

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Whitehall-Coplay School District

School Building Name

Whitehall High School

4-Digit School Building Code

2848

School Street Address

3800 Mechanicsville Road Whitehall, PA 1852

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Nathan Davidson	Principal	WHS
Heather Hampton	Assistant Principal	WHS
Kristine Eichelberger	Math Department Leader	WHS
Jennifer Stancombe	Special Ed Department Leader	WHS
Christina Stoudt	Science Department Leader	WHS
Michelle Abbadessa	English Department Leader	WHS
Charlotte Golden	CLIU #21 Liaison	CLIU 21
Brooke Clary	Director of Special Education	WCSD
Sam Jones	Supervisor of Special Education	WCSD
Barbara Chomik	Director of Curriculum, Instruction and Assessment	WCSD
Lorie Hackett	Superintendent	WCSD
Alicia Knauff	Parent	WHS

Gabe Dillard	Administrator	WHS
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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).

Administration recognized the need to include leaders from varying curricular areas and subgroups in which further attention is needed to improve student learning and achievement. Department leaders and building and district administration were invited to pre-planning meetings to identify participants who would join the team.

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.

Held multiple meetings to review data, identify needs, establish goals, action steps, and desired outcomes. Worked collaboratively with CLIU liasion to craft language of the plan. Solicited input from the ATSI Team to review, revise, and finalize plan to present. Throughout implementation of the plan, the ATSI Team will consistently meet to review progress in carrying out the plan and making revisions as necessary.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
The mission of the Whitehall-Coplay School District is to serve the diverse community by providing educational opportunities designed to challenge students to strive for personal excellence and responsible citizenship.	By 2030, 100% of the students will be on track for post secondary education, training, or employment. By 2030, 100% of educators will demonstrate Proficient or Distinguished practices in the classroom. By 2030, 100% of the students will meet the state-wide goals and interim targets established for Whitehall High School in State Assessment Measures.

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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.

Upon review of the data and the ever increasing requirements of the state, the WHS community has identified the need to further establish a systematic implementation of the college and career readiness standards for all students.

Assessment data and teacher observation evidence support the need for additional emphasis and professional development on instructional practices in order to increase student academic performance and engagement.

On State Keystone Assessments, our students perform in similar fashion to districts with similar demographics. Although our performance is aligned with state average, it is below the expectations we set for our students. Further attention is needed in disaggregating and analyzing the data across all sub-groups.

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

Strengths	Supporting Evidence from Needs Assessment
Literature Keystone Exam	71.7% of students performed either proficient or advanced exceeding the statewide average of 63%.
Algebra 1 Keystone Exam	65.7 % of the students performed either proficient or advanced, exceeding the statewide average of 45.5%.
Biology Keystone Exam	66.9% of the students performed either proficient or advanced, exceeding the statewide average of 64.3 %.

PVAAS Academic Growth Expectations	We exceeded expectations in Biology and Algebra 1. We met expectations for growth in Literature.
Attendance	Our regular attendance meets the performance standard

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
Career Standards Benchmark	89.5% of students met the performance standard	Yes	Insufficient evidence for students moving into the district and in alternative placements
Keystone Literature /StudentSub-Groups	16.3% of students with disabilities earn proficient or advanced on the Keystone Literature Exam	Yes	Class Size, Ratio Spec. Ed/Reg Ed. in Core Level Classes, Itinerant Support Program, Staffing and Professional Development
Keystone Algebra 1/ Student Sub-Groups	8.2% of students with disabilities earn proficient or advanced on the Keystone Algebra Exam	Yes	Class Size, Ratio Spec. Ed/Reg Ed. in Core Level Classes, Itinerant Support Program, Staffing and Professional Development, 2 year Algebra 1 course
Keystone Biology /Student Sub-Groups	22.5% of students with disabilities earn proficient or advanced on the Keystone Biology Exam	Yes	Class Size, Ratio Spec. Ed/Reg Ed. in Core Level Classes, Itinerant Support Program, Staffing and Professional Development
		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.Ensure instructional practices and a variety of assessments are utilized to monitor student learning and adjust programs to increase student achievements	If teachers are provided opportunities to gain access to professional development, then teachers will plan and deliver research-based instruction to allow each student to meet his or her growth targets.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
2. Collectively shape the vision for continuous improvement of teaching and learning	If teachers work collaboratively with other teachers, cross curricular departments, and administrators to focus on improving teaching and student learning, then overall student proficiency will increase.	Essential Practices Condition 2 - Empower Leadership
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: Ensure instructional practices and a variety of assessments are utilized to monitor student learning and adjust programs to increase student achievements

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
All student groups and subgroups will meet their interim target goals on the Algebra 1 Keystone Exam (see growth goals spreadsheet).	10% of students will score Proficient or Advanced on the Fall Study Island Benchmark Assessment.	25% of students will score Proficient or Advanced on the Winter Study Island Benchmark Assessment	50% of students will score Proficient or Advanced on the Spring Study Island Benchmark Assessment
All student groups and subgroups will meet their interim target goals on the Literature Keystone Exam (see growth goals spreadsheet)	10% of students will score Proficient or Advanced on the Fall Study Island Benchmark Assessment	35% of students will score Proficient or Advanced on the Winter Study Island Benchmark Assessment	67% of students will score Proficient or Advanced on the Spring Study Island Benchmark Assessment

Priority Statement #2: Collectively shape the vision for continuous improvement of teaching and learning

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of students will be College and Career Ready (based on meeting the evidence collection requirements).	25% of the Career Standards Benchmarks will be met by the end of the first quarter.	50% of the Career Standards Benchmarks will be met by the end of the first quarter.	75% of the Career Standards Benchmarks will be met by the end of the first quarter.

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: Ensure instructional practices and a variety of assessments are utilized to monitor student learning and adjust programs to increase student achievements

Measurable Goals	Evidence-Based Strategy
All student groups and subgroups will meet their interim target goals on the Algebra 1 Keystone Exam (see growth goals spreadsheet).	<ul style="list-style-type: none"> *Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction. *Deliver sound instruction in a variety of modes. *Engage instructional teams in assessing and monitoring student mastery.
All student groups and subgroups will meet their interim target goals on the Literature Keystone Exam (see growth goals spreadsheet)	<ul style="list-style-type: none"> *Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction. *Deliver sound instruction in a variety of modes. *Engage instructional teams in assessing and monitoring student mastery.

Priority Statement #2: Collectively shape the vision for continuous improvement of teaching and learning

Measurable Goals	Evidence-Based Strategy
100% of students will be College and Career Ready (based on meeting the	*Promote a growth mindset, stretch students' interests, connect learning to student aspirations, and differentiate instruction to

evidence collection requirements).	enhance students' engagement and persistence with learning. *Use appropriate technological tools and programs to enhance student learning *Prepare students for postsecondary options.

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: _Ensure instructional practices and a variety of assessments are utilized to monitor student learning and adjust programs to increase student achievements

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
Provide professional development on meeting the instructional needs of at-risk students.	Internal and external presentations;	Building and District Administration; Instructional Staff	Begin SY 2019-2020
Revise and provide professional development time for maximum focus on data review and instructional practices.	PVAAS, Study Island, eMetric, OnHand Schools, internal and external presentations, Student Assessments, SAS Portal	Building and District Administration; Department Leaders; Instructional Staff	SY 2019-2020
Create a Double Period of Algebra 1	Course Catalog 2019-2020	Building Administration; Math Department	Fall 2019
Revise curriculum, instruction, and assessments for Core Algebra 1 course	Algebra 1 Course Curriculum Document, Map, Instructional Guide, Assessments, Study Island, IXL	Building and District Administration; Math Department	SY 2019-2020
Revise curriculum, instruction, and assessments for English Courses	English Course Curriculum Documents, Maps, Instructional Guides, Assessments, Study Island	Building and District Administration; English Department	SY 2019-2020
Anticipated Outputs:			
<p>If teachers are provided opportunities to gain access to professional development, then teachers will plan and deliver research-based instruction to allow each student to meet his or her growth targets.</p> <p>If teachers work collaboratively with other teachers, cross-curricular departments, and administrators to focus on improving teaching and student learning, then overall student proficiency will increase.</p>			
Monitoring/Evaluation Plan:			

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: Provide professional development on meeting the instructional needs of at-risk students.	
Audience	Instructional Staff
	Instructional strategies, classroom management, instructional interventions, engagement

Beginning Fall 2019 and ongoing.

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

Expenditure (Brief Description)	Funding Source	Cost
Professional Development	District Funds	\$1000

Topics to be Included	strategies, and differentiated instruction
Evidence of Learning	Classroom Walk Throughs; teacher observations;
Anticipated Timeframe	Enter Start Date:Fall 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Building Principal

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

Professional Learning Goal 2: Revise and provide professional development time for maximum focus on data review and instructional practices.	
Audience	Instructional Staff; Building Administration
Topics to be Included	PVAAS, Study Island, eMetric, OnHand Schools, SAS Portal, Student Assessments, Data Protocols
Evidence of Learning	Completion of Data-Driven Decision Making Meeting Template
Anticipated Timeframe	Enter Start Date:Fall 2019 Anticipated Completion Date:Spring 2020
Lead Person/Position	Building Principal

Priority #1- 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 #2 – Measurable Goal #1: _Collectively shape the vision for continuous improvement of teaching and learning

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
Provide professional development to all staff on the Career Education and Work Standards.	Internal and External Presentations; CEW Standards	Building and District Administration; Guidance	Starting Fall 2019; Ongoing
Develop a systematic plan for collecting Career and College Readiness evidence	PDE Guidelines, Google Classroom, Student Career Portfolio, CEW Standards	Building Administration; Guidance, Teachers	2019-2020 SY
Review and implement the College and Career components of the 339 Comprehensive Guidance Plan	339 Comprehensive Guidance Plan	Building and District Administration; Guidance	Annual Review
Implement and refine digital Career Portfolio for all students	Google Classroom; Career Cruising; Xello	Building Administration; Guidance, Teachers; Students	Starting Fall 2019 through 2021
Anticipated Outputs:			
All students will have a College and Career Portfolio, meeting the high school graduation requirements and be college and career ready. Teachers will have a greater understanding of how to implement the CEW standards into daily instruction.			
Monitoring/Evaluation Plan:			
Beginning Fall 2019 and ongoing monitoring.			

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

Expenditure (Brief Description)	Funding Source	Cost
Xello/Career Cruising	District Funds	
Professional Development	District Funds	
Curriculum Writing	District Funds	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: All teachers will be implementing the CEW Standards into regular instruction	
Audience	Classroom Teachers; Guidance Counselors; Administrators
Topics to be Included	CEW Standards; Current Data and Needs of the workforce; Instructional Strategies
Evidence of Learning	Classroom walk throughs; teacher observations; student portfolios
Anticipated Timeframe	Enter Start Date: Aug 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Building Principal

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2: Utilization of Xello	
Audience	Instructional Staff and Guidance; Administration
Topics to be Included	Overview of Xello; Training; Data Management; Portfolio Development;
Evidence of Learning	Utilization of Xello by students and staff

Anticipated Timeframe	Enter Start Date:Fall 2019 Anticipated Completion Date:Spring 2020
Lead Person/Position	Building Principal

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 to WHS ATSI Team	ATSI Team	Review and Input to ATSI Plan	May 10, 2019
Presentation to WCSD Education Committee	WCSD Education Committee	Review ATSI Plan	May 28, 2019
Public Display	WCSD Community	Public display and input into ATSI Plan	June 1, 2019 - June 30, 2019
Presentation to WHS Faculty & Staff	WHS Faculty and Staff	Overview of ATSI Plan	June 2019; August 2019; Ongoing
WHS School Back to School	Parents & Students	Overview of ATSI Plan	August 2019; September 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:

_____	_____	_____
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Name (printed)

Signature

Date

Scan and insert the signed Assurances Page: