UPPER DARBY SHS

601 North Lansdowne Avenue

ATSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Upper Darby High School's mission is to empower all learners to acquire the knowledge and skills necessary to achieve their full potential. The Upper Darby faculty, administrators, and staff are committed to providing an environment that fosters a respectful community of learners and supports our comprehensive and challenging educational program.

STEERING COMMITTEE

Name	Position	Building/Group
James Finch	Principal	Upper Darby High School
Stephanie Sitek	Principal	Upper Darby High School
Kathy Blair	Instructional Technology Coach	Upper Darby High School
Stephanie Church	School Pstchologist	Upper Darby High School
Kristen Hoyt	Instructional Coach/Reading Specialist	Upper Darby High School
Michelle Aldorasi	World Language Teacher	Upper Darby High School
Stephanie Hickman	Math Teacher	Upper Darby High School
Alex Brown	Parent	Upper Darby High School
Steve Sarti	Community Member	Upper Darby High School
Matthew Alloway	Principal	Upper Darby High School
Josh Peterkin	Principal	Upper Darby High School
Joe Niagara	Principal	Upper Darby High School
Charles Sawyer	Principal	Upper Darby High School

Name	Position	Building/Group
Jason Kushak	Principal	Upper Darby High School
Kate Flanagan	Principal	Upper Darby High School
Elizabeth Reidy	Other	Upper Darby High School
Lisa Mitchell	Other	Upper Darby High School
Jennifer Barry	Teacher	Upper Darby High School
Eileen Caruso	Education Specialist	Upper Darby High School
Joanna Demarco	Other	Upper Darby School District
Jacob Kline	Teacher	Upper Darby High School
Adaiah Campbell	Student	Upper Darby High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we prioritize a focus on available student data, and the resources to support specific skills' deficits, then student performance will grow in Reading and Math for students with disabilities.	Professional learning
	Professional learning
	Professional learning
If we prioritize a focus on available student data, and the resources to support specific skills' deficits, then EL student performance will grow in Reading and Math.	Parent and family engagement
	Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy
MAP Data Meetings

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

MAP for Achievement (address deficits - Math)	Instructional staff will learn how to utilize tools in MAP Growth Assessments to identify achievement deficits and improve instructional practices, specifically highlighting skills to introduce and skills to reinforce that may be root causes of achievement gaps for Students with Disabilities in Algebra with a goal of growth in MAP scores at or above the norm for yearly growth (3 RIT in Math).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Schedule data meetings on Wednesday mornings before and after MAP assessments are administered (6 cycles)	2023-09-01 - 2024-05-30	Matt Alloway	NWEA MAP Reports

Anticipated Outcome

Teachers will use MAP learning continuum and class breakdown by RIT to plan small group activities during the core instructional block of content courses. Teachers will submit a lesson plan following each monthly data meeting.

Monitoring/Evaluation

Administrators will receive lesson activity plans based on monthly data review and planning. Instructional coaches and administrators will visit classrooms during the small group activity periods to see the implementation of each month's small group lesson.

Evidence-based Strategy

Special Education Support for Teachers

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional development workshops will be provided on the role of a general education participant in the IEP team, implementing a Positive Behavior Support Plan, and Verbal and non-verbal intervention to decrease problem behaviors.	2023-08-28 - 2023-11-30	Special Education Supervisor, James Nielsen	Annotated forms; may require experts to facilitate small group breakdown.

Anticipated Outcome

Increased proficiency for all teachers on strategies for engaging students with disabilities across content areas.

Monitoring/Evaluation

Surveys will accompany professional development to clarify misconceptions or to reorganize workshops around common misconceptions. Supervisor of special education will work with administrator in the building to address faculty needs.

Evidence-based Strategy

Reading Apprenticeship

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MAP for Achievement (address deficits - Math)	Instructional staff will learn how to utilize tools in MAP Growth Assessments to identify achievement deficits and improve instructional practices, specifically highlighting skills to introduce and skills to reinforce that may be root causes of achievement gaps for Students with Disabilities in Algebra with a goal of growth in MAP scores at or above the norm for yearly growth (3 RIT in Math).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All staff will continue to participate in Reading Apprenticeship training	2023-08-28 - 2024-06-14	Curriculum Supervisors	Reading Apprenticeship Training Materials + Binders

Anticipated Outcome

Each content teacher will better understand specific reading instructional strategies to address an apprenticeship and master reader framework within content courses, and will demonstrate proficiency through delivering lessons with observable direct instruction in reading process analyses.

Monitoring/Evaluation

Administrators will receive lesson activity plans that highlight specific Reading Process Analysis instruction in each classroom and instructional coaches and administrators will visit classrooms during Reading Process Analysis lessons.

Evidence-based Strategy

Student and Family Engagement Video Series

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
School System Family Videos	90% of students and families whose native language is not English will receive instruction in school systems and parental conference strategies in their native language by the end of the school year, increasing attendance and engagement in learning for El students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create school system videos for student attendance norms, instructional models (virtual and in-person), and student support services available at school. Videos will be presented in the top four languages of EL students and families.	2023-09-05 - 2024-01-19	Kate Flanagan	Video-recording software, presentation design script and presentation slide decks, students who can speak in the top four languages of EL families and students.

Anticipated Outcome

Three videos in each of four languages (12 in total). Parent satisfaction survey.

Monitoring/Evaluation

Kate Flanagan will spearhead this program and will produce all videos by the end of the first marking period, sharing all videos by early November, and surveying families for adjustments and feedback by the end of December 2023.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Instructional staff will learn how to utilize tools in MAP Growth Assessments to identify achievement deficits and improve instructional practices, specifically highlighting skills to introduce and skills to reinforce that may be root causes of achievement gaps for Students with Disabilities in Algebra with a goal of growth in MAP scores at or above the norm for yearly growth (3 RIT in Math). (MAP for Achievement (address deficits - Math))	MAP Data Meetings	Schedule data meetings on Wednesday mornings before and after MAP assessments are administered (6 cycles)	09/01/2023 - 05/30/2024

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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 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 the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
ELA 85 and Biology 100 growth exceeded the statewide average (ELA 76 & Bio 74.6)	Students with disabilities are not meeting the statewide growth goal in Literature.
In addition to the all student group, Asian and Economically Disadvantaged students meet or exceed the statewide growth goal in literature.	Proficiency Scores did not meet the interim goal/improvement target - Literature 29% with goal 54.1%; Algebra 32.2% with goal 35.7%; Biology 26.5% with goal 54.4%.
Asian and English Language Learners meet or exceed the statewide growth goal in Algebra 1.	48% of students in the 9th grade cohort performed between the 1st and 40th percentile on NWEA MAP Reading Assessment.
Industry-Based Learning: 93.3% (State performance standard 30.7%)	Increase Percent CTE Program of Study Concentration (Currently 5.8%)
Students demonstrated growth in Algebra (Score 71), slightly exceeding the statewide growth standard (70)	Continued professional development for teachers in data tools for all students may better assist teachers to develop focused instruction that will help raise student achievement.
19.4% of the students scored Advanced on the Keystone Algebra 1 exam, exceeding the statewide average of 14.6%	58% of students in the 9th grade cohort performed between the 1st and 40th percentile on NWEA MAP Math.
Career Standard Benchmark: 98.7% (State performance standard - 98%)	Increase Percent College Course Enrollment (Currently 5.0%) 5% of which cohort? All school? eligible students?
EL Literature - Meets or exceeds the interim target for growth - 77	The 2018/19 and 2021/22 Math and ELA Combined Achievement

Strengths

EL Algebra 1 and EL Biology - Meets of exceeds Statewide goal for growth (Algebra 1 - 91; Biology - 100)

SWD Algebra 1 and SWD Biology - Meets of exceeds Statewide goal for growth (Algebra 1 - 72; Biology - 100)

ELL Content Area courses, such as General Science, Biology, and Anatomy Support EL students in content science courses.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

30% of students in the same cohort performed above the 61st percentile on NWEA MAP Reading Assessment.

24% of students in the same cohort performed above the 61st percentile on NWEA MAP Math.

Challenges

for SWD must increase (currently 12.08%)

Implement evidence-based strategies to engage families to support learning

Continuously monitor implementation of the school improvement plan and adjust as needed

Monitor and evaluate the impact of professional learning on staff practices and student learning

18/19 and 21/22 Comparison shows English Learners English Language Proficiency at 12%. To meet goals, this group needs to demonstrate 28.04% achievement.

NWEA Assessments are primarily given in English.

45% of the largest cohort of assessed cohort, students in 9th grade, met their growth goal from Fall to Spring

50% of the largest cohort of assessed cohort, students in 9th grade, met their growth goal from Fall to Spring

Most Notable Observations/Patterns

Very often behaviors of concern take the spotlight off of academic instruction and growth. Committees and resources build around behavioral concerns, which become a high priority, though not always connected to the difficulties in the school improvement plan.

Challenges	Discussion Point	Priority for Planning
Students with disabilities are not meeting the statewide growth goal in Literature.	Literature standards are included in the Read 180 program, which a lot of students with disabilities utilize. These literature standards may differ in presentation from the English 9 and English 10 courses. Teachers may not use MAP results to personalize student goals in Literature.	
The 2018/19 and 2021/22 Math and ELA Combined Achievement for SWD must increase (currently 12.08%)	Not all students carry MAP growth scores that allows teachers to utilize the data for instructional planning. Teachers may not use MAP results to personalize student goals in Literature or Algebra.	✓
18/19 and 21/22 Comparison shows English Learners English Language Proficiency at 12%. To meet goals, this group needs to demonstrate 28.04% achievement.	EL subgroup saw single year growth, but the achievement between the 18/19 and the 21/22 years was a concern. Increased opportunities to engage in activities promoting English Language Proficiency, namely speaking and listening, may help improve outcomes for students.	✓

ADDENDUM B: ACTION PLAN

Action Plan: MAP Data Meetings

Action Steps	Anticipated Start/Completion Date
Schedule data meetings on Wednesday mornings before and after MAP assessments are administered (6 cycles)	09/01/2023 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
Administrators will receive lesson activity plans based on monthly data review and planning. Instructional coaches and administrators will visit classrooms during the small group activity periods to see the implementation of each month's small group lesson.	Teachers will use MAP learning continuum and class breakdown by RIT to plan small group activities during the core instructional block of content courses. Teachers will submit a lesson plan following each monthly data meeting.

Material/Resources/Supports Needed	PD Step
NWEA MAP Reports	yes

Action Plan: Special Education Support for Teachers

Action Steps	Anticipated Start/Completion Date
Professional development workshops will be provided on the role of a general education participant in the IEP team, implementing a Positive Behavior Support Plan, and Verbal and non-verbal intervention to decrease problem behaviors.	08/28/2023 - 11/30/2023

Monitoring/Evaluation	Anticipated Output
Surveys will accompany professional development to clarify misconceptions or to reorganize workshops around common misconceptions. Supervisor of special education will work with administrator in the building to address faculty needs.	Increased proficiency for all teachers on strategies for engaging students with disabilities across content areas.

Material/Resources/Supports Needed	PD Step
Annotated forms; may require experts to facilitate small group breakdown.	yes

Action Plan: Reading Apprenticeship

Action Steps	Anticipated Start/Completion Date
All staff will continue to participate in Reading Apprenticeship training	08/28/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Administrators will receive lesson activity plans that highlight specific Reading Process Analysis instruction in each classroom and instructional coaches and administrators will visit classrooms during Reading Process Analysis lessons.	Each content teacher will better understand specific reading instructional strategies to address an apprenticeship and master reader framework within content courses, and will demonstrate proficiency through delivering lessons with observable direct instruction in reading process analyses.

Material/Resources/Supports Needed	PD Step
Reading Apprenticeship Training Materials + Binders	yes

Action Plan: Student and Family Engagement Video Series

Action Steps	Anticipated Start/Completion Date
Create school system videos for student attendance norms, instructional models (virtual and in-person), and student support services available at school. Videos will be presented in the top four languages of EL students and families.	09/05/2023 - 01/19/2024

Monitoring/Evaluation	Anticipated Output
Kate Flanagan will spearhead this program and will produce all videos by the end of the first marking period, sharing all videos by early November, and surveying families for adjustments and feedback by the end of December 2023.	Three videos in each of four languages (12 in total). Parent satisfaction survey.

Material/Resources/Supports Needed		PD Step
Video-recording software, presentation design script and presentation slide decks, students who can speak in the top four languages of EL families and students.		no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		intervention to decrease problem behaviors.	
Instructional staff will learn how to utilize tools in MAP Growth Assessments to identify achievement deficits and improve instructional practices, specifically highlighting skills to introduce and skills to reinforce that may be root causes of achievement gaps for Students with Disabilities in Algebra with a goal of growth in MAP scores at or above the norm for yearly growth (3 RIT in Math). (MAP for Achievement (address deficits - Math))	Reading Apprenticeship	All staff will continue to participate in Reading Apprenticeship training	08/28/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MAP Reports - Understanding Data Available	All staff teaching a Keystone Trigger Course	Class profile, Student Report, Learning Continuum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will be able to generate reports specific to courses they teach. Teachers will analyze specific reports to create instructional lesson plans to drive achievement and growth.	09/04/2023 - 01/08/2024	Matt Alloway

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	
1b: Demonstrating Knowledge of Students	

Professional Development Step	Audience	Topics of Prof. Dev
Behavior Support in General Education Classrooms	All staff	Functional Behavior Assessment, Positive Behavior Support Plan, Non-verbal and Verbal Deescalation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Special eduction staff will better understand their role in shaping a PBSP based on an FBA. General Education staff will understand how to implement a PBSB that is non-intrusive and increases student engagement in classrooms.	08/22/2023 - 04/29/2024	Kate Flanagan & James Nielson

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

Professional Development Step	Audience	Topics of Prof. Dev
Reading Apprenticeship	All staff	Reading Process Analysis, Reading Instructional Strategies, Reading Apprenticeship Framework

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
All staff will demonstrate the ability to plan and implement a lesson utilizing the Reading Apprenticeship Framework as evidenced on classroom visit walkthroughs.	08/22/2023 - 05/31/2024	All Administrative Staff

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School Community Notification - Share Plan PDF	Share data review, Goals, and Action Steps	Website	General Public	August 2023 through August 2024
School Staff Notification	Share data review, Goals, and Action Steps	Presentation	Faculty	August 2023
Parent Notification	Share data review, Goals, and Action Steps	Presentation - Home and School	Families	September 2023
Parent Notification	Share data review, Goals, and Action Steps	Presentation - Open House Night	Families	September 2023