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 Primary School

4-Digit School Building Code

7505

School Street Address

300 Ewing Rd McKees Rocks, Pa 15136

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Frank Dalmas	Superintendent	SRSD
Lori Sims	Sto-Rox Primary Center K-3 Principal	SR Primary Center K-3
Jen Koerbel	Instructor - Grade 2	SR Primary Center K-3
Desire Krawchyk	Guidance Counselor	SR Primary Center K-3
Bryan McCarthy	Site Coordinator - Communities In Schools	Outside Agency Representative
Cheryl Rush	Sp. Ed. Instructor - Learning Support Grade 1	SR Primary Center K-3
Celeste Sicilia	Head Teacher	SR Primary Center K-3
Lily Deasy	Instructor - Kindergarten	SR Primary Center K-3
Toni Dalosio	Parent	Sto-Rox School District Parent

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).

Efforts of School Leaders - 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, all members of the community, etc…. ALL means ALL stakeholders interested in the intellectual, physical and social development of the students who attend Sto-Rox Primary Center K-3 so as to have each student focused on the importance of a quality education in order to be prepared for our 21st century global society. With that in mind, in early February of 2019, the School Leaders began to brainstorm a list of such stakeholders and then strategically categorized the names on the list via each of their specific interests, i.e., academic achievement, student needs, climbing the career ladder, financial gain, community improvement, etc…. From that determination, the school leaders began to screen persons who might only want to serve for their own personal gain rather that for the good of the school. 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. After a few days, phone calls were made to once again reach out to the various stakeholders and ask for their commitment to serving on the Steering Committee. Thus the present School Community Steering Committee for Sto-Rox Primary Center was born.

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.

Members of the School Community Steering Committee (SCSC) have been empowered to envision the school through the lens of its mission/vision, and defined successes. They engaged in exploring the Essential Practices that lead to prioritizing the school's greatest needs and seeking the root cause(s) for these needs. Upon identifying the root cause(s), the SCSC began to set goals, explore evidence based practices and to create an Action Plan. During the last week of May 2019, the committee will set-up informational sessions for the faculty, staff and administration at which time they will present and discuss the components of the Action Plan and the steps for implementation of the plan. A specific timeline will be established for the implementation steps and processes. A Checklist will be developed so as to assist the SCSC members to monitor the plan in an organized, timely and documented fashion. The SCSC will develop specific written protocols that will outline the specific duties of each SCSC member regarding the monitoring of the plan. The SCSC will meet at least once per quarter to discuss the WOWS and scowls of the plan and to adjust the course as needed pending consensus of the committee. At the end of the 2019-2020 SY, the entire Action Plan will be revisited and revised as needed in order to begin addressing other priorities that will further enhance School Improvement

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?*
To provide an engaging and safe learning environment with innovative and responsive teaching across the curriculum	➢ To increase the number of students scoring Proficient and Advanced on the PSSA ELA and Mathematics in grade 3 by 20% as of the 2023-24 SY .

that empowers students to function in an ever changing 21st Century Global Society.	➢ **To show an increase of 20% in daily attendance by all students as of the 2023-24 SY.**
	➢ A **decrease in the Number of Students being chronically absent to school by 20 % as of the 2023-24 SY.**
	➢ A **decrease in the number of discipline referrals by 20% as of the 2023-24 SY .** ➢ **To decrease the number of Special Education Referrals in grades K-3 by 20% as of the 2023-24-SY.**

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.

Sto-Rox Primary Center K-3 engaged in timely and meaningful consultation with a broad range of stakeholders to include families, students, educators, Board Members and community partners to understand the most pressing needs of the entire school community and to discover the root cause(s) of those identified needs. This process began by the Department of Education, Office of School Improvement, assigning a School Improvement Facilitator (SIF) (Barbara J. Mehalov) to oversee and facilitate the School Improvement Process. During an initial meeting held on February 5, 2019 with Frank Dalmas (Superintendent of Schools) and Lori Sims (Principal), the Facilitator clearly explained the School Improvement Process for schools designated as being labeled in Comprehensive School Improvement (CSI). One of the initial responsibilities of the LEA was to choose responsible, dedicated and reliable stakeholders from various sectors of the community, such as the school, the community partners, school board members, all members of the community, etc…. ALL means ALL stakeholders interested in the intellectual, physical and social development of the students who attend Sto-Rox Primary Center K-3.

Once the stakeholders were chosen by the LEA, the School Community Steering Committee (SCSC) was officially established. During the process of choosing the SCSC, the Facilitator began to collect data about the various aspects of the school by having the Principal send electronic surveys to all the educators, students

and parents to be submitted to PDE by a given date. The information gleaned from these surveys was compiled and utilized by the SCSC members to make informed decisions. The SIF also conducted the following: A one-on-one Interview with the Principal and met with and interviewed four Educator Focus Groups as well as four Student Focus Groups, did Classroom Walk-throughs with Ms Sims and completed a document on Exploring the School. Along with all this documented evidence, she then began to set-up and conduct the SCSC meetings. The first such meeting was held on February 26, 2019 to make the SCSC members aware of their role in the School Improvement Process (SIP) and to complete the Individual Self-Assessment of the Essential Practices which are made up of four (4) Conditions: 1) Focus on Continuous Improvement of Instruction; 2) Empower Leadership; 3) Provide Student Centered Support Systems and 4) Foster Quality Professional Learning. Under each of these four Conditions are eighteen (18) specific Essential Practices. This Individual Self-Assessment was submitted electronically to PDE to become part of the data collection. ALL the data was compiled by the Core Team Member (CTM) – Data Consultant and used by the SCSC to make informed data driven decisions.

Once the Facilitated Essential Practices Assessment (FSA) was completed, the Committee began to dig deeper into the data and to categorize and/or prioritize the four Conditions. They then prioritized the Practices under each of the Conditions and from that information choose and/or determined via the data what two Practices would become the Priorities for the 2019-20 SY. Priority Statements were written along with SMART GOALS and the Action Plan was created as outlined in the Pennsylvania School Improvement Plan document.
Completed School Improvement Plan was presented to the Board of Education for review and acceptance on June 27, 2019 and submitted to PDE on June 28, 2019.

The SCSC met on the following dates and completed the designated tasks:
February 26, 2019……..SCSC Introductory Meeting – Completed Individual Self-Assessments
March 5, 2019…………Began Facilitated Self- Assessment (FSA) with Focus on Continuous Improvement of Instruction
March 19, 2019………..Continued and Completed FSA examining the Conditions of Empowering Leadership, Providing Student Centered Support Systems and Fostering Quality Professional Learning
April 3, 2019…………..Prioritized the Needs and Conducted Root Cause Analysis
April 16, 2019…………Wrote Priority Statements, Revisited the School VISION STATEMENT and began to populate Sections I and II of the School Improvement Plan

May 2, 2019………….. Wrote SMART Goals and began Evidence Based Practices
May 7, 2019………….. Completed Evidence Based Practices and Began Action Plan
May 16, 2019…………Revisited Entire School Improvement Plan and Worked on Tiering Resources
May 28, 2019…………Revised specific areas of the plan

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

Strengths	Supporting Evidence from Needs Assessment
There was an increase in the Grade 3 PSSA ELA scores in 2018 for the following subgroups: All Students, Black and Economically Disadvantaged.	According to the 2017-18 PA Future Ready Index: All Students – 28.1% (2018) compared to 21.6% (2017); Black – 26.8% (2018) compared to 22.0% (2017) and Economically Disadvantaged – 31.1(2018) compared to 19.0% (2017)
There was an increase in the Grade 3 PSSA mathematics scores in 2018 for the following subgroup: Students with Disabilities.	According to the 2017-18 PA Future Ready Index: Students with Disabilities – 14.3% (2018) compared to 13.8% (2017)

There is a broad range of community partnerships such as Focus on Renewal - Father Ryan and Brightside Academy that provide parenting programs, community service outreach, after-school tutoring, etc…, Boys and Girls Club, Robert Morris University, United Way of Pittsburgh, Junior Achievement, etc….	According to the daily bus roster for Boys and Girls Club afterschool program indicates that approximately 70 Students or 16% of the students attend per day Monday thru Friday. Communities and School Case Manger indicates that approximately 10% of the student body K-3 participate in the program to address basic needs, parent engagement and behavior interventions.
The students reported that they feel safe at school.	✛ According to the Student Survey, 90% of the students reported that they feel safe at school
The educators reported that they feel loyalty to the school.	✛ According to the Educator Survey, 90% of the educators reported that they feel loyalty to the school.

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
The need to align curriculum, asessments, and instruction to the PA Standards. An insufficient **number of students in Grade 3 scored Proficient or Advanced on the 2017-18 PSSA ELA Assessment.**	**According to the 2017-18 Future Ready Index, only 28.1 % of the students in Grade 3 scored Proficient or Advanced on the 2017-18 PSSA ELA Assessment. This is 34.9% below the state target of 63.0%**	Yes	**Inconsistent delivery of educational standards, anchors and eligible content for ELA and mathematics due to the need for aligned written curricula.**
The need to align curriculum, asessments, and instruction to the PA Standards. **An insufficient number of students in Grade 3**	**According to the 2017-18 Future Ready Index, only 10.0 % of the students in Grade 3 scored Proficient or Advanced on the 2017-**	Yes	**Inconsistent delivery of educational standards, anchors and eligible content for ELA and mathematics due to the need for aligned written curricula.**

scored Proficient or Advanced on the 2017-18 PSSA MATH Assessment.	**18 PSSA MATH Assessment. This is 35.5% below the state target of 45.5%**		
To promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically **Students are chronically absent from school.**	**According to the 2017-18 Future Ready Index the attendance rate for all students is at 66.5%. This is 18.9% below the state target of 85.4%.**	Yes	Lack of systematic programming to address various behaviors and individual learning needs due to trauma based circumstances
To promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. **Educators reported that maintaining discipline is a challenge.**	**According to Educator Survey, 65% of educators surveyed reported that maintaining discipline is a challenge.**	Yes	Lack of systematic programming to address various behaviors and individual learning needs due to trauma based circumstances
implement evidence-based strategies to engage families to support learning. **Educators reported that there is a lack of Parent Involvement**	**According to the Educator Survey, 65% of educators surveyed reported that there is a lack of Parent involvement**	No	Lack of systematic programming to address various behaviors and individual learning needs due to trauma based circumstances

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
To implement an evidence based system of school-wide positive behavior	If student behaviors are controlled and maintained, then	Essential Practices Condition 3 - Provide

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.	the educational environment will be conducive to teaching and learning and the attendance rate and academic performance will increase .	Student-Centered Support Systems
2. The Sto-Rox Primary Center and the 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 mathematics.	If the ELA, and mathematics 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
		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: ___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 3.8% per year and decrease discipline referrals by 10% per year. academic performance by at least 4% per year.	By September 30, 2019 baseline data from EOY 2018-19 SY for attendance and behavior referrals 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 and discipline referrals will decrease by 5%.	By March 30, 2020, attendance data will show an increase of % from the 2018-19 SY and discipline referrals will decrease by 8%.

Priority Statement #2: _The Sto-Rox Primary Center and the 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, mathematics.

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Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Aligned curriculum, assessments, and instruction for ELA and mathematics will be written during the 2019-20 SY in order to assure that the correct standards, anchors and eligible content is being delivered by 85% of the faculty and staff so as to increase student performance in both areas by at least 4% per year..	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	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.	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

| | 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 Dibels data and mathematics as per STAR data. | Dibels data will show an increase of 2% growth from the baseline data and STAR data will show an increase of 2% growth from the baseline data. | 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 and STAR data will show an increase of 3% growth from the baseline data. |
| | | | |

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: __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 3.8% per year and decrease discipline referrals by 10% per year. academic performance by at least 4% per year.	School-Wide Positive Behavioral Interventions and Supports (PBIS) SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS OVERVIEW "Positive Behavior Intervention and Supports (PBIS) establishes schoolwide systems of support that include practice strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts." (PBIS, 2019) Tier 1 Intervention
	Positivity Project - THE MISSION IS TO EMPOWER AMERICA'S YOUTH TO BUILD POSITIVE RELATIONSHIPS AND BECOME THEIR BEST SELVES. Why relationships? Because they are the cornerstone of health, happiness, and resilience…and (according to experts) many jobs of the future. That is why we developed a strategy that schools use to inspire positive relationships (student-to-student and student-to-teacher) and cultivate a school-wide #OtherPeopleMatter Mindset. Current findings document that SEL programs yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school. They also enhanced students' behavioral adjustment in the form of increased prosocial behaviors and reduced conduct and internalizing problems, and improved academic performance on achievement tests and grades. The sample consisted of 213 studies that involved 270,034 students. http://www.casel.org/wp-content/uploads/2016/08/meta-analysis-child-development.pdf Tier 2

Priority Statement #2: __The Sto-Rox Primary Center and the 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, mathematics and science.

Measurable Goals	Evidence-Based Strategy
Aligned curriculum, assessments, and instruction for ELA and mathematics will be written during the 2019-20 SY in order to assure that the correct standards, anchors and eligible content is being delivered by 85% of the faculty and staff so as to increase student performance in both areas by at least 4% per year..	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." 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 regardings to Curricula: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/hattie-ranking-curricula-effects/ Tier 1 Phonological Awareness Training plus Letter Knowledge Training is a general practice aimed at enhancing young children's phonological awareness, print awareness, and early reading abilities. Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is considered to be a precursor to reading. Phonological awareness training (without letter knowledge training) can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds. Tier 2 Accelerated Reader™ Program Description1 Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers. The Accelerated Reader™ program requires students to select and read a book based on their area of interest and reading level. Upon completion of a book, students take a computerized quiz based on the book's content and vocabulary. Quiz performance allows teachers to monitor student progress and to identify students who may need additional reading assistance. This review of the program for the Beginning Reading topic area focuses on studies that examine outcomes for beginning readers in grades K–3. Tier 1

	Imagine Learning

Priority Statement #3: _Purposely Blank_____

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: _Priority #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.   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 3.8% per year and decrease discipline referrals by 10% per year.

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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
Choose a school-wide positive behavior program - PBIS/The Positivity Project	Evidence Resource Websites	SCSC Team	By September 30, 2019
Collaborate with PBIS consultants and Positivity Project consultants to set-up PD schedule for Trainers		Frank Dalmas - Superintendent	By September 30, 2019
Select Core Team Professional Development - Virtual Training using the P2 100 Initial Implementtion Training Video	Set-up PD for Core Team using the Train the Trainer ModelWebsite: https://docs.google.com/document/d/1OpB7v-7HoKdaN8Vhzi3pxoDYnP9IVUfebjKeTDER7c8/edit	Frank Dalmas - Superintendent Head Teacher and Principal	By September 30, 2019
"Six Ways of Connecting P2 to the Home" 1) To Remind App 2) Character Cards 3) Newsletters 4) Facebook & Twittee	Agenda - Program Requirements Website: https://docs.google.com/document/d/1OpB7v-7HoKdaN8Vhzi3pxoDYnP9IVUfebjKeTDER7c8/edit	Core Team	December 31, 2019

5) PTO/PTA meetings 6) Parent information Night/Curriculum Night/Open House			
PBIS - Continued Professional Development to include: Current Blueprints • Implementation Blueprint • PD Blueprint • Evaluation Blueprint Current Briefs • Preventing Restraint and Seclusion in Schools • High School PBIS Implementation: Staff Buy-In • National Center on Intensive Intervention (NCII) and PBIS Cross Center Collaboration Part I • Do Wisconsin Schools Implementing an Integrated Academic and Behavior Support Framework Improve Equity in Academic and School Discipline Outcomes? • Strengthening Family-School-Community Connections in PBIS to Improve Valued Outcomes Current Updates for Tools • Tiered Fidelity Inventory Training Slide Deck o TFI Training Slide Deck - Tier 1 o TFI Training Slide Deck - Tier 2 o TFI Training Slide Deck - Tier 3 • Self Assessment Survey (SAS) • SWPBIS Tiered Fidelity	https://www.pbis.org	Frank Dalmas - Superintendent Head Teacher Principal Core Team	To be introduced by December 31, 2019

Inventory V2.1			
Soft Rollout of Program(s)	Materials on Goole Drive https://docs.google.com/document/d/1OpB7v-7HoKdaN8Vhzi3pxoDYnP9IVUfebjKeTDER7c8/editAgenda - Program Requirements Website: https://docs.google.com/document/d/1OpB7v-7HoKdaN8Vhzi3pxoDYnP9IVUfebjKeTDER7c8/edit https://www.pbis.org	Core Team	December 31,, 2019

Anticipated Outputs:

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 students in cool down room(s); fewer discipline referrals from classrooms; increase in daily attendance due to change in school atmosphere (environment).

Monitoring/Evaluation Plan:

Lesson of the day included in weekly plans and monitored via spot checks, walk-throughs per day by Principal & Core Team members Token Economy - paper chain links

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

<table>
<tr><td colspan="2">Professional Learning - Describe the Professional Development Plan to achieve this goal.</td></tr>
<tr><td colspan="2">Professional Learning Goal: To effectively and efficiently implement a school-wide positive behavior program with fidelity.</td></tr>
<tr><td>Audience</td><td>All faculty and staff
Mental Health Personnel</td></tr>
</table>

Expenditure (Brief Description)	Funding Source	Cost
PD for Trainers – stipends as per bargaining unit contract	Title I	$25/hours/10 people/16 hrs each = $4000

Topics to be Included	Supporting Social Compliance and Academic Achievement Supporting decision making Supporting student behavior and faculty/staff behavior Development of Data Protocols Over all, to promote character development, academic achievement, social-emotional skills and reduce disruptive and problem behaviors
Evidence of Learning	Decrease in discipline data overall, visible awareness of students being respectful An increase in daily attendance to school
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:Ongoing thoroughout 2019-2020 SY
Lead Person/Position	Principal Head Teacher Guidance Counselor

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:

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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 #2 – Measurable Goal #1: _Priority #2: The Sto-Rox Primary Center and the 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, mathematics and science. **Measurable Goal #1:** Aligned curriculum, assessments, and instruction for ELA and mathematics will be written during the 2019-20 SY in order to assure that the correct standards, anchors and eligible content is being delivered by 85% of the faculty and staff so as to increase student performance in both areas 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 Lori Sims - Principal	By September 30, 2019
Hire Curriculum Director		Frank Dalmas - Superintendent Lori Sims - Principal	By September 30, 2019
Create a Curriculum Team of Curriculum Authors and develop writing schedule	Posting for Curriculum Authors	Frank Dalmas - Superintendent Lori Sims - PrincipalCurriculum 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	Consultant and Curriculum Director	Curriculum Director	By September 30, 2019

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 Curriculum Map 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 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 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. 1. Topic Title 2. Topic Description Actual writing of the ELA and mathematics curricula Two Teams - 1) ELA ; 2) mathematics Kdg. - 2 ELA Authors; 2 Mathematics Authors Grade 1 -2 ELA Authors; 2 Mathematics Authors Grade 2 -2 ELA Authors; 2 Mathematics Authors Grade 3 -2 ELA Authors 2 Mathematics Authors General Introduction of the electronic system as outlined above 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.	 Consultant Curriculum Director		 By September 30, 2019 To begin by September 30, 2019 and continue throughout the 2019-20 SY
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	Written curriculum	Curriculum Director Curriculum Authors	September 30, 2019 through June 30, 2020

weeks period. 2019-20 SY to be considered as a writing roll-out. To include " Learning Targets" and "Lesson Plan Template"			

Anticipated Outputs:

An ELA and mathematics curricula for K - 3 to be written for the first nine weeks of the 2019-20 SY prior to September 30, 2019. The curricula 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 sited. Targets will be posted in each classroom, daily and students will be able to readily articulate what they are learning. If the ELA and mathematics written curricula is utilized with fidelity, student achievement in both areas will increase by at least 10 % on the 2019 PSSA in comparison to the 2018 PSSA data. Incremental benchmark data will be tracked 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 and mathematics curricula via the electronic program.
The implementation of the written curricula 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 Dibels Assessments for ELA and STAR assessments for mathematics.

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

Expenditure (Brief Description)	Funding Source	Cost
Curriculum Manager and Assessment Builder - EdInsight - OnHand Schools (OHS)	Title I	$3510/year
Curriculum Authors to be paid per bargaining unit contract	Title I	$25/hr X 40 hrs X 8 people = $8000
Curriculum Director Salary (see attached C & I Job Description)	Title I	$85,000/yr.

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 house the curricula and to assure that they know the components to be completed under each curriculum in order to be able to introduce the written curricula to the faculty and explain the importance of implementing it 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
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:

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:			
Lesson Plans, walk-throughs, formal and informal observations by curriculum director, principal, superintendent and Curriculum Team members			

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

Expenditure (Brief Description)	Funding Source	Cost
		NONE

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: ___Purposely Blank

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 School Improvement Plan	May 16, 2019 to June 14, 2019
Board Meeting	Board of Education and Community Members	Review the School Improvement Plan	May 23, 2019
Faculty Sharing	Faculty and Staff	To introduce the 2019-20 School Improvement Plan	June 3, 2019
Board of Education Voting Meeting	Board of Education and Community Members	Approve the School Improvement Plan	June 27, 2019
Submit Plan to PDE Back to School Event In-Service Revisit School Improvement Plan Quarterly	Parents/Community Faculty/Staff Faculty/Staff	Kick-Off School Improvement Plan Get Feedback on SIP to begin 2020-21 SIP	June 28, 2019 August 19, 2019 August 20, 2019 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:

_____   _____   _____
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:

<table>
<tr><td>STO-ROX SCHOOL DISTRICT
Position Description</td><td>TITLE: Curriculum & Instruction
             Supervisor
SECTION: ADMIN
ADOPTED: April 11, 2019
REVISED:</td></tr>
</table>

Reports to	Superintendent
Building	District-wide
Qualifications	Possess those qualifications as required by the School Laws of the Commonwealth of Pennsylvania (Supervisor of Curriculum & Instruction certificate, Administrative Certificate or Letter of Eligibility). Current clearances as required by law. Administrative experience in the field of education is desired. Ability to present information to large groups of individuals is required. Demonstrate aptitude for successful completion of the tasks and all responsibilities assigned.
Job Goal	Provide leadership and vision in the ongoing planning, implementation, development, direction, review and evaluation of the District's curriculum and instructional services, research and evaluation services. Ensures that the District/school education objectives are aligned to state frameworks and to instructional practices that yield the highest standards of student achievement and instructional excellence. Reports to the Superintendent and participates as a member of the Superintendent's Administrative Team.
Terms	In accordance with the Board-approved Act 93 Plan. 12-month position.

Performance Responsibilities – Curriculum and Instruction (K-12)

1. Support all aspects of District instructional and curriculum integration of technology.

2. Coordinate the development, implementation, and evaluation of the Comprehensive Plan (both District and building plans).

3. Assist in the administration and analysis of all state and local testing programs within the District.

4. Represent the District in meetings and conferences related to curriculum and instruction and assessment.

5. Report periodically to the Board on all curriculum, instruction, and assessment matters.

6. Make recommendations pertaining to policy and procedure to the Superintendent.

7. Attend all Intermediate Unit Curriculum Council meetings.

8. Support all aspects of District instructional and curricular integration of technology.

9. Assist professional staff with the software evaluation process.

10. Establish and maintain regular meetings of a Curriculum and Instruction/Data Committee.

11. Provide analysis of programs and materials to assure proper scope and sequence in the classroom, through various curriculum mapping techniques.

12. Align curriculum to meet and exceed Pennsylvania academic standards under PA Code, Chapter 4 (relating to academic standards and assessment).

13. Oversee the development and timely revision of District curriculum aligned with state regulations.

14. Develop and maintain a system for monitoring student progress data, including school wide diagnostic screening as required by regulation, and other data focused on improving student progress in learning the state curriculum.

15. Assist in the development and implementation of the District's in-service education program for the instructional staff.

16. Produce curriculum bulletins, guides, or directories to be distributed to the staff as required.

Performance Responsibilities – Personnel (K-12)

1. Participate in the interview and selection process of the instructional staff as appropriate.

2. Participate in the supervision process of beginning teachers through classroom observations and conferences.

3. Supervise and evaluate District staff, as outlined in the District Organizational Chart.

4. Conduct formal and informal observations and supervision of staff.

5. Conduct observations of any teachers placed on an improvement plan.

6. Counsel with principals and teachers on natters of District-wide concerns in order to help them improve their effectiveness.

7. Encourage ethical practices of teachers.

8. Cooperate with administrative and supervisory personnel on the overall education program.

Performance Responsibilities - General (K-12)

1. Maintain polite and courteous attitude toward students, teachers, administrators, parents and visitors to the

District.

2. Recommend a budget to the Superintendent to meet the objectives of this office and operation within the budget.

3. Attend and actively participate in professional association meetings and conferences at the local, county, and state levels.

4. Promote and participate in the public relations program, including the District website and web pages.

5. Serve on District-wide committees as needed.

6. Keep the Superintendent fully informed of significant matters pertaining to the administration of the schools and consult freely with him/her concerning such matters.

7. Establish an open line of communication with the community.

8. Assume responsibility for own professional growth and development, for keeping current with the literature, new research findings, and improved techniques.

9. Adhere to and maintain knowledge of all District policies and procedures.

10. Other responsibilities and duties as directed by the Superintendent.

I have read and understand the SRSD Curriculum and Instruction Supervisor position description.

Signature of Employee: _____   Date: _____

Print Name: _____