evidence based practices to increase a positive social climate and learning environment; and (4) develop data

	<p>management systems to monitor progress and make effective data based decisions based on the school context.</p> <p>In high schools, it is instead the context that has a major impact on high school implementation. There are three primary contextual influences in high schools that need to be taken into consideration when implementing PBIS in high schools: Size, Culture, & Developmental Level. Research has demonstrated that for high schools to adapt the implementation process to these contextual influences, they must focus on key foundational systems (data, leadership, and communication), and that it is through these systems that high schools can successfully implement the core PBIS features to achieve desired student outcomes (Flannery, Frank, & Kato, 2012). Tier I</p>
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Priority Statement #2: __ The Sto-Rox High School SCSC recognize the need to align curriculum, assessment and instruction to PA Standards as a priority to be addressed through the development of a research based curriculum for ELA and Algebra I.

Measurable Goals	Evidence-Based Strategy
<p>Aligned curriculum, assessments, and instruction for ELA will be written during the 2019-20 SY in order to assure that the correct standards, anchors and eligible content are being delivered by at least 85% of the faculty and staff so as to increase student performance in ELA by at least 4% per year.</p>	<p>What Works in Schools: Translating Research into Practice, Marzano, 2003 - "Guaranteed and Viable Curriculum." " A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn. Each student will have access to an effective or highly effective teacher, and access to the same content knowledge and skills in each section or class."</p> <p>John Hattie developed a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen's d). In his ground-breaking study "Visible Learning" he ranked 138 influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this 'hinge point', in order to find an answer to the question "What works best in education?" Refer to the following website for Effect Sizes on Student Achievement in regards to Curricula: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/hattie-ranking-curricula-effects/ Tier 1</p>
<p>Aligned curriculum, assessments, and instruction for Algebra I will be written during the 2019-20 SY in order to assure that the correct standards, anchors and eligible content are being delivered by at least 85% of the faculty and staff so as to increase student</p>	

performance in mathematics by at least 4% per year.	
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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: _ To implement an evidence based system of school-wide positive behavior interventions and supports to maintain a positive climate conducive to teaching and learning in order to meet the academic needs of all students and to provide necessary training(s) for faculty and staff. **MEASURABLE GOAL #1:** To promote and sustain a positive school environment where all students feel welcomed, supported , and safe in school in order to increase attendance to school by at least 4% per year

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
Develop PBIS Core Team Train the PBIS Core Team	Professional Development for the Core Team / AIU personnel	Principal	Prior to August 22, 2019
Whole Faculty/Staff Overview to establish a common understanding of what a positive school environment looks and feels like. PBIS Training - Consider Context: 1) Size, 2) Culture, 3) Developmental Level - Refer to - https://www.pbis.org/resource/1256/consider-context-implementation-in-secondary-schools	Core Team AIU Personnel Support Website - PBIS in High Schools - https://www.pbis.org/resource/1256/consider-context-implementation-in-secondary-schools	Principal PBIS Core Team	August 20 & 21 st 2019
Establish Data Team Develop Data Protocol Schedule Grade Level Meetings after each benchmark to analyze whole class	Professional Development for Data Team Data Protocol Student Management System (EdInsight)	Principal Guidance Counselor	By September 30.2019

and individual data - emphasize attendance data			
Establish effective delivery of instruction that focuses on identifying and implementing instructional strategies that support individual students needs	CDT Data Utilization of the SAS Website PVAAS Projection Data	Principal / Curriculum Director	By October 31, 2019
Meet with Individual Students	Student Data for attendance	Principal/Guidance Counselor	Quarterly - September 2019, December 2019, March 2020, May 2020 And Bi-weekly for chronic offenders
Anticipated Outputs:			
To empower students to build positive relationships; Develop positive mindsets; Improve social, emotional and intellectual outcomes for all students. Therefore, cultivating a positive school environment that will lead to an increase in daily attendance due to the change in school climate.			
Monitoring/Evaluation Plan:			
Administrators will track student attendance utilizing the information in the Student Data Management System and analyzing it on a weekly basis so as to recognize offenders of absenteeism early on. Students will be brought in for one-on-one conferencing and appropriate contracts to improve attendance will be generated.			

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal:	
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 #1- Measurable Goal #2: _ To implement an evidence based system of school-wide positive behavior interventions and supports to maintain a positive climate conducive to teaching and learning in order to meet the academic needs of all students and to provide necessary training(s) for faculty and staff. **MEASURABLE GOAL #2:** To promote and sustain a positive school environment where all students feel welcomed, supported , and safe in school in order to decrease discipline referrals by 5% per year

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
Utilize PBIS Framework for High Schools	Website - PBIS in High Schools - https://www.pbis.org/resource/1256/consider-context-implementation-in-secondary-schools	Principal PBIS Core Team Department Heads	September 30, 2019 - June 30, 2020
Schedule Content Specific Meetings after each benchmark to analyze whole class and individual data - emphasize discipline data	CDT Data Discipline Data	Principal Curriculum Director Department Heads	Quarterly - September 2019, December 2019, March 2020, May 2020
Establish effective delivery of instruction that focuses on identifying and implementing instructional strategies that support individual students needs	Student Data files as per EdInsight Data Management System PVAAS Projections Discipline Data	Principal Curriculum Director	Quarterly - September 2019, December 2019, March 2020, May 2020
Meet with individual students to discuss the data and generate appropriate contracts to address the needs.	EdInsight Data Management System- Individual Student Data	PBIS Core Team Guidance Counselor	At least Quarterly - September 2019, December 2019, March 2020, May 2020 Bi Monthly for Chronic Offenders

Anticipated Outputs:			
To empower students to build positive relationships - student to student, student to teacher and teacher to student; Develop positive mindsets; Improve effectiveness, efficiency and equity of school as a whole; Improve social, emotional and intellectual outcomes for all students Should have fewer discipline referrals over all.			
Monitoring/Evaluation Plan:			
Administrators will track student discipline utilizing the information in the Student Data Management System and analyzing it on a weekly basis so as to recognize disciplinary offenders early on. Students will be brought in for one-on-one conferencing and appropriate contracts to improve behavior will be generated.			

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 #2 – Measurable Goal #1: The Sto-Rox High School SCSC recognize the need to align curriculum, assessment and instruction to PA Standards as a priority to be addressed through the development of a research based curriculum for ELA and Algebra I. **Measurable Goal #1:** Aligned curriculum, assessments, and instruction for ELA will be written during the 2019-20 SY in order to assure that the correct standards, anchors and eligible content are being delivered by at least 85% of the faculty and staff so as to increase student performance in ELA by at least 4% per year.

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
Choose Electronic Program to house written curriculum - EdInsight Curriculum Manager and Assessment Builder by OnHand Schools	Electronic System to house curriculum	Frank Dalmas - Superintendent Principal	By September 30, 2019
Create a Curriculum Team of Curriculum Authors and develop writing schedule	Posting for Curriculum Authors	Frank Dalmas - Superintendent Principal Curriculum Team/Authors Curriculum Director	By September 30, 2019
Professional Development to learn to use the electronic system and components of the written curriculum Component#1: MAP/COURSE THE WHAT OF TEACHING - The course is non-negotiable; all teachers must teach it. Each course may include from 2 - 12 "must teach" Units depending on the amount of content, concepts and competencies taught and length of the Course. 1. Course Number & Title 2. Course Description 3. Course Long Term Transfer Goals	Consultant and Curriculum Director	Curriculum Director	By September 30, 2019

<p>4. Course Interdisciplinary Connections</p> <p>5. Course Pacing Guide</p> <p>6. Course Textbooks, Workbooks, and materials citations</p> <p>7. Course Assignments</p> <p>8. Course Notes</p> <p>9. Curriculum Map Contributors</p> <p>10. Dates of last Revision to the Curriculum Map</p> <p>Component #2: UNIT The science (WHAT) of teaching. Units are non-negotiable; all teachers "must teach" them. Each Unit may include from 5 - 10 "must teach" Topics per unit depending on the amount of content, concepts and competencies taught and the length of the Course</p> <ol style="list-style-type: none"> 1. Unit Title 2. Unit Description 3. Unit Big Ideas 4. Unit Essential Questions 5. Unit Academic Vocabulary & Definitions 6. Unit Misconceptions & Proper Conceptions 7. Unit Student Learning Outcomes 8. Unit Student Performance Tasks 9. Unit PA Core Standards and/or other relevant standards designated by district 10. Unit Materials 11. Unit Assignments 12. Unit Notes <p>Component #3: TOPIC The science (WHAT) of teaching. Topics are non-negotiable; all teachers "must teach" them. Each Topic may include from</p>			
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<p>10 - 15 Teacher Lesson Plans depending on the amount of content, concepts and Competencies taught and the length of the Course.</p> <ol style="list-style-type: none"> 1. Topic Title 2. Topic Description <p>Actual writing of the ELA and mathematics curricula</p> <p>TEAM: ELA – 4 Authors (one from each grade level)</p> <p>Algebra I – 1 Author General Introduction of the electronic system as outlined above</p> <p>Writing Sessions set-up by Curriculum Director to populate major components of the outline above, approximately 6 / 8 hour sessions per grade level with PA ELA and mathematics Framework for each being pre populated by OHS.</p>	<p>Consultant Curriculum Director</p>		<p>By September 30, 2019</p> <p>To begin by September 30, 2019 and continue throughout the 2019-20 SY</p>
<p>Rollout of ELA and mathematics curricula per nine weeks period and revisit and revise accordingly - rollout at least one week prior to the new nine weeks period. 2019-20 SY to be considered as a writing roll-out.</p> <p>PD Session on " Learning Targets" and "Lesson Plan Template"</p>	<p>Written curriculum</p> <p>Presenter from AIU</p>	<p>Curriculum Director Curriculum Authors</p> <p>Curriculum Director</p>	<p>September 30, 2019 through June 30, 2020</p> <p>August 20, 2019</p>

PD Sessions on "Vocabulary Instruction to Support Reading Comprehension"	Presenter from AIU	Curriculum Director	August 21, 2019

Anticipated Outputs:

An ELA curriculum for grades 9 - 12 to be written for the first nine weeks of the 2019-20 SY prior to September 30, 2019. The curriculum will continue to be written per each nine weeks period and rolled out at least one week prior to the new nine weeks period. Lesson Plans will be more differentiated and the exact standards and anchors to be addressed will be cited. Targets will be posted in each classroom, daily and students will be able to readily articulate what they are learning. If the ELA written curriculum is utilized with fidelity, student achievement in ELA will increase by at least 4 % on the 2020 Keystone Exams in comparison to the 2019 Keystone Exam data. Incremental benchmark data and progress monitoring will be used throughout the school year in order to assure that proper supports are in place to help students to be on an upward trajectory.

Monitoring/Evaluation Plan:

Curriculum Director will monitor progress of writing the ELA curriculum via the electronic program. The implementation of the written curriculum will be monitored via daily lesson plans, walk-throughs, and formal and informal observations conducted by Curriculum Director, Principal, Superintendent, and Curriculum Authors. Student achievement will be monitored via CDT Assessments for ELA .

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: To train the curriculum authors to utilize the electronic program that will manage the curriculum writing and to assure that they know the components to be completed under each curriculum in order to be able to introduce and articulate the importance of utilizing the curriculum to the faculty with fidelity.

Audience	Curriculum Team/Authors/Faculty
Topics to be Included	Utilization of the Curriculum Manager Components of a written curriculum and the development of each component Development of a Pacing Guide Research of related resources (materials) The importance of utilizing an aligned curriculum with fidelity
Evidence of Learning	Curricula will be written with accuracy and aligned to the PA Standards, Anchors and Eligible Content and effectively utilized by at least 85% of the faculty.
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: By September 30, 2019 - for the first Nine weeks period and every nine weeks period throughout the 2019-20 SY
Lead Person/Position	Curriculum Director

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: The Sto-Rox High School SCSC recognize the need to align curriculum, assessment and instruction to PA Standards as a priority to be addressed through the development of a research based curriculum for ELA and Algebra I. **Measurable Goal #2:** Aligned curriculum, assessments, and instruction for Algebra I will be written during the 2019-20 SY in order to assure that the correct standards, anchors and eligible content are being delivered by at least 85% of the faculty and staff so as to increase student performance in mathematics by at least 4% per year.

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
Professional Development to learn to use the electronic system and components of the written curriculum	Posting for Curriculum Authors	Frank Dalmas - Superintendent Principal Curriculum TEAM.Authors Curriculum Director	By September 30, 2019
<p>Component#1: MAP/COURSE THE WHAT OF TEACHING - The course is non-negotiable; all teachers must teach it. Each course may include from 2 - 12 "must teach" Units depending on the amount of content, concepts and competencies taught and length of the Course.</p> <ol style="list-style-type: none"> 1. Course Number & Title 2. Course Description 3. Course Long Term Transfer Goals 4. Course Interdisciplinary Connections 5. Course Pacing Guide 6. Course Textbooks, Workbooks, and materials citations 7. Course Assignments 8. Course Notes 9. Curriculum Map Contributors 10. Dates of last Revision to the 	Consultant and Curriculum Director	Curriculum Director	By September 30, 2019

<p>Curriculum Map</p> <p>Component #2: UNIT The science (WHAT) of teaching. Units are non-negotiable; all teachers "must teach" them. Each Unit may include from 5 - 10 "must teach" Topics per unit depending on the amount of content, concepts and competencies taught and the length of the Course</p> <ol style="list-style-type: none"> 1. Unit Title 2. Unit Description 3. Unit Big Ideas 4. Unit Essential Questions 5. Unit Academic Vocabulary & Definitions 6. Unit Misconceptions & Proper Conceptions 7. Unit Student Learning Outcomes 8. Unit Student Performance Tasks 9. Unit PA Core Standards and/or other relevant standards designated by district 10. Unit Materials 11. Unit Assignments 12. Unit Notes <p>Component #3: TOPIC The science (WHAT) of teaching. Topics are non-negotiable; all teachers "must teach" them. Each Topic may include from 10 - 15 Teacher Lesson Plans depending on the amount of content, concepts and Competencies taught and the length of the Course.</p> <ol style="list-style-type: none"> 1. Topic Title 2. Topic Description <p>Actual writing of mathematics</p>			
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<p>curriculum</p> <p>TEAM: ELA – 4 Authors (one per grade level) Algebra I – 2 Authors</p> <p>General Introduction of the electronic system as outlined above</p> <p>Writing Sessions set-up by Curriculum Director to populate major components of the outline above, approximately 6 / 8 hour sessions per grade level with PA Mathematics Framework being pre populated by OHS.</p>	<p>Consultant</p> <p>Curriculum Director</p>	<p>Curriculum Director</p> <p>Curriculum Director</p>	<p>By September 30, 2019</p> <p>To begin by September 30, 2019 and continue throughout the 2019-20 SY</p>
<p>Rollout of Algebra I curriculum per nine weeks period and revisit and revise accordingly - rollout at least one week prior to the new nine weeks period. 2019-20 SY to be considered as a writing rollout</p>	<p>Written Curriculum</p>	<p>Curriculum Director</p> <p>Curriculum Authors</p>	<p>September 30, 2019 through June 30, 2020</p>
<p>PD Session on CRA - Concrete - Representational Abstract</p>	<p>AIU Personnel</p>	<p>Curriculum Director</p>	<p>By December 31, 2019</p>

Anticipated Outputs:

The Algebra I curriculum for High School to be written for the first nine weeks of the 2019-20 SY prior to September 30, 2019. The curriculum will continue to be written per each nine weeks period and rolled out at least one week prior to the new nine weeks period. Lesson Plans will be more differentiated and the exact standards and anchors to be addressed will be cited. Targets will be posted in each classroom daily and students will be able to readily articulate what they are learning. If the Algebra I written curriculum is utilized with fidelity, student achievement in mathematics will increase by at least 4 % on the 2020 Keystone Exams in comparison to the 2019 Keystone Exam data. Incremental benchmark data and progress monitoring will be used throughout the school year in order to assure that proper supports are in place

to help students to be on an upward trajectory.

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:

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
Posting on District Website	Entire Community	To Introduce the 2019-20 SY A-TSI School Improvement Plan for Sto-Rox High School	June 10, 2019
Board Meeting	Board of Education and Community Members	Review the A-TSI School Improvement Plan for Sto-Rox High School	June 20, 2019
Board of Education Review	Board of Education and Community Review	Approve the School Improvement Plan	June 27, 2019
Submit Plan to PDE Back to School Event In-Service	Parents and Community Faculty/ Staff	Kick-Off School Improvement Plan	June 28, 2019 August 19, 2019 August 20, 2019
Revisit School Improvement Plan Quarterly	A-TSI Team Faculty/Staff	Get Feedback on SIP and begin Gathering information for the 2020-21 SIP	November 2019; January 15, 2020 March 2020 and May 2020

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:

_____	_____	_____
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Name (printed)

Signature

Date

Scan and insert the signed Assurances Page: