

Parkland HS

School Level Plan

07/01/2014 - 06/30/2015

School Profile

Demographics

Parkland HS

2700 N Cedar Crest Blvd
Allentown, PA 18104
(610)351-5600

Federal Accountability Designation: NA

Title I Status: No

Principal: James Moniz

Superintendent: Richard Sniscak

Planning Committee

Name	Role
Susan Baranek	Secondary School Teacher - Regular Education
Tori Duff	Parent
Leslie Kalra	Parent
Vivek Kalra	Parent
Nicole Mandry	Parent
Terry Meehan	Administrator
James Moniz	Administrator
Anthony Naradko	Administrator
Kristine Neel	Parent
Amy New	Secondary School Teacher - Special Education
Timothy Schwarz	Secondary School Teacher - Regular Education
Tammy Stavenski-Bennick	Administrator
Melodie Stinner	Secondary School Teacher - Regular Education

Needs Assessment

School Accomplishments

Accomplishment #1:

Data indicates school achieved highest Reading proficiency scores (90%) in the testing era on the 2013 Literature keystones

Accomplishment #2:

Algebra I 11th Grade Keystone data reflects PHS' highest percentage of students scoring proficient at 79.97%

Accomplishment #3:

Graduation rate remains strong at 94.4%

Accomplishment #4:

Literature Keystone PVAAS data reflects that PHS 10th grade students exceeded the standard for PA Academic Growth as a whole & students across all performance categories made at least moderate academic growth

Accomplishment #5:

Alg I Keystone 11th Grade data show 41% of students scoring advanced

Accomplishment #6:

Alg I Keystone PVAAS data shows evidence of a year's worth of growth for Below Basic students

Accomplishment #7:

Biology Keystone PVAAS data shows that over 87% of Biology students met expected academic growth for the year

Accomplishment #8:

Biology PVAAS data reflects that students scoring Below Basic, Proficient, and Advanced all met or exceeded the standard for Academic Growth

Accomplishment #9:

84% of PHS LCTI students attending LCTI scored proficient or higher on Industry Standards-Based Competency Exams

Accomplishment #10:

67% of the 84% LCTI students scored Advanced on Industry Competency Exams

School Concerns

Concern #1:

Algebra I Keystone PVAAS data reflects only 15% of Alg I course completers scored proficient or higher on the exam

Concern #2:

Literature Keystone data (while very positive) shows a small number of students scoring Advanced (22%)

Concern #3:

Algebra I Keystone students scoring Basic and Proficient did not meet the standard for academic growth

Concern #4:

Biology Keystone 11th Grade proficiency score is low at 50% but also reflective of students not currently being enrolled in the course

Concern #5:

Only 13% of Biology Keystone students scored Advanced on the exam after completing the course

Concern #6:

Biology Keystone PVAAS data shows Basic students not meeting the standard for academic growth

Concern #7:

PSAT participation rate was only 75%

Prioritized Systemic Challenges

Systemic Challenge #1 (*System #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

- Algebra I Keystone PVAAS data reflects only 15% of Alg I course completers scored proficient or higher on the exam
- Literature Keystone data (while very positive) shows a small number of students scoring Advanced (22%)
- Algebra I Keystone students scoring Basic and Proficient did not meet the standard for academic growth
- Biology Keystone 11th Grade proficiency score is low at 50% but also reflective of students not currently being enrolled in the course
- Only 13% of Biology Keystone students scored Advanced on the exam after completing the course
- Biology Keystone PVAAS data shows Basic students not meeting the standard for academic growth

Systemic Challenge #2 (*System #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Algebra I Keystone PVAAS data reflects only 15% of Alg I course completers scored proficient or higher on the exam

Algebra I Keystone students scoring Basic and Proficient did not meet the standard for academic growth

Biology Keystone 11th Grade proficiency score is low at 50% but also reflective of students not currently being enrolled in the course

Only 13% of Biology Keystone students scored Advanced on the exam after completing the course

Biology Keystone PVAAS data shows Basic students not meeting the standard for academic growth

Systemic Challenge #3 (*System #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

PSAT participation rate was only 75%

Systemic Challenge #4 (*System #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: Sample lessons and/or walkthrough data indicating greater emphasis on personalized instruction

Specific Targets: Benchmark data

Common Assessment Performance

Walk-through Data

Classroom Observations

Type: Annual

Data Source: Keystone Exam Data

Specific Targets: PVASS data indicating students achieving at least a year's worth of growth

Strategies:

Professional Development focused on the use of data to personalize instruction for all students

Description:

Teachers will be trained to regularly use formative, benchmark, and summative data to personalize instruction to maximize the learning of all students

SAS Alignment: Assessment, Instruction

Schedule regular data meetings between administrators and teachers

Description:

Teachers and administrators will meet regularly to analyze data and share instructional practices that best lead to student achievement

SAS Alignment: Assessment, Instruction

Emphasize instructional focus during PLC time

Description: PLC time will focus more on instructional practices that demonstrate the greatest level of achievement via student data and apply these methods in their classrooms

SAS Alignment: Assessment, Instruction

Implementation Steps:

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Sample Lesson Plans and/or walk-through data indicating a focus on personalized instruction

Specific Targets: PVAAS data indicating that students are achieving at least a year's worth of growth

Strategies:

Implement "best" practices focused on individualizing instruction

Description: Teachers will use a variety of instructional deliveries to stretch and remediate the learning of their students

SAS Alignment: Instruction

Provide additional instructional support to promote instructional experimentation with new practices

Description: Utilize our instructional coach and supervisor to provide instructional support of our teachers as they implement new instructional approaches and resources to meet the needs of all learners

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

Utilize walk-through data to assess level of implementation

Description: Walk-throughs will be utilized to assess level of implementation of new instructional practices

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

Implementation Steps:

Schedule regular data meetings between administrators and teachers

Description: Teachers and administrators will meet regularly to analyze data and share instructional practices that best lead to student achievement

Start Date: 8/4/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Utilize walk-through data to assess level of implementation

Description: Walk-throughs will be utilized to assess level of implementation of new instructional practices

Start Date: 9/2/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Parkland HS.

Assurance of Quality and Accountability

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

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

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Parkland HS in the Parkland SD for the 2014-2015 school-year.

Affirmed by Richard Sniscak on 8/28/2014

Superintendent/Chief Administrator

Affirmed by Roberta Marcus on 8/28/2014

Board President

No signature has been provided

IU Executive Director

Parkland HS
Goal Projected Costs

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	
Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	\$0.00
Minus Multipurpose Implementation Steps	\$0.00
Total Projected Cost	\$0.00

Goal #1:	Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	
Strategies	Professional Development focused on the use of data to personalize instruction for all students Schedule regular data meetings between administrators and teachers Emphasize instructional focus during PLC time	
Goal #2:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	
Strategies	Implement "best" practices focused on individualizing instruction Provide additional instructional support to promote instructional experimentation with new practices Utilize walk-through data to assess level of implementation	
Schedule regular data meetings between administrators and teachers		\$0.00
Utilize walk-through data to assess level of implementation		\$0.00
	Goal #2 Total	\$0.00

Parkland HS Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students				
Strategies Professional Development focused on the use of data to personalize instruction for all students Schedule regular data meetings between administrators and teachers Emphasize instructional focus during PLC time				
Start	End	Implementation Step Title	Description	Responsible
Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching				
Strategies Implement "best" practices focused on individualizing instruction Provide additional instructional support to promote instructional experimentation with new practices Utilize walk-through data to assess level of implementation				
Start	End	Implementation Step Title	Description	Responsible
8/4/2014	6/12/2015	Schedule regular data meetings between administrators and teachers	Teachers and administrators will meet regularly to analyze data and share instructional practices that best lead to student achievement	Principal, Asst. Principals, Instructional Supervisor, Dept. Heads
9/2/2014	6/12/2015	Utilize walk-through data to assess level of implementation	Walk-throughs will be utilized to assess level of implementation of new instructional practices	Principal, Asst. Principals, Instructional Supervisor, Instructional Coach, Dept. Heads