VISION FOR LEARNING

Students will master core content, think critically and solve problems using creativity. They will have the necessary tools to effectively communicate through oral communication, written communication and other media, as needed. Students will also be respectful, responsible and productive members of society who seek life-long learning opportunities.

STEERING COMMITTEE

Name	Position	Building/Group
Tricia Mayo	Principal	Penn Hills High School
Ashley Smith	HSV/Social Worker	Penn Hills High School
Matthew Herdman	Math Teacher	Penn Hills High School
Zach Benkovitz	Special Education Teacher	Penn Hills High School
Jeremy Rega	Data/Instructional Coach	Penn Hills High School
Theresa Gerken	Community Member	Penn Hills High School
Angel Johnson	Student	Penn Hills High School
Renel Williams	District Level Leaders	Penn Hills High School
Brian Francis	Teacher	Penn Hills High School
Dina Hartford	Other	Allegheny Intermediate Unit
Deidre Lesesne	Parent	Penn Hills High School
Dawn GOlden	Chief School Administrator	Penn Hills School District

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we create a schedule in which teachers have more time for collaboration with peers and instruction of students, then we can collectively grow professionally and develop in-depth learning experiences, and our students will be challenged and have their needs met in order to grow and achieve.	Mathematics English Language Arts
If we can support a system that identifies and encourages mentoring and supporting our high-needs students based on attendance, then we can collectively share the responsibility of increasing daily student attendance and decreasing chronic absenteeism, and our students will perform at higher levels and be college and career ready.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy
Collaborative data reviews and planning time

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	30% of students will make 1 SEM of growth on the Algebra CDT by the end of June 30, 2024 in the student groups African-American and Students with Disabilities.

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	40% of students will make 1 SEM of growth on the ELA CDT by the end of June 30, 2024 in the student groups African-American and Students with Disabilities.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administration works with central office staff to manipulate the master schedule for an eight period day	2023-07-03 - 2023-08-11	Principal	Master Schedule Student Schedule Revised Bell Schedule
Establish PLCs within the master schedule to allow teachers time to share ideas and collaborate	2023-07-03 - 2023-08-11	Principal	Master Schedule
Provide ongoing PD that provides opportunities for data review/analysis, collaboration and planning	2023-08-14 - 2024-05-31	Administrative Team, Data Coach	CDT data, teacher feedback
Monthly Data Team meetings	2023-09-01 - 2024-05-31	Administration, Data Coach, Department Chairs/teachers	CDT data, teacher data, other data points as deemed appropriate by the team - used to aid in planning PD

Anticipated Outcome

A revised master and bell schedule that allows for more instructional time rooted in data analysis

Monitoring/Evaluation

Administration will review notes from monthly data meetings and will review CDT data quarterly to see what progress is being made

Evidence-based Strategy
Check and Connect

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	Students participating in Check & Connect will strive for less than 5 missed days in quarter 3 and quarter 4, resulting in 80% of C&C students missing less than 18 days by end of school year 23-24.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train staff on Check and Connect	2023-09-01 - 2023-10-02	Administration/AIU TaC	Data, Criteria for students eligible
Identify students who will participate in Check & Connect	2023-12-09 - 2024-01-04	Administration, Social Worker, Guidance Counselors	Skyward
Pair students with supporting staff	2023-12-10 - 2024-01-04	Administration, Social Worker	Meeting time to develop the list of students with trained faculty/staff. Check & Connect system for pairing.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Hold monthly Check & Connect meetings	2024-01-04 - 2024-05-31	Social Worker	Resources for teachers for students with unique circumstances; Skyward data
Complete documentation of C& C interactions and data reviewed with student	2024-01-04 - 2024-05-31	C&C mentor with support of Social Worker	C&C App or form, time to meet

Anticipated Outcome

The number of students who are habitually absent will decrease from the previous year, and the students identified through Check & Connect will show improved behaviors (attendance, grades, behavior).

Monitoring/Evaluation

Monthly meetings with Administration, Social Worker & Guidance Counselors to check in; review C&C forms and student data (attendance, grades, behavior) monthly to plan individualized next steps

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
30% of students will make 1 SEM of growth on the Algebra CDT by the end of June 30, 2024 in the student groups African-American and Students with Disabilities. (Math) 40% of students will make 1 SEM of growth on the ELA CDT by the end of June 30, 2024 in the student groups African-American and Students with Disabilities. (ELA)	Collaborative data reviews and planning time	Provide ongoing PD that provides opportunities for data review/analysis, collaboration and planning	08/14/2023 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students participating in Check & Connect will strive for less than 5 missed days in quarter 3 and quarter 4, resulting in 80% of C&C students missing less than 18 days by end of school year 23-24. (Attendance)	Check and Connect	Train staff on Check and Connect	09/01/2023 - 10/02/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students participating in Check & Connect will strive for less than 5 missed days in quarter 3 and quarter 4, resulting in 80% of C&C students missing less than 18 days by end of school year 23-24. (Attendance)	Check and Connect	Complete documentation of C& C interactions and data reviewed with student	01/04/2024 - 05/31/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

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

Chief School Administrator

School Improvement Facilitator Signature   Dina Hartford   2023-08-30

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Proficiency in Algebra 1 Keystone Exam -Significant increase (+15.2%) in proficiency rate of black student group (39.3%) in 21-22 school year. White students (52.6%) and Economically disadvantaged students (46%) also met interim benchmark in Algebra proficiency and increased from previous year.

The regular attendance rate for all student groups increased, with an overall rate of 74.8%. There is also a decrease in the number of habitually truant students (down to 25.2% from 31.5%).

Economically Disadvantaged and Students with Disabilities met interim growth target in Biology. White students exceeded interim growth target.

While all student groups increased in attendance from previous year (African American, Hispanic, multi-racial, economically disadvantaged and students with disabilities) only the white student group met the interim benchmark (84.2%).

The STAR reading test demonstrated growth in ELA.

Students are passing their English classes.

Science class sizes for science range between 20-25, which

Challenges

Despite an increase in attendance, no groups are meeting targets with the exception of white students.

Graduation rates decreased from previous year for all groups: black, white, economically disadvantaged and students with disabilities. No groups are meeting targets.

No student group met interim target for proficiency in Keystone Literature: Black 21.4%, White 45.3%, Economically disadvantaged 21.7% and Students with Disabilities 11.1% Note: Lower proficiency rate for groups is likely due to much lower participation rates.

No student group met interim target demonstrating growth in Algebra: African American, White, Economically Disadvantaged, Students with Disabilities. Although Students with disabilities increased from the previous year.

Attendance in math classes is a challenge to assuring student understanding of the content, especially with the drop schedule.

The transient nature of students limits instructional time with them in the classroom, and their math experience, upon entry, can lead to gaps.

Strengths	Challenges
provides opportunities for students to ask questions and assure understanding of content.	Student proficiency on Keystone exams still needs to improve. This needs to be a focus of professional development and instruction.
Students demonstrated growth on the Science CDT.	Student absences were another component that may have contributed to the success of students within science class. Missing one day of instruction was challenging to make up.
The STAR Math test demonstrated modest growth.	
The attendance rate of black students has improved - up to 71.6% (from 68.3%).	Implement evidence-based strategies to engage families to support learning.
Provide frequent, timely, and systematic feedback and support on instructional practices	Use multiple strategies for professional development based on the needs identified by the data from formal and informal observations
Continue to implement a multi-tiered system of supports for academics and behavior	
Guidance counselors are meeting and working with students on a regular basis.	Additional, more specific, career readiness opportunities should be offered to students more frequently.
All students take a course (Career Pathways) to help prepare them for entering the job force.	Students do not have an opportunity to provide feedback/suggestions about career readiness options they would like to see. We have to increase student voice in the process.
Professional development and teacher preparedness led to rigorous instruction within math classrooms.	Growth on the STAR ELA assessment was modest.
Attendance has improved for students with disabilities, despite falling short of the statewide target. Regular attendance is up to	The drop schedule contributed to a loss of instructional time in science classes, thus impacting how much time students spent

Strengths

71.1%, up from 61.8%.

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

Challenges

with teachers in class.

Students with disabilities need more opportunities for individualized time on assignments; we need to examine the need to reintegrate a resource room.

Although black students have seen improvement in their attendance, it still falls below the statewide goal.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

Most Notable Observations/Patterns

The graduation rate has decreased based on new and established team procedures to track and record entry and withdrawal for our transient population. Regular attendance is still a concern, despite showing some improvement and contributes to our low achievement and growth. The overall achievement and growth in ELA and Math, along with the achievement and growth gaps, remains a concern. In summary, attendance and student performance in ELA and math for all students will be a focus of this plan.

Challenges	Discussion Point	Priority for Planning
Despite an increase in attendance, no groups are meeting targets with the exception of white students.	Attendance is still a concern, despite showing an overall improvement. Missed instructional time, coupled with the drop schedule, often made it difficult for students to recall information and make up missed work. We have to work with our social worker and counseling department to address this need.	✓
Additional, more specific, career readiness opportunities should be offered to students more frequently.	Students engage in workshops and meetings with counselors; however, we need to do more to provide meaningful opportunities for students to be prepared for the work force. Integrating student voice is something that will prove to be helpful.	
Student proficiency on Keystone exams still needs to improve. This needs to be a focus of professional development and instruction.	Although we saw some improvement on last year's Keystone scores, the loss of instructional time with the drop schedule may lead to another decline. Having a complete Administrative team will allow us to focus on academics and helping teachers develop lessons that are meaningful and engaging to students.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Collaborative data reviews and planning time

Action Steps	Anticipated Start/Completion Date
Administration works with central office staff to manipulate the master schedule for an eight period day	07/03/2023 - 08/11/2023

Monitoring/Evaluation	Anticipated Output
Administration will review notes from monthly data meetings and will review CDT data quarterly to see what progress is being made	A revised master and bell schedule that allows for more instructional time rooted in data analysis

Material/Resources/Supports Needed	PD Step
Master Schedule Student Schedule Revised Bell Schedule	no

Action Steps	Anticipated Start/Completion Date
Establish PLCs within the master schedule to allow teachers time to share ideas and collaborate	07/03/2023 - 08/11/2023

Monitoring/Evaluation	Anticipated Output
Administration will review notes from monthly data meetings and will review CDT data quarterly to see what progress is being made	A revised master and bell schedule that allows for more instructional time rooted in data analysis

Material/Resources/Supports Needed	PD Step
Master Schedule	no

Action Steps	Anticipated Start/Completion Date
Provide ongoing PD that provides opportunities for data review/analysis, collaboration and planning	08/14/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Administration will review notes from monthly data meetings and will review CDT data quarterly to see what progress is being made	A revised master and bell schedule that allows for more instructional time rooted in data analysis

Material/Resources/Supports Needed	PD Step
CDT data, teacher feedback	yes

Action Steps	Anticipated Start/Completion Date
Monthly Data Team meetings	09/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Administration will review notes from monthly data meetings and will review CDT data quarterly to see what progress is being made	A revised master and bell schedule that allows for more instructional time rooted in data analysis

Material/Resources/Supports Needed	PD Step
CDT data, teacher data, other data points as deemed appropriate by the team - used to aid in planning PD	no

Action Plan: Check and Connect

Action Steps	Anticipated Start/Completion Date
Train staff on Check and Connect	09/01/2023 - 10/02/2023

Monitoring/Evaluation	Anticipated Output
Monthly meetings with Administration, Social Worker & Guidance Counselors to check in; review C&C forms and student data (attendance, grades, behavior) monthly to plan individualized next steps	The number of students who are habitually absent will decrease from the previous year, and the students identified through Check & Connect will show improved behaviors (attendance, grades, behavior).

Material/Resources/Supports Needed	PD Step
Data, Criteria for students eligible	yes

Action Steps	Anticipated Start/Completion Date
Identify students who will participate in Check & Connect	12/09/2023 - 01/04/2024

Monitoring/Evaluation	Anticipated Output
Monthly meetings with Administration, Social Worker & Guidance Counselors to check in; review C&C forms and student data (attendance, grades, behavior) monthly to plan individualized next steps	The number of students who are habitually absent will decrease from the previous year, and the students identified through Check & Connect will show improved behaviors (attendance, grades, behavior).

Material/Resources/Supports Needed	PD Step
Skyward	no

Action Steps	Anticipated Start/Completion Date
Pair students with supporting staff	12/10/2023 - 01/04/2024

Monitoring/Evaluation	Anticipated Output
Monthly meetings with Administration, Social Worker & Guidance Counselors to check in; review C&C forms and student data (attendance, grades, behavior) monthly to plan individualized next steps	The number of students who are habitually absent will decrease from the previous year, and the students identified through Check & Connect will show improved behaviors (attendance, grades, behavior).

Material/Resources/Supports Needed		PD Step
Meeting time to develop the list of students with trained faculty/staff. Check & Connect system for pairing.		no

Action Steps	Anticipated Start/Completion Date
Hold monthly Check & Connect meetings	01/04/2024 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Monthly meetings with Administration, Social Worker & Guidance Counselors to check in; review C&C forms and student data (attendance, grades, behavior) monthly to plan individualized next steps	The number of students who are habitually absent will decrease from the previous year, and the students identified through Check & Connect will show improved behaviors (attendance, grades, behavior).

Material/Resources/Supports Needed	PD Step
Resources for teachers for students with unique circumstances; Skyward data	no

Action Steps	Anticipated Start/Completion Date
Complete documentation of C& C interactions and data reviewed with student	01/04/2024 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Monthly meetings with Administration, Social Worker & Guidance Counselors to check in; review C&C forms and student data (attendance, grades, behavior) monthly to plan individualized next steps	The number of students who are habitually absent will decrease from the previous year, and the students identified through Check & Connect will show improved behaviors (attendance, grades, behavior).

Material/Resources/Supports Needed	PD Step
C&C App or form, time to meet	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
30% of students will make 1 SEM of growth on the Algebra CDT by the end of June 30, 2024 in the student groups African-American and Students with Disabilities. (Math) 40% of students will make 1 SEM of growth on the ELA CDT by the end of June 30, 2024 in the student groups African-American and Students with Disabilities. (ELA)	Collaborative data reviews and planning time	Provide ongoing PD that provides opportunities for data review/analysis, collaboration and planning	08/14/2023 - 05/31/2024
Students participating in Check & Connect will strive for less than 5 missed days in quarter 3 and quarter 4, resulting in 80% of C&C students missing less than 18 days by end of school year 23-24. (Attendance)	Check and Connect	Train staff on Check and Connect	09/01/2023 - 10/02/2023
Students participating in Check & Connect will strive for less than 5 missed days in quarter 3 and quarter 4, resulting in 80% of C&C students missing less than 18 days by end of school year 23-24. (Attendance)	Check and Connect	Complete documentation of C& C interactions and data reviewed with student	01/04/2024 - 05/31/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Monthly PD	Faculty	Lesson planning, PA standards, Curriculum mapping, Webb's and Bloom's, formative assessment, data analysis, other ideas as deemed necessary and appropriate

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans, curriculum maps, observation data, walkthrough data	08/14/2023 - 05/31/2024	Administration, Renel Williams, teachers based on need and areas of expertise; data manager

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings
3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings
1e: Designing Coherent Instruction	
1c: Setting Instructional Outcomes	
2b: Establishing a Culture for Learning	
3d: Using Assessment in Instruction	
3c: Engaging Students in Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Check & Connect Training	Faculty and staff	Check and Connect program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Effective use of the Check & Connect program by mentoring staff	12/14/2023 - 01/04/2024	Administration, Social Worker

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings
2a: Creating an Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share plan with the board	ATSI plan and journey	In person (Board Meeting)	School Board	August 2023
Share plan with faculty and staff	ATSI plan and journey	In person (PD)	Faculty and Staff	August 2023
Share plan with parents and school community	Plan, goals	Website, emails, in-person meetings	Parents and school community	September 2023
Plan updates with parents and school community	Update of the plan's progress and effectiveness	Website, emails, in-person meetings	Parents and school community	October 2023 - May 2024