Upper Darby SHS

School Level Plan

07/01/2019 - 06/30/2020

School Profile

Demographics

Upper Darby SHS

601 North Lansdowne Avenue
Drexel Hill, PA 19026
(610)622-7000

Federal Accountability Designation: none
Title I Status: No
Schoolwide Status: No
Principal: Kelley Simone
Superintendent: Dr. Daniel McGarry

Stakeholder Involvement

Name	Role
Russell Benditt	Administrator
Joanna DeMarco	Administrator
William Hensil	Administrator
Jill Palladino	Administrator
Wayne Remmey	Administrator
Stephanie Sitek	Administrator
Kelley Simone	Building Principal
Kathy Blair	Ed Specialist - Instructional Technology
Amy Ceaser	Ed Specialist - School Counselor
Sara Czar	Ed Specialist - School Counselor
Tish Mejias	Ed Specialist - School Counselor
Katie Mertens	Ed Specialist - School Counselor
Stephanie Church	Ed Specialist - School Psychologist
Michelle Aldorasi	High School Teacher - Regular Education
Andrea Bianchi	High School Teacher - Regular Education
Christine Bloemker	High School Teacher - Regular Education
Kathleen Delaney	High School Teacher - Regular Education
Michele Gannon	High School Teacher - Regular Education
Stephanie Hickman	High School Teacher - Regular Education

Mimi Jara	High School Teacher - Regular Education
Ben Mannix	High School Teacher - Regular Education
Melanie Masciantonio	High School Teacher - Regular Education
Chris Neilson	High School Teacher - Regular Education
Joseph Niagara	High School Teacher - Regular Education
Julia Roach	High School Teacher - Regular Education
Riche Gentile	High School Teacher - Regular Education
Kristen Hoyt	Instructional Coach/Mentor Librarian
Kelly Remmey	Instructional Coach/Mentor Librarian
Leslie Giotti	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

In Biology, our average growth index demonstrates significant evidence that the school exceeded the standard for PA Academic Growth. The final score according to the SPP/PVAAS AGI report is 100.0. All achievement levels grew in this area. The following student groups showed significant growth: Asian, Black/African American, Economically disadvantaged, El, lowest performing 33% of the students, students with GIEPs, and white.

Accomplishment #2:

In Algebra, our average growth index demonstrates significant evidence that the school exceeded the standard for PA Academic Growth. The final score according to the SPP/PVAAS AGI report is 100.0. All achievement levels grew in this area, accept for students with IEPs, which maintained projection. The following student groups showed significant growth: Asian, Black/African American, Economically disadvantaged, El, Hispanic, white and lowest performing 33% of the students.

Accomplishment #3:

In Literature, our average growth index demonstrates significant evidence that the school exceeded the standard for PA Academic Growth. The final score according to the SPP/PVAAS AGI report is 100.0. All achievement levels grew in this area.

Accomplishment #4:

According to the Future Ready PA Index profile, our 5-year graduation cohort (89.3%) is above the state average of 88.5%.

Accomplishment #5:

According to the Future Ready PA Index profile, our percentage industry-based learning (84.2%) exceeded the state average of 29.1%.

Accomplishment #6:

According to the 2018-2019 School Performance Profile, our building score increased from a 70.1% to a 75.2%.

School Concerns

Concern #1:

Advanced Placement Data:

Only five out of 23 AP courses exceeded the PA Average score.
Only nine out of 23 AP courses increased their average score from the year prior.

Concern #2:

According to the Future Ready PA Index profile, our overall achievement scores (60.1%) in the area of Literature is below the state average of 62.1%.

According to the Future Ready PA Index profile, our overall achievement scores (45.1%) in the area of Algebra is below the state average of 45.2%.

According to the Future Ready PA Index profile, our overall achievement scores (50.1%) in the area of Biology is below the state average of 66.0%.

Concern #3:

According to the Future Ready PA Index profile, English Language Growth and Attainment, we fell below the state average of 31.2% with a score of 19.4%.

Concern #4:

According to the Future Ready PA Index profile, our overall college and career measures did not meet performance standards. We fell short (85.9%) compared to the state average of 89.8%. However, our performance level the year prior was (57.9%).

Concern #5:

According to the Future Ready PA Index profile, our four-year graduation cohort (82.7%) with the previous year being 85.6%, fell below the state average of 85.8%.

Concern #6:

According to the Future Ready PA Index profile, as it relates to advanced on the industry-based competency assessment, we fell short (1.5%) of the state average of 5.8%.

Concern #7:

According to the Future Ready PA Index profile, our % of rigorous course of study is a 25.2% compared to the state average of 57.5%.

Components of Indicator:

Percent AP/IB Participation   19.7% compared to last year 20.7%

Percent College Course Enrollment   4.7% compared to last year 7.2%

Percent CTE Program of Study   3.6% compared to last year 3.4%

Number of Unique Rigorous Courses   12 compared to last year 21

Concern #8:

According to the Future Ready PA Index profile, our overall post secondary transition (school, military, or work) falls short (81.7%) compared to last year with a (80.9%) of the state average of 82.8%.

Components of Indicator:

Post-Secondary Education   68.4% compared to last year 64.6%

Enlisted Military   11.0% compared to last year 7.3%

Entered PA Workforce   38.3% compared to last year 12.6%

Concern #9:

According to the Future Ready PA Index, our regular attendance scored dropped from an 88.3% to a 76.2% and falls below the state average of 85.8%.

Concern #10:

As of October, 2019, there were a total of 1402 incidents pertaining cutting class and out of bound. Hallway behavior is a concern as this is an average of 37.89 incident daily.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

    Aligned Concerns:

        Advanced Placement Data:

        Only five out of 23 AP courses exceeded the PA Average score.

        Only nine out of 23 AP courses increased their average score from the year prior.

According to the Future Ready PA Index profile, our overall achievement scores (60.1%) in the area of Literature is below the state average of 62.1%.

According to the Future Ready PA Index profile, our overall achievement scores (45.1%) in the area of Algebra is below the state average of 45.2%.

According to the Future Ready PA Index profile, our overall achievement scores (50.1%) in the area of Biology is below the state average of 66.0%.

Systemic Challenge #2 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Advanced Placement Data:

Only five out of 23 AP courses exceeded the PA Average score.

Only nine out of 23 AP courses increased their average score from the year prior.

According to the Future Ready PA Index profile, our overall achievement scores (60.1%) in the area of Literature is below the state average of 62.1%.

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According to the Future Ready PA Index profile, our overall achievement scores (50.1%) in the area of Biology is below the state average of 66.0%.

According to the Future Ready PA Index profile, English Language Growth and Attainment, we fell below the state average of 31.2% with a score of 19.4%.

According to the Future Ready PA Index profile, our overall college and career measures did not meet performance standards. We fell short (85.9%) compared to the state average of 89.8%. However, our performance level the year prior was (57.9%).

According to the Future Ready PA Index profile, our four-year graduation cohort (82.7%) with the previous year being 85.6%, fell below the state average of 85.8%.

According to the Future Ready PA Index profile, as it relates to advanced scores on the industry-based competency assessment, we fell short (1.5%) of the state average of 5.8%.

According to the Future Ready PA Index profile, our % of rigorous course of study is a 25.2% compared to the state average of 57.5%.

Components of Indicator:

Percent AP/IB Participation   19.7% compared to last year 20.7%

Percent College Course Enrollment   4.7% compared to last year 7.2%

Percent CTE Program of Study   3.6% compared to last year 3.4%

Number of Unique Rigorous Courses   12 compared to last year 21

According to the Future Ready PA Index profile, our overall post-secondary transition (school, military, or work) falls short (81.7%) compared to last year with a (80.9%) of the state average of 82.8%.

Components of Indicator:

Post-Secondary Education   68.4% compared to last year 64.6%

Enlisted Military   11.0% compared to last year 7.3%

Entered PA Workforce   38.3% compared to last year 12.6%

Systemic Challenge #3 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

According to the Future Ready PA Index, our regular attendance scored dropped from an 88.3% to a 76.2% and falls below the state average of 85.8%.

As of October, 2019, there were a total of 1402 incidents pertaining cutting class and out of bound. Hallway behavior is a concern as this is an average of 37.89 incident daily.

Systemic Challenge #4 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

According to the Future Ready PA Index profile, English Language Growth and Attainment, we fell below the state average of 31.2% with a score of 19.4%.

According to the Future Ready PA Index profile, our overall college and career measures did not meet performance standards. We fell short (85.9%) compared to the state average of 89.8%. However, our performance level the year prior was (57.9%).

According to the Future Ready PA Index profile, our four-year graduation cohort (82.7%) with the previous year being 85.6%, fell below the state average of 85.8%.

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Components of Indicator:

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Components of Indicator:

Post-Secondary Education   68.4% compared to last year 64.6%

Enlisted Military   11.0% compared to last year 7.3%

Entered PA Workforce   38.3% compared to last year 12.6%

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

> **Indicators of Effectiveness:**
> Type: Annual
>
> Data Source: Teacher Evaluation System and Learning Walk Feedback
>
> Specific Targets: The number of proficient and distinguish ratings on staff evaluations. Lesson plans will reflect better instructional planning to meet the needs of students, in alignment with instructional practices delivered in the classroom setting, as identified through ARGs and data meetings.

Strategies:

The Data Team Supports Core Instruction and the MTSS Framework.
> **Description:**
>
> The data team is established and 19-20 and meets on a weekly basis. There is a referral process and data is analyzed on a consistent basis.
>
> **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Goal Plan/Data Meeting

> **Description:**
>
> Data meetings were restructured to directly assess staff goal setting. Data meetings will be held three times a year and are directly related the staff goals. The data meetings are as follows: September 18th, February 14th, June 4th. The data meeting/goal planning information is located in a folder on the principal page of schoology.
>
> **SAS Alignment:** None selected

Think Tank

Description:

The Think Tank was created as a professional development space for staff. It is signed out by teachers and other personnel to collaborate with peers on best instructional practices, etc. It is also used by our coaches who provide "coaches corners" to assist staff with curriculum, data, technology, etc.

SAS Alignment: None selected

Equity Team and Action Research Group (ARG) Work

Description:

The Upper Darby School District developed an Equity Action Plan based on the Intercultural Development Research Association, The Leadership for Equity Assessment & Development (LEAD) Tool, and Hanover Research. There is a district level Equity team as well as building level teams. The building level team is responsible for providing training and professional development to staff to increase equity for all. The equity team at Upper Darby High School created small equity cohorts as part of the Track II ARG work. All track II staff members participate in ARG in order to satisfy a component of their evaluation as part of the teacher effectiveness model.

SAS Alignment: None selected

Inclusive Practice Professional Development

Description:

The district is working with the UDHS administration to help support teachers in the classroom as it pertains to meeting the needs of all students. The DCIU is also providing assistance with professional development opportunities during the 2018-2019 academic school year and continue into the 2019-2020 school year as well. Growth Mindset will continue to be infused in the professional development design.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Learning Walks

Description:

The UDHS administrative teams is expected to conduct a minimum of five learning walks per week. The appraiser provide feedback to the staff member via email, conversation, note, etc.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Professional Development Calendar Revised

Description:

The professional development calendar has been revised to reflect PBIS and Equity training. In addition, track I staff receive ongoing training in the teacher effectiveness model and the Danielson Framework while track II staff members work on their equity action research.

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Future Ready PA Index Data

Specific Targets: Increase in performance in the area of achievement and growth on keystone in all three content areas, as well graduation rate improvement in the

four-year cohort, increase in overall attendance rates, and rigorous course of study, removal of TSI designation for special education indicators

Strategies:

The Data Team Supports Core Instruction and the MTSS Framework.

Description:

The data team is established and 19-20 and meets on a weekly basis. There is a referral process and data is analyzed on a consistent basis.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Inclusive Practice Professional Development

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SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

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Description:

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SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Dual Enrollment

Description:

A Dual Enrollment program with Delaware County Community College (DCCC), where Upper Darby High School students can take and earn high school credits from the community college at a discounted rate has been approved. We currently have an early graduate program with the DCCC, but we do not allow students to earn high school credits for courses they may take there as a high school student. Now, students taking courses on construction, plumbing, etc. who would like to take these classes to explore their future careers, can do so. DCCC also offers courses for students to advance their learning potential by taking core classes over the summer at a discounted rate to open space in their schedule to take other classes offered at the high school.

The Dual Enrollment Career Path will also meet aspects of the District Comprehensive plan whereby the District is working toward preparing students for college or a career after graduation.

Dual enrollment courses at DCCC to earn college credit and high school credit

Expanded credit for dual enrollment

New Pathways

Expanded dual enrollment opportunities to senior students

Exploring structured pathways (Exploring Early College Technical Programs)

Concurrent Enrollment: "College in the High School" (2020-2021)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Goal Plan/Data Meeting

Description:

Here are the procedures for goal setting and the data meeting process for the 2019-2020 academic school year:

https://www.dropbox.com/s/tumgj6ybvcu0bcx/19-20%20Data%20Meeting%20Goal%20Procedures.docx?dl=0

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Graduation Pathways

Description:

Starting with the class of 2023 (current freshman class) graduation requirements were reduced from 26 to 21 in order to match the state requirements. The credit requirements are as follows:

4 credits English

3 credits Social Studies

3 credits Science

3 credits Math

1 health/PE

2 Humanities

5 Electives

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Course/Scheduling Revision

Description:

Starting 2019-2020, all freshman will be required to take Research and Writing in alignment with the English 9 course. In addition, the keystone English course will be a required 10th grade course as opposed to the 9th grade course.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Advanced Placement Night

Description:

We held our first AP Night in the fall of 2019. We honored celebrated our AP Scholars with honors and distinction. In addition, we recognized students receiving a score of 3 or higher in 20 different AP offerings.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

College and Career Week

Description:

Here is the link to the activities outlined during the week-
https://docs.google.com/document/d/18sF3QM-
NLCnL2e5sz1kbG6P7aoKgN9H4arIBgD3SBcI/edit?usp=sharing

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction,

Post-Secondary Pride Day

Description:

We held our first Post-Secondary pride Day this past year and acknowledged the seniors with post-secondary plans. We celebrated by calling them down to the PAC lobby and take photos of them sharing their plans. We posted on our social media platforms and created a photo portfolio to share with the community.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

Implemented System 44 and Revised Read 180 Reading Programs

Description:

System 44 is a research-based, intensive reading program intervention program. System 44 is designed to help high school students master key foundational reading skills such as decoding.

With System 44, students will receive whole group instruction and then rotate between three different stations. The three stations are small group differentiated instruction with the teacher, independent reading, and adaptive computer software that is individualized to each students' needs. System 44 provides in depth data daily to track the progress that students are making.

Read 180 is designed to offer the most challenged readers a comprehensive system for mastering foundational reading skills and moving students toward literacy independence and the rigorous expectations of the Common Core.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction,

Revised Content Specific Learning Communities for the 2020-2021 Academic School Year

Description:

Currently, learning communities are designed to provide students with an area of interest outside of the required curriculum. The period is 1/2 block, tied to lunch periods. The team plans to provide more content specific assistance in the learning communities based on targeted groups of students and identified need. The period would provide additional curriculum support and skill building.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Pathways to Graduation Presentation

Description:

https://www.dropbox.com/s/t8ljdjsu3ghsz15/UDHS%20ARG_%20Pathways%20to%20Graduation%20.pdf?dl=0

Start Date: 7/1/2019   **End Date:** 6/7/2020

Program Area(s): Special Education, Student Services

Supported Strategies: Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Discipline (especially in the area of hallway behavior) and attendance data

Specific Targets: More positive feedback in school and district surveys, in PBIS surveys for climate and safety, and lower suspension and expulsion numbers.

Strategies:

Advanced Placement Night

Description:

We held our first AP Night in the fall of 2019. We honored celebrated our AP Scholars with honors and distinction. In addition, we recognized students receiving a score of 3 or higher in 20 different AP offerings.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

College and Career Week

Description:

Here is the link to the activities outlined during the week-
https://docs.google.com/document/d/18sF3QM-NLCnL2e5sz1kbG6P7aoKgN9H4arIBgD3SBcI/edit?usp=sharing

SAS Alignment: None selected

Post-Secondary Pride Day

Description:

We held our first Post-Secondary pride Day this past year and acknowledged the seniors with post-secondary plans. We celebrated by calling them down to the PAC lobby and take photos of them sharing their plans. We posted on our social media platforms and created a photo portfolio to share with the community.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

Consistent Implementation of Behavioral Expectations

Description:

Our PBIS includes Tier I lessons and expectations for students. In addition, there are classroom systems all staff must implement for consistency.

SAS Alignment: Safe and Supportive Schools

Crisis Manual

Description:

The school has a crisis manual that has been reviewed and sent electronically to all staff members.

SAS Alignment: Safe and Supportive Schools

Community Building-Coffee With Simone

Description:

Last year, I hosted "Coffee With Simone" once a month for parents and community members to visit and have conversation. I was hoping to create a better relationship with parents and community members and allow an opportunity to converse in a friendly, safe and informal manner. The turnout was not what I expected so I created a fall and a spring session. There were about ten parents at "Coffee with Simone" in the fall and I hoping the spring session will have more.

SAS Alignment: Safe and Supportive Schools

Bathroom Monitors

Description:

The district recently approved adding 12 bathroom monitors to assist with hallway and bathroom behavior.

SAS Alignment: Safe and Supportive Schools

Turn It Around Club

Description:

Concept

- Engage those students who seem disinterested in school
- Establish different branches of responsibility: promote positive school climate and culture during the school day, support for after school activities, and overall promotion of school pride.
- Establish positive relationships with students and teachers
- Pride comes from our students!!!
- Work with students who have made poor choices in the past
- Students selected by grade level administrators and principal

- Students also selected other peers to join the club
- The group meets weekly with the Superintendent, Director of Secondary Schools, and the Principal of the High School
- Students will help establish school rules and responsibility
- Students training will take place with Superintendent, Director of Secondary Schools, and High School Principal

SAS Alignment: Safe and Supportive Schools

PBIS/Royal Revolution

Description:

Positive Behavior Interventions and Supports (PBIS) is a framework for creating a positive school climate. The basic idea is to teach the students the behavior expectations as we would any other skill and to reinforce the positive behaviors when they are exhibited. The framework asserts that after direct instruction of expectations, at least 85% of students will be on board. The data shows we usually exceed 85% buy-in from our students at Upper Darby High School. Then it is that 10-15% of students who need an additional intervention for support to internalize the rules and systems of our building. Just like with math or reading, we do not all learn the same, or at the same rate.

During the first year of implementation (2014-15) we created a student leadership group to allow for student's voice to help shape the climate and culture of our building. The students voted to join the high school's version of PBIS, the Royal Revolution. Their main goal was to improve the community's opinion of our school and to make UDHS a place they were proud to come every day. Although the group changes with each year, their passion and dedication remain the same. They want to make a difference and leave a legacy. Our students are truly amazing people, and I am glad to know and understand them on a level outside of the classroom. They are willing to do anything to improve everyone's experiences within the district.

We will continue to recognize our students who are working hard and following the expectations on many different levels. More importantly, we will work harder to reach our students who do not feel connected to UD. Both the student and adult Royal Revolution teams agree that building relationships and community in our building is the best way to promote a positive school climate. In addition, we want to build relationships throughout the community so that our lessons follow our students into their neighborhoods. We are all in this together.

The mission of the Upper Darby High School PBIS team is to foster an academically challenging and safe school environment that enhances both student learning and actions through teaching, recognizing, and promoting positive student behavior.

The following is information regarding Tier II.

16 staff members (plus inclusion with Lakeside staff members) meet on a tri-weekly basis to review data and provide intervention. The members also serve as mentors.

41 tier II students are supported by case coordinators

Tier II Late Intervention: specific to students who are chronically late to school in grades 9-12-50 students

SAS Alignment: Safe and Supportive Schools

Trauma-Informed Care

Description:

The district has partnered with Lakeside, providing building level support for trauma-informed practices. Liaisons from Lakeside work with our administrative staff and help support the building through professional development. In addition, staff members are observed and provided strategies to use in the classroom setting or in other areas of the building, such as the SEC.

SAS Alignment: Safe and Supportive Schools

Restorative Practice and Circles Training and Professional Development

Description:

In August, administrators and building teams were provided an Introduction to Restorative Practices and Using Circles Effectively professional development sessions. October 14th was a half-day restorative leaders training session for elementary and secondary administrators. There will be school-based coaching sessions and a train-the-trainer 3 day workshop throughout the remainder of the year.

SAS Alignment: Safe and Supportive Schools

Operation Royal Pride

Description:

The staff and students at Upper Darby High School are proud of an initiative designed to promote positive school culture and recognize student role models in our secondary schools. Teachers and administrators suggested a recognition program at a Fall 2013 School Improvement Committee Meeting. The group wanted to assure that the negative actions of a small percentage of our students were not overshadowing the positive contributions of the majority. Operation Royal Pride

launched in January 2014 at the start of our second semester. We distributed t-shirts to 60 exemplary students, including class officers and others who demonstrated leadership and pride in Upper Darby High School. The t-shirts were designed by then- junior Michelle Hua and feature the motto: "I Get It…I'm In. UD Royal Pride." We host Operation Royal Pride Recognition Ceremonies once each month, and on those days new honorees will join those already selected in wearing their t-shirts throughout the day. Students are nominated by their teachers for reflecting pillars of character such as respectfulness, responsibility, and safety.

SAS Alignment: Safe and Supportive Schools

Student Assistance Program (SAP)

Description:

The Student Assistance Program of Upper Darby School District was established in 1986 to combat the problem of drug and alcohol abuse among the students in our schools. Our program was part of a statewide effort to address the problem of drugs and alcohol in public schools. Our program was set up based upon the state model and was funded and implemented with the assistance of the Pennsylvania Department of Education.

The Student Assistance Program is an integral part of the instructional program of Upper Darby School District. Through education and awareness programs targeting the dangers and risks associated with the use of drugs, alcohol, and tobacco we hope to eliminate a barrier to academic achievement and success. These programs contribute to the universal school-wide supports needed to build resilient schools in our district.

Goals of the Student Assistance Program:

To educate and heighten the awareness of students, faculty, parents, and the community concerning the risks of drug and alcohol use.

To identify students who are involved, or who are "at risk" of becoming involved with the abuse of alcohol or other drugs.

To intervene with the identified students and, in cooperation with their families, refer them to appropriate outside agencies for treatment and support.

The use and abuse of alcohol and other drugs among our students presents a significant barrier to academic success and thus impedes the realization of the instructional goals of our school district. The Student Assistance Program (SAP) is a proactive effort to address this concern and advance the interests of our students. At the elementary school level the focus is on prevention through education and awareness, whereas, at the middle school and high school level SAP is primarily a referral and intervention program set up to identify students who are involved, or who are "at risk" of becoming involved, with the abuse of alcohol or other drugs.

The SAP Team of each school is made up of specially trained school personnel. Teams are representative of the professional staff of the school, i.e. school nurses, teachers, guidance counselors, social workers, school psychologists, and administrators. The SAP Team provides information to faculty and staff regarding the warning signs and symptoms of substance abuse through in-service presentations, departmental meetings, new teacher orientation, and written materials.

The Referral Process
Students are referred to the SAP Team by teachers, staff members, administrators, parents, and peers. If the referral is determined to be an appropriate SAP concern, objective behavioral data is gathered and reviewed by the SAP Team. Should the data support the concern, the parent/guardian is contacted and invited in for a meeting to discuss the concern and to offer support and a possible assessment by our professional drug and alcohol specialist. Based on the assessment, appropriate support and/or treatment strategies are suggested and discussed. All SAP referrals and the information obtained and discussed throughout the process is confidential. SAP records are not included in the students' school file.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Professional Development Calendar Revised

Description:

The professional development calendar has been revised to reflect PBIS and Equity training. In addition, track I staff receive ongoing training in the teacher effectiveness model and the Danielson Framework while track II staff members work on their equity action research.

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies: None selected

Professional Development for New Bathroom Monitors

Description:

The HS Principal, Director of Education and Director of Safety and Security will provide professional development to the new bathroom monitors. The positions will be new for the second semester of the 2019-2020 school year.

Start Date: 1/2/2020   **End Date:** 6/7/2020

Program Area(s): Student Services

Supported Strategies: None selected

Turn It Around Club Presentation

Description:

Presentation link-
https://www.dropbox.com/s/fmwima09mjtq5oc/Turn%20It%20Around%20Presentation%20.pdf?dl=0

Start Date: 7/1/2019   **End Date:** 6/7/2020

Program Area(s): Student Services

Supported Strategies: None selected

Revised Discipline Center to Social Enrichment Center (SEC)

Description:

Students will have access to the SEC throughout the day. The SEC is operated by the Assistant Principal for Climate and Culture, in addition to staff members each period. Students participate in restorative conversations and complete refection papers to better address their behavior and needs.

Start Date: 7/1/2018   **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies: None selected

PBIS Training and Expectation Review

Description:

Tier I lessons are done on a weekly basis through an extended HR on Tuesdays. Professional development opportunities are infused into the school year, specifically on 11/5/19. This will be done once a marking period.

Start Date: 8/28/2019   **End Date:** 6/7/2020

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Upper Darby SHS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Upper Darby SHS in the Upper Darby SD has been duly reviewed by the 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

- Reflects **sound educational practice**

- Has a **high probability of improving student achievement**

- Has sufficient **District 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 Upper Darby SHS in the Upper Darby SD for the 2019-2020 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director