

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Lehighon Area School District

School Building Name

Lehighon Area High School

4-Digit School Building Code

1315

School Street Address

1 Indian Lane Lehighon PA 18235

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Jonathan Cleaver	Superintendent	District Administration
Mark McIntyre	Director of Special Services	District Administration
Suzanne Howland	High School Principal	Lehighon Area High School
Daniel Williams	Biology Teacher	Lehighon Area High School
Jim Gurka	Special Education Teacher	Lehighon Area High School
Allison Rheinhardt	Special Education Teacher	Lehighon Area High School
Jessica Bruch	Reading Specialist	Lehighon Area High School
Kerri Miller	Social Worker	Lehighon Area High School
Timothy Tkach	Assistant to the Superintendent	District Administration
Dr. Charlotte Golden	Director of Curriculum and Instruction/Educational Technologies	Carbon Lehigh Intermediate Unit #21

--	--	--

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

The School Improvement Committee is comprised of a diverse group of community members who are involved and invested in the school, programs and outcomes for students. The committee is comprised of members such as administrators, teachers, parents, social worker, and LEA leadership.

The school improvement committee members met on the following dates to review and examine relevant data to understand the most pressing needs of students, educators, and school community members and the potential root cause of those needs.

February 6th, 2019 - partial team reviewed data and learned about Comprehensive and Targeted Support and Improvement

March 15th, 2019 - partial team discussed and reviewed needs assessment rubric

March 27th, 2019 - ASCD School Improvement survey sent out to high school staff.

March 27th, 2019 - partial team reviewed data and learned about the new ESSA

April 30th, 2019

May 2019 Shared with full leadership team reviewed data to look at strengths and challenges

June 2019 Shared document

August 2019

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

1. Establish a School Leadership Team
2. Assess needs and set priorities – Survey school community, Comprehensive Needs Assessment (CNA)
3. Determine Priorities, Rationale, Strategies and create a School Improvement Plan
4. Implement the plan
5. Monitor monthly STAR data and how it relates back to fall data . Evaluate Keystone data comparisons to determine how students are performing and focus instruction to support student needs. through progress monitoring.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

<p>Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p>Measures of Success <i>How will you know you are on track to achieving your vision or students?</i></p>
---	--

<p>To engage students in an appreciative pursuit of knowledge while entrusting them with responsibility and an inquisitive journey of self-improvement.</p>	<p>By 2023, 100% of students in grades 9-11 will be on-track for post-secondary training or employment.</p> <p>By 2030, 100% of graduates will be connected to post- secondary training or employment by the Fall immediately following graduation.</p>

II. School Level Needs Assessment

A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

Through data analysis of our students with disabilities, we have realized student achievement and engagement are some of our greatest concerns. Based on the data and informal meetings with parents, SAP and social workers our students' mental health needs spike at the high school level. This is a contributing factor to our attendance and lack of academic growth in math and ELA.

Based on the Keystone assessments in English and Algebra 1, the data indicates a need to zero in on specific PA core standards and anchors, while providing explicit instruction for our students with disabilities. The analysis of the data in literacy found that our students are struggling to assess what they are reading based off anchor 1 in the Keystone assessment.

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

Strengths	Supporting Evidence from Needs Assessment
Staff driven initiatives to increase academic growth in Star benchmarks.	Implementation of Exact Path, Winter 2019, an intervention tool in Reading and Math to support instruction in classes. Exact Path connects with our benchmark tool STAR.

C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
Combined Achievement in Keystone Algebra 1 and Literature	LAHS had a combined achievement of 24.2%, the state cut off is at or below 31.5%.	Yes	need to increase instructional practice
Growth in Algebra 1 and Literacy	LAHS had -1.56 PVASS in combined growth, the cut score was -1.0 PVASS	Yes	lack of research based interventions in Algebra 1 and Literacy
Attendance	LAHS had 74.9%, the cut score was 76.12%	No	student engagement
		Choose an item.	
		Choose an item.	

D. Established Priorities and Aligned Outcome Categories

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

Priority Statements	Rationale	Outcome Category
1. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	If we adjust our master schedule to increase instructional time by 9 hours per year, then we will have opportunities to provide targeted/differentiated instruction in smaller group settings which will allow us to better meet the needs of all students, particularly struggling students.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
2. To increase growth, we will identify and address individual student learning needs	If we increase instructional time, and increase targeted interventions while addressing attendance then we will increase student achievement while meeting individual learning needs.	Essential Practices Condition 3 - Provide Student-Centered Support Systems
		Choose an item.
Priority Statements	Rationale	Outcome Category
		Choose an item.
Priority Statements	Rationale	Outcome Category
1.		Choose an item.
2.		Choose an item.
3.		Choose an item.
Priority Statements	Rationale	Outcome Category
1.		Choose an item.
2.		Choose an item.
3.		Choose an item.
Priority Statements	Rationale	Outcome Category
1.		Choose an item.
2.		Choose an item.
3.		Choose an item.

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: Use systematic collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
The subgroup of LAHS students with disabilities will meet the intern Keystone Literature and Algebra I target (35% proficient or advanced) by June 2020.	25% of students will score Proficient or Advanced on the STAR or USA test prep benchmark by November 2019.	30% of students will score Proficient or Advanced on the STAR or USA test prep benchmark by February, 2020.	35% of students will score Proficient or Advanced on the PA Keystone assessment in May 2020.
90% of teachers will be proficient or advanced on Domain 1 (Planning & Preparation) and Domain 4 (Professional Responsibility) by June 2020.	50% of observations will yield a proficient or advanced on Domain 1 (Planning & Preparation) and Domain 4 (Professional Responsibility) by November 2019.	75% of observations will yield a proficient or advanced on Domain 1 (Planning & Preparation) and Domain 4 (Professional Responsibility) by February 2020.	85% of observations will yield a proficient or advanced on Domain 1 (Planning & Preparation) and Domain 4 (Professional Responsibility) by May 2020.

Priority Statement #2: To increase growth, we will identify and address individual student learning needs.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
The subgroup of LAHS students with disabilities will increase 12% of their baseline scaled score in Reading and Math	Students will achieve a 4% increase in scaled score on November benchmark.	Students will achieve a 4% increase inscaled score on February benchmark.	Students will achieve a 4% increase in scaled score on May benchmark.

Priority Statement #3: _____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3

IV. Action Plans

A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: To increase achievement by increasing instructional time to implement instructional practices and strategies that are aligned and evidence base._____

Measurable Goals	Evidence-Based Strategy
35% of students in grades 9-12 taking the PA Keystone Literature and Algebra 1 assessment will score proficient or advanced by June, 2020.	Assess with STAR benchmark, USA test prep, Intervention Exact Path, differentiated instruction, targeted remediation during Lunch and Learn time and increased professional development with use of interventions.
90% of teachers will be proficient or advanced on Domain 1 (Planning & Preparation) and Domain 4 (Professional Responsibility) by June 2020.	Use of PaEtep Danielson Mode to align classroom observations with professional development. Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction.

Priority Statement #2: To increase growth, we will identify and address individual student learning needs.

Measurable Goals	Evidence-Based Strategy
The subgroup of LAHS students with disabilities will increase 12% of their baseline scaled score in Reading and Math.	Making decisions based on data Strategically target resources and interventions to identify and impact upon school and student needs.

Priority Statement #3: _____

Measurable Goals	Evidence-Based Strategy

B. Action Plan Steps

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

Expenditures:

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

Professional Learning Opportunities:

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

School Level Action Plans

Priority #1 – Measurable Goal #1: _To increase achievement by increasing instructional time to implement instructional practices and strategies that are aligned and evidence-based/ Goal: 35% of students in grades 9-12 taking the PA Keystone Literature and Algebra 1 assessment will score proficient or advanced by June, 2020.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Designed a new master schedule for 2019-2020 school year	Powerschool/consultant who lead design team/team members	Adminstration/Staff	Fall 2019
Visited other high schools throughout PA/NY/NY with rotating drop schedule	NA	Adminstration and scheduling team	Fall 2017/Spring 2018
Increasing remediation time through Lunch and Learn block	Powerschool/consultant who lead design team/team members	Adminstration and staff	Fall 2019
Utilize Exact Path as an intervention for identified students in need of intervention	Computers//iPads	Special Education	Fall 2019
Creation of a data team to meet during Lunch and Learn	Data - Emetric/PVAAS/USA Test Prep/STAR	Adminstration/Teachers	Fall 2019
Anticipated Outputs:			
Due to the new schedule providing increased instructional time and allowing for increased professional development and use of interventions, student achievement will increase.			
Monitoring/Evaluation Plan:			
Monthly data team meetings/Quaterly Reviews			

--

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

Professional Learning Goal: To provide training in Exact Path.

Audience	Special education staff
Topics to be Included	Reading and Math interventions
Evidence of Learning	Observation of small group intervention time
Anticipated Timeframe	Enter Start Date:Fall 2019 Anticipated Completion Date:ongoing
Lead Person/Position	Company representative for training or CLIU #21 faciltator

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal 2:

To gain a better understanding of PVAAS data

Audience	Department head teacher, data team, guidance counselors and administration
Topics to be Included	Data interpretation

Evidence of Learning	Observation in classroom and of data team functions
Anticipated Timeframe	Enter Start Date:Fall 2019 Anticipated Completion Date:ongoing
Lead Person/Position	CLIU #21 facilitator

Priority #1- Measurable Goal #2: _90% of teachers will be proficient or advanced on Domain 1 (Planning & Preparation) and Domain 4 (Professional Responsibility) by June 2020.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Use of the Danielson model and focusing on Domains 1 and 4	Paetep	adminstration	Fall 2019
Design a teacher schedule allowing for individual professional growth	Schedule	all staff	Fall 2019
Review and or revise the district differentiated model	Sample models/planning sheet for review	adminstration	Fall 2019
Implement the use of documented walk throughs during intruactional time	Paetep	adminstration	Fall 2019
Anticipated Outputs:			
Through the use of informal and formal observation and smart goals, staff will be rated proficient or advanced in Domains 1 and 4 in their bi-annual or annual evaluation.			
Monitoring/Evaluation Plan:			
Daily/weekly/monthly observations and submission of smart goals			

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal 1:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:

Lead Person/Position	
----------------------	--

Priority #2 – Measurable Goal #1: _To increase growth, we will identify and address individual student learning needs/ The subgroup of LAHS students with disabilities will increase 12% of their baseline scaled score in Reading and Math.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Utilize Exact Path as an intervention for identified students in need of intervention	Computers/iPads	special education	Fall 2019
Increasing Remediation time through Lunch and Learn block	Powerschool/consultant who lead design team/team members/	Adminstration and Staff	Fall 2019
Implement the use of documented walk throughs during intructional time	Paetep	Adminstration and Staff	Fall 2019
Anticipated Outputs:			
Due to the new schedule and instruction and intervention time student achievment will be increased.			
Monitoring/Evaluation Plan:			
Monthly data team meetings looking at student progress monitoring/Quaterly Reviews			

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal 1:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:

Lead Person/Position	
----------------------	--

Priority #2 – Measurable Goal #2:

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal 1:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #1:

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal 1:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #2:

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal 1:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Presentation at faculty meeting	All high school staff	To review and present the actual plan	May 2019
Presentation at Academic Affairs Committee Meeting	Committee consisting of staff and school board members	To review and present the actual plan	June 2019
Posted on District website	all stakeholders	To review and present the actual plan	June 2019
Discussion at High School Orientation	New students/freshman and families	Share the plan	August 2019

VI. Plan Submission

Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (*School Name*) _____
_____ for the _____ - _____ school year.

Board Approval: *Date of Board Meeting:* _____

Board President:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Superintendent of Schools/Chief Executive Officer:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Building Administrator:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

School Improvement Facilitator:

_____	_____	_____
-------	-------	-------

Name (printed)

Signature

Date

Scan and insert the signed Assurances Page: