**Upper Darby SHS**  
ATSI non-Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

|  |  |  |
| --- | --- | --- |
| **School** | | AUN/Branch |
| Upper Darby High School | | 12523945200001972 |
| **Address 1** | | |
| 601 N. Lansdowne Ave | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Drexel Hill | Pennsylvania | 19026 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr. Daniel McGarry | | dmcgarry@upperdarbysd.org |
| **Principal Name** | | |
| Dr. Matthew Alloway | | |
| **Principal Email** | | |
| malloway@upperdarbysd.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 6106227000 | | 2300 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Denise Flavin-Lefferts | | dflavin-lefferts@dciu.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Stephanie Sitek | Principal | Upper Darby High School | ssitek@upperdarbysd.org |
| Kathy Blair | Instructional Technology Coach | Upper Darby High School | kblair@upperdarbysd.org |
| Andryka Smith | School Pstchologist | Upper Darby High School | ansmith@upperdarbysd.org |
| Kristen Hoyt | Instructional Coach/Reading Specialist | Upper Darby High School | khoyt@upperdarbysd.org |
| Michelle Aldorasi | World Language Teacher | Upper Darby High School | maldorasi@upperdarbysd.org |
| Stephanie Hickman | Math Teacher | Upper Darby High School | shickman@upperdarbysd.org |
| Alex Brown | Parent | Upper Darby High School | alex.barry.brown@gmail.com |
| Steve Sarti | Community Member | Upper Darby High School | stevesarti@hotmail.com |
| Matthew Alloway | Principal | Upper Darby High School | malloway@upperdarbysd.org |
| Josh Peterkin | Principal | Upper Darby High School | jpeterkin@upperdarbysd.org |
| Joe Niagara | Principal | Upper Darby High School | jniagara@upperdarbysd.org |
| Jason Kushak | Principal | Upper Darby High School | jkushak@upperdarbysd.org |
| Kate Flanagan | Principal | Upper Darby High School | kflanagan@upperdarbysd.org |
| Elizabeth Reidy | Teacher | Upper Darby High School | ereidy@upperdarbysd.org |
| Lisa Mitchell | Principal | Upper Darby High School | lmitchell@upperdarbysd.org |
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| Jacob Kline | Teacher | Upper Darby High School | jkline@upperdarbysd.org |
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| Kathleen Delaney | Teacher | Upper Darby High School | kdelaney@upperdarbysd.org |
| Kelsey Bierling | Teacher | Upper Darby High School | kbierling@upperdarbysd.org |
| Denise Flavin-Lefferts | Education Specialist | DCIU | dflavin-lefferts@dciu.org |
| Craig Parkinson | Principal | Upper Darby High School | cparkinson@upperdarbysd.org |

# Vision for Learning

**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, parents, and staff are committed to providing an environment that fosters a respectful community of learners and supports our comprehensive and challenging educational program.

# Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **False** K | **False** 1 | **False** 2 | **False** 3 | **False** 4 | **False** 5 | **False** 6 |
| **False** 7 | **False** 8 | **True** 9 | **True** 10 | **True** 11 | **True** 12 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| PVAAS Literature, SY 22-23, The academic growth score was 76. | UDHS exceeded the statewide average and the growth goal. |
| PVAAS Biology, SY 22-23, The academic growth score was 100. | UDHS exceeded the statewide average and the growth goal. |
| On Track Measures - Regular Attendance, School year 21-22, The attendance was 83.7% regular attendance | UDHS exceeded the statewide average of 73.9% |
| College and Career Benchmarks, SY 22-23, Career Benchmarks was 98.9% | UDHS exceeded the statewide average of s 89.6% |
| Industry-based Learning, SY 22-23, Industry-based Learning was 90.9% | UDHS exceeded the statewide average of 32.8% |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Keystone Algebra, SY 22-23 7.3% proficiency score | Did not meet the statewide interim goal/improvement target |
| Keystone Literature, SY 22-23 30.2% proficiency score | Did not meet the statewide interim goal/improvement target |
| Keystone Biology, SY 22-23 27.3% proficiency score | Did not meet the statewide interim goal/improvement target |
| PVAAS Algebra, SY 22-23, academic growth score was 50 | Did not meet the statewide standard of 70.0 |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|  |  |
| --- | --- |
| **Indicator**  PVAAS Growth - Literature, SY 22-23, Asian subgroup score 95, English Learners subgroup 90, Black subgroup score 74, Hispanic subgroup score 77, Economically Disadvantaged subgroup score 78  **ESSA Student Subgroups**  African-American/Black, Asian (not Hispanic), Hispanic, Economically Disadvantaged, English Learners | **Comments/Notable Observations**  Asian and English Learners subgroups met or exceeded the state growth goal. Black, Hispanic, and Economically Disadvantaged subgroups met the interim target for growth. |
| **Indicator**  PVAAS Growth - Biology SY 22-23, Asian subgroup score 100, English Learners subgroup 100, Black subgroup score 100, Hispanic subgroup score 100, Economically Disadvantaged subgroup score 100, White subgroup score 100, Students with disabilities subgroup score 93  **ESSA Student Subgroups**  African-American/Black, Asian (not Hispanic), Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  All groups met or exceeded the statewide growth goal in biology. Hispanic students showed an improvement from prior years. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  PVAAS Growth - Literature, SY 22-23, Students with disabilities subgroup score 68, White subgroup score 69  **ESSA Student Subgroups**  White, Students with Disabilities | **Comments/Notable Observations**  Although an improvement from prior years, the students with disabilities subgroup did not meet the interim growth target. The white student group also did not meet the interim target and showed a decline in growth over prior years. |
| **Indicator**  PVAAS Growth - Algebra 1, SY 22-23, Black subgroup score 50, White subgroup score 50, Hispanic subgroup score 64, Economically Disadvantaged subgroup score 50, Students with disabilities subgroup score 56  **ESSA Student Subgroups**  African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Subgroups did not meet the interim growth target and all showed decline over past performance. |
| **Indicator**  Proficient or Advanced on Literature Pennsylvania School Assessments, SY 22-23, Asian subgroup 44.4%, Economically Disadvantaged subgroup 25.2%, English Learner subgroup 7.9%, Students with disabilities 9.4%  **ESSA Student Subgroups**  Asian (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Subgroups - Asian, Economically Disadvantaged and English Learner, had decreases and did not meeting statewide goal/interim target. Students with Disabilities had a slight increase but still not meeting statewide goal/interim target |
| **Indicator**  Proficient or Advanced on Algebra Pennsylvania School Assessments, SY 22-23, Asian subgroup 15.2%, Black subgroup 4%, Hispanic subgroup 6.4%, White subgroup 13.9%, Economically disadvantaged subgroup 6.2%, Students with disabilities subgroup 3.4%, English Learner subgroup 3.6%  **ESSA Student Subgroups**  African-American/Black, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Subgroups - Asian, Black, Hispanic, White, Economically Disadvantaged and Students with Disabilities had decreases and did not meeting statewide goal/interim target. All subgroups with the exception of the Asian subgroup were below the All student group, 7.3% English Learner subgroup had a slight increase but still not meeting statewide goal/interim target |
| **Indicator**  Proficient or Advanced on Biology Pennsylvania School Assessments, SY 22-23, Asian subgroup 49.6%, Hispanic subgroup 15.8%, Economically Disadvantage subgroup 21.5%, Students with disabilities subgroup 3.4%  **ESSA Student Subgroups**  Asian (not Hispanic), Hispanic, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Subgroups - Asian, Hispanic, Economically Disadvantaged and Students with Disabilities had decreases and did not meeting statewide goal/interim target. Asian subgroup exceeded the All student group, 27.3% |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| PVAAS Literature - The academic growth score was 70, where the state average was 75.4. |
| PVAAS Biology - The academic growth score was 100, where the state average was 74.7 |

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|  |
| --- |
| PVAAS Growth Literature - Although an improvement from prior years, the Students with disabilities group did not meet the interim growth target. The white student group also did not meet the interim target and showed a decline in growth over prior years. |
| PVAAS Growth Algebra - Black, White, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet the interim growth target and all showed decline over past performance. |
| All subgroups, with the exception of the English Learners, had a decrease in Algebra proficiency and did not meet the statewide goal/interim target. The English Learners, though had an increase, did not meet the statewide goal/interim target. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Reading MAP, Spring, 2024 | 51% of students with Reading MAP scores achieved in the 1st through 40th percentile. 29% of students with Reading MAP scores achieved in the 61st through 100th percentile. |
| Reading MAP, Spring 2024 | 40% of the largest cohort of assessed cohort, students in 9th grade, met their growth goal from Fall to Spring |
| Master Schedule, 2023-2024 | Reading support is delivered through a reading supported English course. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| 40% of learners in grade 9 met growth expectations in Reading MAP. |

### Challenges

|  |
| --- |
| Reading support occurs within English courses. Reading strategies across the content areas may help to improve reading growth. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| NWEA MAP Math, Spring 2024 | 50% of the largest cohort of assessed cohort, students in 9th grade, met their growth goal from Fall to Spring |
| Master Schedule, 2023 - 2024 | Math support for students with disabilities is delivered through a co-teaching model in core instruction |

## Mathematics Summary

### Strengths

|  |
| --- |
| Math teachers issue the MAP assessment within their courses, which allows them to address effort and growth among learners they teach and know. |

### Challenges

|  |
| --- |
| 68% of students in the 9th grade cohort performed between the 1st and 40th percentile on NWEA MAP Math. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Master Schedule 2023 - 2024 | ELL Content Area courses, such as General Science, Biology, and Anatomy Support EL students in content science courses. |
| Semester 1 of 2023-2024 Report Card Final Grades - 9th Grade Academic Biology - 25% pass rate Honors Biology - 89% pass rate 10th Grade Academic Biology - 74% pass rate Accelerated Biology - 82% pass rate Honors Biology - 100% pass rate | The disproportionately low pass rate for academic biology in 9th grade reflects the fact that this course is taken as a sequential course for students who repeated 9th grade but have general science credits on their transcripts. |

## Science, Technology, and Engineering Education Summary

### Strengths

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

### Challenges

|  |
| --- |
| 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. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Career Standard Benchmark (22-23) - 98.9% | UDHS Exceeds the State performance standard - 98% |
| Industry-Based Learning (22 - 23) - 90.9% | UDHS Exceeds the State performance standard of 30.7% |

## Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Percent CTE Program of Study Concentration | CTE Concentration: 5.8% |

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| Industry-Based Learning: 90.9% (State performance standard 30.7%) |
| Career Standard Benchmark: 98.9% (State performance standard - 98%) |

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| Increase Percent CTE Program of Study Concentration (Currently 5.8%) |

# Equity Considerations

## English Learners

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| 18/19 and 21/22 Comparison shows English Learners Achievement at 6.45% (ELA and Math Combined) | Minimum cut score below 36.23% |
| 18/19 and 21/22 Comparison shows English Learners Growth at 4.51 (ELA and Math Combined) | Minimum cut score below the minimum 10 threshold (profile 4) |
| 18/19 and 21/22 Comparison shows English Learners English Language Proficiency at 12% | Minimum cut score below 28.04% |
| Access Scores | The number of students testing increased by comparison from 2019 to 2022. The mean scores in each reporting category declined over these two test years. |
| Enrollment of EL students is 11.7% of the student population. | Total school enrollment 4235 students |

## Students with Disabilities

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| 18/19 and 21/22 Comparison shows SWD Achievement at 12.08% | Minimum cut score below 28.8% |
| 18/19 and 21/22 Comparison shows SWD Growth at 0.57 | Minimum cut score below the minimum 10 threshold |
| 18/19 and 21/22 Comparison shows SWD English Language Proficiency at 2.5% | Minimum cut score below 10.4% |
| Enrollment - Students with disabilities make up 16.9% of the school enrollment. | Students enrolled at UDHS - 4235 students |
| Local Assessment | Students with disabilities take the NWEA MAP assessment each year of eligibility for special education services as an additional consistent point of data. This means the school-wide MAP RIT mean includes all students in 9th grades, but also SWD in 10th, 11th, and 12th grades. |

## Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| 100% of students receive free federal breakfast and lunch. | Breakfast and Lunch provided in the classrooms. |
| 100% of students are eligible to receive free summer school credit recovery courses. | Most students accessing summer educational opportunities, with the exception of ESY, access coursework through free credit recovery. |
| Parent Workshops are offered throughout the school year. | Online format for the majority of district-offered parent workshops. |
| 64.5% of students are identified as Economically Disadvantaged | This is the majority of students enrolled. |

## Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| EL Literature - Meets or exceeds the interim target for growth - 90, where prior year was 77 |
| EL Algebra 1 and EL Biology - Meets of exceeds Statewide goal for growth (Algebra 1 - 85; Biology - 100) |
| SWD Biology - Meets of exceeds Statewide goal for growth (Biology - 93) |
| SWD Literature - Did not meet interim target for growth (68) but reflected improvement over prior year |
|  |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| The 2018/19 and 2021/22 Math and ELA Combined Achievement for SWD must increase (currently 12.08%) |
|  |
| 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. |
|  |
|  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Emerging |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Operational |
| Identify and address individual student learning needs | Exemplary |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Operational |

## Empower Leadership

|  |  |
| --- | --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Emerging |
| Collectively shape the vision for continuous improvement of teaching and learning | Operational |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Emerging |

## Provide Student-Centered Support Systems

|  |  |
| --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Operational |
| Implement a multi-tiered system of supports for academics and behavior | Emerging |
| Implement evidence-based strategies to engage families to support learning | Emerging |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Emerging |

## Foster Quality Professional Learning

|  |  |
| --- | --- |
| Identify professional learning needs through analysis of a variety of data | Emerging |
| Use multiple professional learning designs to support the learning needs of staff | Operational |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Emerging |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

|  |
| --- |
| Identify and address individual student learning needs. |
| 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 |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

|  |
| --- |
| 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 |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| PVAAS Literature - The academic growth score was 70, where the state average was 75.4. | False |
| PVAAS Biology - The academic growth score was 100, where the state average was 74.7 | False |
| 40% of learners in grade 9 met growth expectations in Reading MAP. | False |
| Math teachers issue the MAP assessment within their courses, which allows them to address effort and growth among learners they teach and know. | False |
| EL Literature - Meets or exceeds the interim target for growth - 90, where prior year was 77 | True |
| EL Algebra 1 and EL Biology - Meets of exceeds Statewide goal for growth (Algebra 1 - 85; Biology - 100) | False |
| SWD Biology - Meets of exceeds Statewide goal for growth (Biology - 93) | True |
| ELL Content Area courses, such as General Science, Biology, and Anatomy Support EL students in content science courses. | True |
| Identify and address individual student learning needs. | False |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. | True |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | True |
| Industry-Based Learning: 90.9% (State performance standard 30.7%) | False |
| Career Standard Benchmark: 98.9% (State performance standard - 98%) | False |
| SWD Literature - Did not meet interim target for growth (68) but reflected improvement over prior year | False |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| PVAAS Growth Literature - Although an improvement from prior years, the Students with disabilities group did not meet the interim growth target. The white student group also did not meet the interim target and showed a decline in growth over prior years. | True |
| PVAAS Growth Algebra - Black, White, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet the interim growth target and all showed decline over past performance. | True |
| All subgroups, with the exception of the English Learners, had a decrease in Algebra proficiency and did not meet the statewide goal/interim target. The English Learners, though had an increase, did not meet the statewide goal/interim target. | True |
| Reading support occurs within English courses. Reading strategies across the content areas may help to improve reading growth. | False |
| Increase Percent CTE Program of Study Concentration (Currently 5.8%) | False |
| Implement evidence-based strategies to engage families to support learning | True |
| Continuously monitor implementation of the school improvement plan and adjust as needed | False |
| 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. | False |
| 68% of students in the 9th grade cohort performed between the 1st and 40th percentile on NWEA MAP Math. | False |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | False |
| The 2018/19 and 2021/22 Math and ELA Combined Achievement for SWD must increase (currently 12.08%) | False |
| 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. | False |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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. It was difficult to consistently pull data from all instructional environments for plan monitoring.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Implement evidence-based strategies to engage families to support learning | This generates from the lack of student and family engagement in participating in and performing at a high level on state assessments. | True |
| PVAAS Growth Literature - Although an improvement from prior years, the Students with disabilities group did not meet the interim growth target. The white student group also did not meet the interim target and showed a decline in growth over prior years. | School-wide instructional practices and formative assessments will help not just the Literature growth for SWD, but for all learners. | True |
| PVAAS Growth Algebra - Black, White, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet the interim growth target and all showed decline over past performance. |  | False |
| All subgroups, with the exception of the English Learners, had a decrease in Algebra proficiency and did not meet the statewide goal/interim target. The English Learners, though had an increase, did not meet the statewide goal/interim target. |  | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| EL Literature - Meets or exceeds the interim target for growth - 90, where prior year was 77 | This is positive growth in a single year cohort and could be evidence of strong instructional practices, though the 28/19 and 21/22 comparison shows a concern. |
| SWD Biology - Meets of exceeds Statewide goal for growth (Biology - 93) | Growth in an academic area indicates a positive student response to instruction. Using what we can learn from the biology teachers, we may find opportunities to adopt promising strategies in Literature and Algebra. |
| ELL Content Area courses, such as General Science, Biology, and Anatomy Support EL students in content science courses. | Keystone Biology is supported through the instructional approach in EL Content courses. |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. | Teacher-created assessments allowed each teacher to reflect on initial performance of students and plan instruction focused on a specific skill-set. |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Empowering staff includes department chair meetings, action research teams, and a faculty advisory. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | The school administration, pupil services, and teacher leadership staff will work to leverage parental communication as an evidence-based strategy to engage parents and students in school-wide data and assessment results. |
|  | The administration and instructional coaching staff will utilize a school-wide approach to using teacher-created summative assessments for pre-assessment, instructional design, and post assessment, which will promote growth in literacy across all content areas and support growth in Keystone Literature. |
|  | If all algebra 1A and 1B instructional staff in the math department use evidence-based strategies, for example planning using available data sets, including teacher-created formative assessments, then student achievement and growth will improve for all subgroups, including students with disabilities. |

# Goal Setting

## Priority: The school administration, pupil services, and teacher leadership staff will work to leverage parental communication as an evidence-based strategy to engage parents and students in school-wide data and assessment results.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Parent and family engagement | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| All families, especially for targeted student groups, will receive quarterly updates relating to available student performance data through a quarterly school update. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Communication Plan | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| All families, especially targeted student groups, receive a school data newsletter for the first quarter and available data sets. | All families, especially targeted student groups, receive a school data newsletter for the first quarter and available data sets. Q1 includes a summary of report card performance as a local measure. | All families, especially targeted student groups, receive a school data newsletter for the first quarter and available data sets. Q2 includes a summary of report card performance for the first semester in addition to attendance and participation on the winter state assessment. | All families, especially targeted student groups, receive a school data newsletter for the first quarter and available data sets. Q4 includes a summary of report card performance for the second semester in addition to attendance and participation on spring state assessment. |

## Priority: The administration and instructional coaching staff will utilize a school-wide approach to using teacher-created summative assessments for pre-assessment, instructional design, and post assessment, which will promote growth in literacy across all content areas and support growth in Keystone Literature.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Professional learning | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| Instructional staff will learn how to utilize data available in MAP and in Formative assessments, in addition to the tools in MAP Growth Assessments, and the PDE SAS Toolkit to identify achievement deficits and improve instructional practices, specifically highlighting eligible content, and skills to introduce and skills to reinforce that may be root causes of achievement gaps for Students with Disabilities, and all targeted student groups, in Literature with a goal of growth in Formative assessments and in MAP scores at or above the norm for yearly growth (2 RIT in Reading). | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| MAP and Assessment for Achievement and Growth | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Baseline for MAP scores. Quarter 1 will focus on Teacher-created formative assessments. 70% of targeted student groups will demonstrate growth on a teacher-created formative assessment. | 70% of targeted student groups will demonstrate growth on MAP Math assessments from their baseline score. Projected growth Growth should average 1.4 RIT points in the Fall to Winter Assessment | 70% of targeted student groups will demonstrate growth on a teacher-created formative assessment. | 70% of targeted student groups will demonstrate growth on MAP Reading assessments from their baseline score. Projected growth Growth should average 2.04 RIT points in the Fall to Winter Assessment |

## Priority: If all algebra 1A and 1B instructional staff in the math department use evidence-based strategies, for example planning using available data sets, including teacher-created formative assessments, then student achievement and growth will improve for all subgroups, including students with disabilities.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Mathematics | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| Instructional staff will learn how to utilize data available in MAP and in Formative assessments, in addition to the tools in MAP Growth Assessments, and the PDE SAS Toolkit to identify achievement deficits and improve instructional practices, specifically highlighting eligible content, and 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 Formative assessments and in MAP scores at or above the norm for yearly growth (3 RIT in Math). | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| MAP and Assessment for Achievement and Growth | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Baseline for MAP scores. Quarter 1 will focus on Teacher-created formative assessments. 70% of targeted student groups will demonstrate growth on a teacher-created formative assessment. | 70% of targeted student groups will demonstrate growth on MAP Math assessments from their baseline score. Projected growth Growth should average 2.2 RIT points in the Fall to Winter Assessment | 70% of targeted student groups will demonstrate growth on a teacher-created formative assessment. | 70% of targeted student groups will demonstrate growth on MAP Math assessments from their baseline score. Projected growth Growth should average 3.6 RIT points in the Fall to Winter Assessment |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Communication Plan | MAP and Assessment for Achievement and Growth |
| MAP and Assessment for Achievement and Growth |

## Action Plan For: Student Data Meetings

|  |
| --- |
| **Measurable Goals:** |
| * Instructional staff will learn how to utilize data available in MAP and in Formative assessments, in addition to the tools in MAP Growth Assessments, and the PDE SAS Toolkit to identify achievement deficits and improve instructional practices, specifically highlighting eligible content, and skills to introduce and skills to reinforce that may be root causes of achievement gaps for Students with Disabilities, and all targeted student groups, in Literature with a goal of growth in Formative assessments and in MAP scores at or above the norm for yearly growth (2 RIT in Reading). |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Schedule data meetings on Wednesday mornings before and after MAP assessments and Teacher-created Formative Assessments are administered (6 cycles) | | 2024-09-18 | 2024-10-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Dr. Parkinson (Principal) and the Building Administrative Team | NWEA MAP Reports PDE SAS Toolkit | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Teachers will use data available from Teacher-created Formative Assessments, and/or the 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. | 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. |

## Action Plan For: Special Education Supports for Teachers

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| --- |
| **Measurable Goals:** |
|  |

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| --- | --- | --- | --- |
| **Action Step** | | **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. | | 2024-09-02 | 2024-12-04 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| William Moore/Supervisor of Special Education | Annotated forms; may require experts to facilitate small group breakdown. | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Increased proficiency for all teachers on strategies for engaging students with disabilities across content areas. | 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. |

## Action Plan For: Parent Communication

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| --- |
| **Measurable Goals:** |
| * All families, especially for targeted student groups, will receive quarterly updates relating to available student performance data through a quarterly school update. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| School administration, pupil services, and teacher leaders will develop a communication plan that highlights school performance data, achievement, and growth, in addition to participation rates for state assessments and course success that encourages families to partner in support for high levels of engagement on school assessments and state assessments. | | 2024-08-26 | 2024-10-21 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Dr. Parkinson, School Principal | Future Ready PA Index, NWEA MAP Assessment School reports, PVAAS Projections | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Performance update on student assessment data, participation rate for state assessments, in addition to final grades and course success rate is shared with all families through school-wide Data newsletter. | The principal will prepare a quarterly family update. |

# Expenditure Tables

## School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

## Schoolwide Title 1 Funding Allocation

**True** School does not receive Schoolwide Title 1 funding.

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Student Data Meetings | Schedule data meetings on Wednesday mornings before and after MAP assessments and Teacher-created Formative Assessments are administered (6 cycles) |
| Special Education Supports for Teachers | 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. |

## Student Data Meetings

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Schedule data meetings on Wednesday mornings before and after MAP assessments and Teacher-created Formative Assessments are administered (6 cycles) | | |
| **Audience** | | |
| All staff | | |
| **Topics to be Included** | | |
| NWEA Reports, Learning Continuum, Class Breakdown by RIT, PDE SAS Toolkit, Developing Formative Assessments | | |
| **Evidence of Learning** | | |
| 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. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Dr. Parkinson and Building Administration | 2024-09-18 | 2025-05-21 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Action research | At least five sessions annually |
| **Observation and Practice Framework Met in this Plan** | |
| * 1f: Designing Student Assessments * 3d: Using Assessment in Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## Special Education Supports for Teachers

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * 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. | | |
| **Audience** | | |
| All staff | | |
| **Topics to be Included** | | |
| Functional Behavior Assessment, Positive Behavior Support Plan, Non-verbal and Verbal Deescalation | | |
| **Evidence of Learning** | | |
| 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. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Will Moore/Special Education Supervisor | 2024-09-11 | 2025-05-28 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Workshop(s) | At least once workshop per semester (two minimum) |
| **Observation and Practice Framework Met in this Plan** | |
| * 1b: Demonstrating Knowledge of Students | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

# Approvals & Signatures

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| --- |
| **Uploaded Files** |
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|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
|  |  |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |