

STEELTON-HIGHSPIRE SD

PO Box 7645

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

Mission: Together, we work with members of the board, district staff and community to educate and develop the whole child to compete, produce, and lead in our ever changing society.

VISION STATEMENT

Steelton-Highspire School District is transforming to excellence in all services and for all students.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

As students: Everyone is treated with dignity and respected for his/her uniqueness.

STAFF

As a staff: Students are our primary focus and responsibility. Disciplined behavior and pro-social skills are basic to continued growth for all students.

ADMINISTRATION

As an administration: Students are our primary focus and responsibility. A strong educational program supported by high quality resources will enhance the education of our students. District programs are enhanced when supported by continuous training of staff.

PARENTS

As parents: Cooperation among and commitment from students, parents, community, administration, faculty and support staff are essential parts of our learning environment.

COMMUNITY

As a community: The Steelton-Highspire School District values relationships, tradition, competition, and our alumni.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Michael Iskric	Administrator	Steelton-Highspire SD
Amanda Walk	Instructional Coach	Steelton-Highspire SD
Trevor Saylor	Other	Capital Area Intermediate Unit
Willie Slade	Administrator	Steelton-Highspire SD
Eleni Cordero	Administrator	Steelton-Highspire SD
Sarah Kelly	Staff Member	Sarah Kelly Education Services LLC
Keri Poston	Administrator	Special Education
Tarah Gross	Administrator	Steelton-Highspire SD
Mark Wise	Staff Member	Steelton-Highspire SD
Tiffany Robinson	Parent	Steelton-Highspire SD

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

District administration and consultants will build capacity of principals and assistant principals in the supervision and evaluation process to support teacher growth.

Essential Practices 2: Empower Leadership

Teachers and support staff will implement evidence-based instructional strategies and programs with fidelity to ensure equitable access to learning.

Essential Practices 1: Focus on Continuous Improvement of Instruction

SHSD will build a stronger academic and social-emotional culture through the use of local assessment data in order to establish a learning environment appropriate to students.

Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Make Data Part of an Ongoing Cycle of Instructional Improvement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Data-Informed Instruction In order to build a better academic and social-emotional culture, teachers and administrators will know how to

Goal Nickname**Measurable Goal Statement (Smart Goal)**

prepare, assess, access and reflect on a variety of assessment measures Staff will be able to provide high-quality feedback to students resulting in better student performance. Evidence will be found in lesson plans, formal and informal observations.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Establish data meeting protocols, agendas

2022-08-29 - 2022-09-28

Building administration

CAIU, Consultant, data meeting schedule

Collect, analyze and share data at quarterly meetings

2022-08-29 - 2023-05-31

Building administration, department chairs

data from various assessments

Anticipated Outcome

Clear vision/values/goals around data use. Schedule of trainings and data meetings, Coherent and consistent used data analysis protocol implemented with fidelity

Monitoring/Evaluation

Building administration will monitor through attending meetings, reflecting on the assessment data

Evidence-based Strategy

Coaching and Expert Support

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Building Capacity in Leadership

In order to build leadership capacity, building principals will engage in a professional learning community around the resources from PA's Continuous Improvement Resources, professional consultation and resources from the Danielson Framework for Teaching. This will be incorporated into formal and informal observations.

Action Step

Anticipated

Start/Completion

Lead

Person/Position

Materials/Resources/Supports

Needed

Establish goals and meeting agendas; meet and guide principals in walk-throughs and observations, reflect on practices, coach on how to provide meetings, PIPS

2022-08-29 -
2023-05-31

Building
Administration,
Expert
Consultant

meeting agendas,
Supervision and
observation
books/resources

Anticipated Outcome

Gain a solid understanding and foundation of how to best use the Danielson framework to enhance teacher effectiveness

Monitoring/Evaluation

Monthly feedback and dialogue; anecdotal evidence

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In order to build leadership capacity, building principals will engage in a professional learning community around the resources from PA's Continuous Improvement Resources, professional consultation and resources from the Danielson Framework for Teaching. This will be incorporated into formal and informal observations. (Building Capacity in Leadership)	Coaching and Expert Support	Establish goals and meeting agendas; meet and guide principals in walk-throughs and observations, reflect on practices, coach on how to provide meetings, PIPS	08/29/2022 - 05/31/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
In order to build a better academic and social-emotional culture, teachers and administrators will know how to prepare, assess, access and reflect on a variety of assessment measures Staff will be able to provide high-quality feedback to students resulting in better student performance. Evidence will be found in lesson plans, formal and informal observations. (Data-Informed Instruction)	Make Data	Establish data	08/29/2022
	Part of an Ongoing Cycle of Instructional Improvement	meeting protocols, agendas	- 09/28/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

Michael Iskric, Jr.

2022-08-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Partner with local businesses, community organizations, and other agencies to meet the needs of the district.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

Foster a vision and culture of high expectations for success for all students, educators, and families

SHSD Elementary uses the MTSS model to help students attain mastery of reading skills.

Teachers will begin to use CDT and Exact Path (pilot) data to identify mathematics needs of students.

The science department has spent considerable time examining and aligning curriculum to the new NGSS standards that will go into effect in 2023-2024 school year.

SHSD JR/SR worked with students who were short credits for

Challenges

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Coordinate and monitor supports aligned with students' and families' needs.

Strengthening the MTSS model is critical to the success of our students.

Students are many levels behind and fall further behind without mastering content necessary for success at grade level.

Many courses will be updated with new standards which will be

Strengths

graduation by implementing an online solution to get students what they need to pass courses.

SHSD has support from CAIU, consultants and dedicated administrators working to improve graduation rates and equitable access.

2019-2020 PSSA Science

PSSA Data for Economically Disadvantaged subgroup

2020-2021 English Language Development Growth and Attainment

Many students across the district are meeting growth standards in Science.

Economically disadvantaged students outperform the All Student group in many tested grades and subjects.

English Language Growth Development and Attainment at the elementary school outperforms the statewide average.

SHSD always places high priority on our student services plan

Challenges

important for teachers to understand how to provide instruction in these standards.

Collection of Career Readiness piece of evidence continues to be a challenge.

Exposing students to local businesses who offer internships or school-to-work programs.

2019-2020 PSSA and PVAAS

Graduation Rate

Attendance Rates

2020-2021 PSSA and PVAAS

College and Career Measures need to be more consistent across both schools.

Attendance is still a challenge. Many older students need to walk younger students to school, which causes some to be late.

The pass rate for many subjects is less than 5%.

Teachers need to be provided professional development in their instructional practices around teaching students how to read, analyze, and write responses to text (Text Dependent Analysis).

Challenges

At this time, no other plans would have an impact on achieving the mission and vision.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
<p>Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.</p>	<p>Evidence from previous years observations show that teachers need support in implementing evidence-based instructional strategies and engagement techniques.</p>	
<p>Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.</p>	<p>Administrators will be taking a deeper dive into the Danielson model and how to effectively use the tool for teacher development.</p>	
<p>Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.</p>	<p>SHSD has been actively seeking student teachers at job fairs and recruiting efforts have been made. In general, the teacher pipeline is dwindling across the country.</p>	
<p>Students are many levels behind and fall further behind without mastering content necessary for success at grade level.</p>	<p>While every student in the district is subject to some diagnostic assessment throughout the year, reviewing the data is not apparent and therefore teachers are not meeting students where they are academically.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Make Data Part of an Ongoing Cycle of Instructional Improvement

Action Steps	Anticipated Start/Completion Date
Establish data meeting protocols, agendas	08/29/2022 - 09/28/2022

Monitoring/Evaluation	Anticipated Output
Building administration will monitor through attending meetings, reflecting on the assessment data	Clear vision/values/goals around data use. Schedule of trainings and data meetings, Coherent and consistent used data analysis protocol implemented with fidelity

Material/Resources/Supports Needed	PD Step	Comm Step
CAIU, Consultant, data meeting schedule	no	yes

Action Steps**Anticipated Start/Completion Date**

Collect, analyze and share data at quarterly meetings

08/29/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

Building administration will monitor through attending meetings, reflecting on the assessment data

Clear vision/values/goals around data use. Schedule of trainings and data meetings, Coherent and consistent used data analysis protocol implemented with fidelity

Material/Resources/Supports Needed**PD Step****Comm Step**

data from various assessments

no

no

Action Plan: Coaching and Expert Support

Action Steps	Anticipated Start/Completion Date
Establish goals and meeting agendas; meet and guide principals in walk-throughs and observations, reflect on practices, coach on how to provide meetings, PIPS	08/29/2022 - 05/31/2023

Monitoring/Evaluation	Anticipated Output
Monthly feedback and dialogue; anecdotal evidence	Gain a solid understanding and foundation of how to best use the Danielson framework to enhance teacher effectiveness

Material/Resources/Supports Needed	PD Step	Comm Step
meeting agendas, Supervision and observation books/resources	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In order to build leadership capacity, building principals will engage in a professional learning community around the resources from PA's Continuous Improvement Resources, professional consultation and resources from the Danielson Framework for Teaching. This will be incorporated into formal and informal observations. (Building Capacity in Leadership)	Coaching and Expert Support	Establish goals and meeting agendas; meet and guide principals in walk-throughs and observations, reflect on practices, coach on how to provide meetings, PIPS	08/29/2022 - 05/31/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Book Study - Radical Candor	Building Administration	Situation, Behavior, Impact

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Reflections, discussions	09/01/2022 - 05/31/2023	Sue Sneath

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
In order to build a better academic and social-emotional culture, teachers and administrators will know how to prepare, assess, access and reflect on a variety of assessment measures Staff will be able to provide high-quality feedback to students resulting in better student performance. Evidence will be found in lesson plans, formal and informal observations. (Data-Informed Instruction)	Make Data Part of an Ongoing Cycle of Instructional Improvement	Establish data meeting protocols, agendas	2022-08-29 - 2022-09-28

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
All Staff Meeting and Department Chair Meetings	Teachers	Data protocols, using data in a timely manner, providing feedback to students
Anticipated Timeframe	Frequency	Delivery Method
08/29/2022 - 06/02/2023	Quarterly	Presentation
Lead Person/Position		
Building principals		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The district will use district website and social media sites to communicate with stakeholders about the district plan as well as hold in-person meetings to answer questions and explain priorities.	Topics will include priorities, goals, and the strategies the district will be using to achieve those goals.	District social media pages, district website, meetings with parents and community.	staff, students, parents, and community	The district will start this process in the first part of the school year and continue throughout the year.
