

Ringgold SHS

School Plan | 2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
Ringgold High School		101637002/7019
Address 1		
1 Ram Drive		
Address 2		
City	State	Zip Code
Monongahela	PA	15063
Chief School Administrator		Chief School Administrator Email
Randall Skrinjorich		rskrinjorich@ringgold.org
Principal Name		
Dr. Gregory M. Saraceni		
Principal Email		
gsaraceni@ringgold.org		
Principal Phone Number		Principal Extension
724-258-2200		2301
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Gregory M. Saraceni	High School Principal	Ringgold High School	gsaraceni@ringgold.org
Mary Grace Stutzman	Assistant Principal	Ringgold High School	mstutzman@ringgold.org
Kym Cancilla	Special Education Teacher	Ringgold High School	kcancilla@ringgold.org
Kimberley Leasure	Teachers' Union President	Ringgold High School	kleaseure@ringgold.org
Dan Shipman	Teacher	RHS Social Studies/Dean of Students	dshipman@ringgold.org
Mandy Lutska	Teacher	Gifted/P.E.	mlutska@ringgold.org
Natalie Hess	Teacher	BCIT/ Activities Director	nhess@ringgold.org
Kasandra Staffen	Parent	Ringgold High School	kstaffen@ringgold.org
Greg Locy	Other	Ringgold High School	glocy@ringgold.org
Jamie Brownfield	Parent	Ringgold High School	jbrownfield@ringgold.org

Vision for Learning

Vision for Learning

Vision: Preparing the leaders of tomorrow, one student at a time. Mission: The mission of the Ringgold School District is to provide a world-class, student-centered education that maintains high expectations and ensures successful outcomes for every student through participation in an academically intensive environment that develops and prepares the whole child for entry into an ever-changing global workforce.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Algebra I Keystone Exam ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations In 2021-2022, 61.1% of this student group scored proficient or advanced on the Algebra I Keystone Exam, which is an increase in performance from the previous year.
Indicator Biology Keystone Exam ESSA Student Subgroups White	Comments/Notable Observations In 2021-2022, this cohort obtained an 80% growth score, which was above the statewide growth standard of 70%.

Challenges

Indicator Literature Keystone Exam - Achievement ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 2021-2022: Only 53.7% of students achieved at the proficient or advanced level. The statewide average was 54.1%; however, the 2030 goal is 81.1% leaving a lot of room to improve. It is important to note that all measurable student groups were trending in the positive direction even though each need not hit the achievement target.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Biology Keystone Exam - Achievement ESSA Student Subgroups	Comments/Notable Observations 2021-2022: Only 36.7% of students achieved at the proficient or advanced level. The statewide average was 54.4%. The 2030 goal is 83%, which again leaves a lot of room to improve.

White, Economically Disadvantaged	However, unlike the Literature Exam results, all measurable student groups were trending in the negative direction leading to question whether the downward trend is caused by unaligned curriculum, poor instructional decisions, student apathy, a combination of or a result of something different.
Indicator Literature Keystone Exam - Growth ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 2021-2022: 50% growth score; the subgroup, students with disabilities, had a 66% growth score.
Indicator Algebra Keystone Exam - Growth ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 2021-2022: 50% growth score
Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 2020-2021 70% of students with regular attendance is below the state wide average of 82.2%.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

According to the 2021-2022 Algebra I Keystone - 61.1% of all student groups scored proficient or advanced which is above the state average of 35.7%

In 2021-2022, this Biology cohort obtained an 80% growth score, which was above the statewide growth standard of 70%.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

The annual academic growth expectations for the Literature and Algebra I Keystone Exams were not met by all student group.
In the 2020-2021 school year, regular attendance for all students was 70% which is below the state-wide average of 82.2%.
Literature Keystone Exam 2021-2022: Only 53.7% of students achieved at the proficient or advanced level. The statewide average was 54.1%; however, the 2030 goal is 81.1% leaving a lot of room to improve. It is important to note that all measurable student groups were trending in the positive direction even though each need not hit the achievement target.
Biology Keystone Exam 2021-2022: Only 36.7% of students achieved at the proficient or advanced level. The statewide average was 54.4%. The 2030 goal is 83%, which again leaves a lot of room to improve. However, unlike the Literature Exam results, all measurable student groups were trending in the negative direction leading to question whether the downward trend is caused by unaligned curriculum, poor instructional decisions, student apathy, a combination of or a result of something different.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Growth - The lack of growth is concerning. The academic growth score for 2021-2022 is 50%, which is below the statewide average of 76%.	We have to question whether our curriculum is misaligned, whether we are not using research-based instructional practices, whether student apathy is driving the lack of growth or whether it is a combination of these factors or other factors as a whole.
Achievement - 53.7% of students scored proficient or advanced according to the 2021-2022 data.	Prior to the COVID pandemic, students were stagnating around 62% proficient/advanced. However, post-COVID, this percentage has slipped to 53.7%. Though we are looking at separate cohorts of students and cannot compare one group's results to another's, we can glean that the practices that we working prior to COVID are no longer producing the same results. It is time we look at our own practices to see how we can improve in order to better support students.
Trending (Achievement) - In 2021-2022, all measurable subgroups were trending in the positive direction except for the students with disabilities subgroup.	Seeing the positive trend is encouraging; however, it is interesting to note that the trends are based upon an increase or decrease in performance from the previous year. In this case, there is no data from the 2020-2021 SY, so one would expect an increase across all subgroups and that is not the case. Also, we must be cautious comparing different cohorts of students.

English Language Arts Summary

Strengths

Beginning of the year (BOY), mid-year (MOY) and end-of-year (EOY) assessments are administered and aligned to the assessment anchors and eligible content. These assessments are in place to provide snapshots of student performance at different points throughout the school year.

Challenges

Though the BOY, MOY, and EOY assessments are administered, there are questions about how the data are being used. Are they being used to drive instruction to enrich and support students? How are lessons being modified based upon available data?

Research-based best instructional practices that support all students by meeting them where they are and growing them to where they need to be will be critical in seeing growth and improved academic performance.

Mathematics

Data	Comments/Notable Observations
Growth -The lack of growth is concerning. The academic growth score for 2021-2022 is 50%, which is below the statewide average of 76.2%.	As with Literature, we have to question whether our curriculum is misaligned, whether we are not using research-based instructional practices, whether student apathy is driving the lack of growth or whether it is a combination of these factors or other factors as a whole. However, unlike Literature, all subgroups are trending in a negative direction or are remaining stagnant.
Achievement - 61.1% of students scored proficient or advanced according to the 2021-2022 data.	The achievement scores have been consistent, between 59.4% - 62.3% for the past four school years. Though it is comparing different cohorts of students, which is something we should not ever do, this data reveals there has to be some consistency in the curriculum alignment to the standards, the instructional methodologies of the teachers, or the students' willingness to learn.
Trending (Achievement) - In 2021-2022, all measurable subgroups were trending in the positive direction.	It is encouraging to see a positive trend to this data. Each subgroup has made measurable gains with the economically disadvantaged subgroup making a 11.3% gain. However, we must be cautious comparing different groups of students.

Mathematics Summary

Strengths

In 2021-2022, 61.1% of students scored proficient or advanced.
All measurable subgroups were trending in the positive direction with two of the three being identified as meeting or exceeding the interim target while increasing in performance from the previous year.
In 2021-2022, 25.9% of students scored advanced; in comparison, the statewide average of students scoring advanced was 14.6%.

Challenges

Though students were achieving (61.1% proficient/advanced), they were not growing. Students' academic growth score was 50%, which was below the statewide average of 76.2%.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Growth - Interestingly, students were able to exceed the standard demonstrating growth, earning 80%. The statewide average was	Though the academic growth expectations surpassed the statewide average, the data is indicating a negative trend, which is concerning.

74.6%.	
Achievement - 36.7% of students scored proficient or advanced according to the 2021-2022 data.	This achievement score is the lowest achievement score in four years. Though we must exercise caution comparing different cohorts' achievement score, it allows us to see that the practices we were using pre-pandemic are not effective post-pandemic. With the upcoming shift to the new Biology standards, we also need to look our own practices to see how we can improve in order to better support students.
Trending (Achievement) - In 2021-2022, all measurable subgroups were trending in the negative direction.	It is concerning that all measurable subgroups are trending in the negative direction and each did not meet the statewide goal/interim target.

Science, Technology, and Engineering Education Summary

Strengths

In 2021-2022, the academic growth score was 80%.
15% of students who successfully completed the Biology Keystone Exam earned a score of Advanced. That 15% represents 41% of all test takers who successfully completed the exam.

Challenges

The percentage of students scoring proficient or advanced in Biology is 36.7%.
All measurable student subgroups were trending downwards for students scoring proficient or advanced on the Biology Keystone Exam.

Related Academics

Career Readiness

Data	Comments/Notable Observations
97.7% of students met the Career Standards Benchmark in the 2021-2022 school year.	Though we did not achieve the 98% statewide performance standard, we exceed the statewide average of 88.3%.
33% of students scored advanced on industry-based competency exams.	Interestingly, this is a significant decrease from previous years. In 2018-2019 92.6% scored advanced; in 2019-2020 92.6% scored advanced; in 2020-2021 80.2% scored advanced. Though comparing different cohorts of students is not necessarily the best way to compare data, it would be interesting to know if there were changes to the exam (like the changes to the math pssa a few years ago) or if there were other reasons for the significant decline.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Nearly 100% of our students are meeting the career benchmark indicators.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Though we have nearly 100% of our students meeting the career benchmark indicators, I would like to see more opportunities for pre-apprenticeship programs for our students that could potentially lead to a full paid internship or even job offer.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
In 2021-2022, 95.7% of students with disabilities achieved the career standards benchmark.	Students in this subgroup met the interim target and maintained the same performance from the previous year. Again, it is important to note that we must be cautious when comparing two separate cohorts of students.
In 2021-2022, 59.1% of students with disabilities achieved the industry-based learning target.	This percentage of students exceeds the statewide goal. Also, this group maintained the same performance from the previous year. Again, it is important to note that we must be cautious when comparing two separate cohorts of students.
The four-year cohort graduation rate for students with disabilities is 84.6%.	It is important to note that this figure is trending upwards. It has yet to meet the target, but is improving.
In 2020-2021, 59.8% of students with disabilities met the regular attendance target.	This percentage is trending upwards, but it has yet to meet the statewide target.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
In 2021-2022, 93.9% of economically	This percentage meets or exceeds the interim target and maintained the same performance

disadvantaged students achieved the career standards benchmark.	as in the previous year. It is important to note, that we must be cautious when comparing two separate cohorts of students.
In 2020-2021, 52.1% of economically disadvantaged students maintained regular attendance.	This percentage is trending downward and did not meet the statewide target.
The four-year cohort graduation rate for economically disadvantaged students is 86.2%.	It is important to note that this percentage is trending downward and is not meeting the statewide target. It also indicates a decrease in performance from the previous year. However, we are again looking at two different cohorts and two different sets of data.
In 2021-2022, 48.7% of students identified as economically disadvantaged achieved the industry-based learning target.	This percentage exceeds the statewide goal.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The high school counselors have collaborated with teachers to increase the number of opportunities students now have to meet the Career Standards Benchmark within a variety of courses.
The high school administration worked in collaboration with counselors and outside agencies through the Student Assistance Program to identify student with attendance concerns and provide appropriate support to improve attendance for students.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Attendance impacts student achievement, so identifying research based strategies to improve student attendance is critical for student success.
Partnerships with local businesses and community agencies will be expanded through the Transition Coordinator to assist with meeting the career benchmarks.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Implement an evidence-based system of school-wide positive behavior interventions and supports
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Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Partner with local businesses, community organizations, and other agencies to begin partnerships that would allow for pre-apprenticeship programs to be established.
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Provide frequent, timely, and systematic feedback and support on instructional practices.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school.

Align curricular materials and lesson plans to the PA Core Standards
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Align written, taught and assessed curriculum

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
According to the 2021-2022 Algebra I Keystone - 61.1% of all student groups scored proficient or advanced which is above the state average of 35.7%	False
In 2021-2022, this Biology cohort obtained an 80% growth score, which was above the statewide growth standard of 70%.	False
	False
Beginning of the year (BOY), mid-year (MOY) and end-of-year (EOY) assessments are administered and aligned to the assessment anchors and eligible content. These assessments are in place to provide snapshots of student performance at different points throughout the school year.	False
In 2021-2022, the academic growth score was 80%.	False
15% of students who successfully completed the Biology Keystone Exam earned a score of Advanced. That 15% represents 41% of all test takers who successfully completed the exam.	True
In 2021-2022, 61.1% of students scored proficient or advanced.	False
All measurable subgroups were trending in the positive direction with two of the three being identified as meeting or exceeding the interim target while increasing in performance from the previous year.	False
In 2021-2022, 25.9% of students scored advanced; in comparison, the statewide average of students scoring advanced was 14.6%.	True
The high school counselors have collaborated with teachers to increase the number of opportunities students now have to meet the Career Standards Benchmark within a variety of courses.	False
The high school administration worked in collaboration with counselors and outside agencies through the Student Assistance Program to identify student with attendance concerns and provide appropriate support to improve attendance for students.	True
Implement an evidence-based system of school-wide positive behavior interventions and supports	True
	False
	False
Nearly 100% of our students are meeting the career benchmark indicators.	False
	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The annual academic growth expectations for the Literature and Algebra I Keystone Exams were not met by all student group.	False
In the 2020-2021 school year, regular attendance for all students was 70% which is below the state-wide average of 82.2%.	True
Literature Keystone Exam 2021-2022: Only 53.7% of students achieved at the proficient or advanced level. The statewide average was 54.1%; however, the 2030 goal is 81.1% leaving a lot of room to improve. It is important to note that all measurable student groups were trending in the positive direction even though each need not hit the achievement target.	True
	False
Though students were achieving (61.1% proficient/advanced), they were not growing. Students' academic growth score was 50%, which was below the statewide average of 76.2%.	True
Though the BOY, MOY, and EOY assessments are administered, there are questions about how the data are being used. Are they being used to drive instruction to enrich and support students? How are lessons being modified based upon available data?	True
Attendance impacts student achievement, so identifying research based strategies to improve student attendance is critical for student success.	False
Research-based best instructional practices that support all students by meeting them where they are and growing them to where they need to be will be critical in seeing growth and improved academic performance.	False
The percentage of students scoring proficient or advanced in Biology is 36.7%.	False
All measurable student subgroups were trending downwards for students scoring proficient or advanced on the Biology Keystone Exam.	False
Provide frequent, timely, and systematic feedback and support on instructional practices.	False
Partner with local businesses, community organizations, and other agencies to begin partnerships that would allow for pre-apprenticeship programs to be established.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school.	False
Align curricular materials and lesson plans to the PA Core Standards	False
Partnerships with local businesses and community agencies will be expanded through the Transition	False

Coordinator to assist with meeting the career benchmarks.	
Though we have nearly 100% of our students meeting the career benchmark indicators, I would like to see more opportunities for pre-apprenticeship programs for our students that could potentially lead to a full paid internship or even job offer.	False
Biology Keystone Exam 2021-2022: Only 36.7% of students achieved at the proficient or advanced level. The statewide average was 54.4%. The 2030 goal is 83%, which again leaves a lot of room to improve. However, unlike the Literature Exam results, all measurable student groups were trending in the negative direction leading to question whether the downward trend is caused by unaligned curriculum, poor instructional decisions, student apathy, a combination of or a result of something different.	True
Align written, taught and assessed curriculum	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Student attendance is vital to improve student achievement and growth. Therefore student attendance will be targeted for improvement. For students with disabilities and students economically disadvantaged in both Literature and Algebra, growth remains a concern that will be addressed.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In the 2020-2021 school year, regular attendance for all students was 70% which is below the state-wide average of 82.2%.	Student attendance is important academic growth and achievement.	True
Literature Keystone Exam 2021-2022: Only 53.7% of students achieved at the proficient or advanced level. The statewide average was 54.1%; however, the 2030 goal is 81.1% leaving a lot of room to improve. It is important to note that all measurable student groups were trending in the positive direction even though each need not hit the achievement target.	100% of students should meet the Career Standards Benchmark.	True
Though students were achieving (61.1% proficient/advanced), they were not growing. Students' academic growth score was 50%, which was below the statewide average of 76.2%.	Levels of proficiency for Algebra 1 should be 80% or above.	True
Though the BOY, MOY, and EOY assessments are administered, there are questions about how the data are being used. Are they being used to drive instruction to enrich and support students? How are lessons being modified based upon available data?	Improve the literacy levels of all students. Literacy is the foundation for all learning and will have the biggest impact on improving achievement and growth scores for the Keystone Exams.	True
Biology Keystone Exam 2021-2022: Only 36.7% of students achieved at the proficient or advanced level. The statewide average was 54.4%. The 2030 goal is 83%, which again leaves a lot of room to improve. However, unlike the Literature Exam results, all measurable student groups were trending in the negative direction leading to question whether the downward trend is caused by unaligned curriculum, poor instructional decisions, student apathy, a combination of or a result of something different.	Student achievement is not where it needs to be based upon the most recent Keystone results. Discussion needs to focus upon engaging students in the classroom to better support each individually.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The high school administration worked in collaboration with counselors and outside agencies through the Student Assistance Program to identify student with attendance concerns and provide appropriate support to improve	Attendance is an issue that affects the entire school. Work with guidance counselors and teachers will continue in order to improve student attendance.

attendance for students.	
15% of students who successfully completed the Biology Keystone Exam earned a score of Advanced. That 15% represents 41% of all test takers who successfully completed the exam.	Among students taking the Literature, Algebra I, and Biology Keystone exams, there is a percentage of students scoring Advanced but that level is not achieved by every subgroup.
In 2021-2022, 25.9% of students scored advanced; in comparison, the statewide average of students scoring advanced was 14.6%.	
Implement an evidence-based system of school-wide positive behavior interventions and supports	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Student attendance should be at or above the state-wide standard of 94.1%
	All students in 11th grade should meet the Career Standards Benchmarks.
	As we continue to formally assess students (Alg. I, Bio. & Literature) on a quarterly basis, we must begin to examine the data to drive instruction. The focus will be on using the data to redesign instruction to meet the students where they are to grow them to where they need to be.
	As we continue to formally assess students (Alg. I, Bio. & Literature) on a quarterly basis, we must begin to examine the data to drive instruction. The focus will be on using the data to redesign instruction to meet the students where they are to grow them to where they need to be.

Goal Setting

Priority: As we continue to formally assess students (Alg. I, Bio. & Literature) on a quarterly basis, we must begin to examine the data to drive instruction. The focus will be on using the data to redesign instruction to meet the students where they are to grow them to where they need to be.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
S: Staff will redesign instructional practices M: By researching and implementing research-based best instructional practices A: As a way to better engage students and show the applicability of the subject matter R: In order to improve student achievement, and student growth T: Over the course of the school year. Goal: Staff will redesign instructional practices by researching and implementing research-based best instructional practices as a way to better engage students and show the applicability of the subject matter in order to improve student achievement, and student growth by 10% over the course of the school year.			
Measurable Goal Nickname (35 Character Max)			
Literacy Skills			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2.5% growth by the end of the first quartile With the overall 2.5% growth, we will also see a 2.5% gain in achievement because students can grow with improving their achievement as well.	An additional 2.5% growth by the end of the second quartile With the overall 5% growth, we will also see a 5% gain in achievement because students can grow with improving their achievement as well.	An additional 2.5% growth by the end of the third quartile With the overall 7.5% growth, we will also see a 7.5% gain in achievement because students can grow with improving their achievement as well.	An additional 2.5% growth by the end of the fourth quartile for a total of 10% growth With the 10% growth, we will also see a 10% gain in achievement because students can grow with improving their achievement as well.

Priority: As we continue to formally assess students (Alg. I, Bio. & Literature) on a quarterly basis, we must begin to examine the data to drive instruction. The focus will be on using the data to redesign instruction to meet the students where they are to grow them to where they need to be.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
S: Staff will redesign instructional practices M: By researching and implementing research-based best instructional practices A: As a way to better engage students and show the applicability of the subject matter R: In order to improve student achievement, and student growth T: Over the course of the school year. Goal: Staff will redesign instructional practices by researching and implementing research-based best			

instructional practices as a way to better engage students and show the applicability of the subject matter in order to improve student achievement, and student growth by 10% over the course of the school year.

Measurable Goal Nickname (35 Character Max)

Algebra Skills - Project Based Learning / Numeracy (Mathematical Literacy)

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2.5% growth by the end of the first quartile With the overall 2.5% growth, we will also see a 2.5% gain in achievement because students can grow with improving their achievement as well.	An additional 2.5% growth by the end of the second quartile With the overall 5% growth, we will also see a 5% gain in achievement because students can grow with improving their achievement as well.	An additional 2.5% growth by the end of the third quartile With the overall 7.5% growth, we will also see a 7.5% gain in achievement because students can grow with improving their achievement as well.	An additional 2.5% growth by the end of the fourth quartile for a total of 10% growth With the 10% growth, we will also see a 10% gain in achievement because students can grow with improving their achievement as well.

Priority: Student attendance should be at or above the state-wide standard of 94.1%

Outcome Category

Regular Attendance

Measurable Goal Statement (Smart Goal)

S: Staff will work with all students to assist them in seeing the value in attending school regularly. M: By redesigning instruction (teachers assisted by administration) to show students the applicability of the subject matter A: Over the course of the school year R: In order to grow our percentage of students with regular attendance to 90% or above T: By the end of the school year. Goal: Staff will work with all students to assist them in seeing the value in attending school regularly by redesigning instruction (teachers assisted by administration) to show students the applicability of the subject matter, through each unit, in order to grow our percentage of students with regular attendance to 90% or above by the end of the school year.

Measurable Goal Nickname (35 Character Max)

Regular student attendance - The Leader in Me

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
90% regular attendance	90% regular attendance	90% regular attendance	90% regular attendance

Outcome Category

Other

Measurable Goal Statement (Smart Goal)

Measurable Goal Nickname (35 Character Max)

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: All students in 11th grade should meet the Career Standards Benchmarks.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
S: Students will complete the Career Standards Benchmark M: By completing the required minimum of eight (8) pieces of evidence A: At the rate of two (2) pieces per year R: In order to meet the graduation requirement set forth by PDE T: Over the course of each student's freshman, sophomore, and junior years. Goal: Students will complete the Career Standards Benchmark by submitting the required minimum of eight (8) pieces of evidence, at the rate of two (2) pieces per year, in order to meet the graduation requirement set forth by PDE, over the course of each student's freshman, sophomore, and junior years.			
Measurable Goal Nickname (35 Character Max)			
Career Artifacts - Project-Based Learning			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A minimum of two (2) artifacts over the course of each freshman, sophomore, and junior year.	A minimum of two (2) artifacts over the course of each freshman, sophomore, and junior year.	A minimum of two (2) artifacts over the course of each freshman, sophomore, and junior year.	A minimum of two (2) artifacts over the course of each freshman, sophomore, and junior year.

Action Plan

Measurable Goals

Literacy Skills	Algebra Skills - Project Based Learning / Numeracy (Mathematical Literacy)
Regular student attendance - The Leader in Me	
Career Artifacts - Project-Based Learning	

Action Plan For: Reading Apprenticeship

Measurable Goals:
<ul style="list-style-type: none"> S: Staff will redesign instructional practices M: By researching and implementing research-based best instructional practices A: As a way to better engage students and show the applicability of the subject matter R: In order to improve student achievement, and student growth T: Over the course of the school year. Goal: Staff will redesign instructional practices by researching and implementing research-based best instructional practices as a way to better engage students and show the applicability of the subject matter in order to improve student achievement, and student growth by 10% over the course of the school year.

Action Step		Anticipated Start/Completion Date	
Secure funding for Reading Apprenticeship training		2023-06-07	2023-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Crombie - Director of Curriculum	Approval from the Superintendent and School Board to utilize already secured grants funds for the PD.	No	
Action Step		Anticipated Start/Completion Date	
Reading Apprenticeship training		2023-06-07	2023-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Apprenticeship facilitators	Will be provided by the facilitators	Yes	
Action Step		Anticipated Start/Completion Date	
Teachers will begin modifying and adapting lesson plans to build in the instructional framework approach taught during the training.		2023-06-07	2023-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA & Social Studies teachers; supervised by building administration	Curriculum and supplemental resources, Reading Apprenticeship materials	No	

Action Step		Anticipated Start/Completion Date	
Begin instructing using the Reading Apprenticeship Framework		2023-08-28	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA & Social Studies teachers; supervised by building administration	Lesson plans, assessments, Reading Apprenticeship materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
ELA and Social Studies teachers will be trained in using the Reading Apprenticeship Framework as a primary means of instruction in their classrooms.	Training will be conducted during the summer of 2023 for teachers by trained Reading Apprenticeship facilitators. Building administration will be responsible for monitoring the implementation of the Reading Apprenticeship Framework. Building administrators through walkthroughs, Reading Apprenticeship school team meetings, and review of student assessments --Walkthroughs will take place frequently throughout the course of the year. Reading Apprenticeship school team meetings will take place bi-weekly, and review of student assessments will take place before, during, and after the school team meetings.

Action Plan For: Collins Writing

Measurable Goals:
<ul style="list-style-type: none"> S: Staff will redesign instructional practices M: By researching and implementing research-based best instructional practices A: As a way to better engage students and show the applicability of the subject matter R: In order to improve student achievement, and student growth T: Over the course of the school year. Goal: Staff will redesign instructional practices by researching and implementing research-based best instructional practices as a way to better engage students and show the applicability of the subject matter in order to improve student achievement, and student growth by 10% over the course of the school year.

Action Step		Anticipated Start/Completion Date	
Collins Writing Professional Development		2023-08-21	2023-03-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Curriculum Assistant Superintendent	Materials will be provided by the facilitators.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A consistent writing framework will be implement and used by English teachers 9-12.	Building administration will monitor the consistency of practice across the English Dept.

Action Plan For: High Intensity Instructional Techniques

Measurable Goals:
<ul style="list-style-type: none"> S: Staff will redesign instructional practices M: By researching and implementing research-based best instructional practices A: As a way to better engage students and show the applicability of the subject matter R: In order to improve student achievement, and student growth T: Over the course of the school year. Goal: Staff will redesign instructional practices by researching and implementing research-based best instructional practices as a way to better engage students and show the applicability of the subject matter in order to improve student achievement, and student growth by 10% over the course of the school year.

Action Step	Anticipated Start/Completion Date	
Continue implementing research-based best instructional practices to meet students where they are to grow then to where they need to be.	2023-08-21	2023-03-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Math teachers		No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Through the use of research-based best practices, students will have the opportunity to revisit mathematical skills through spaced learning over time in order to help students remember key facts, concepts, and knowledge.	Building administration along with the math department will monitor student growth.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	E-grant Budget Category (Set Aside grant)	ESSA Tier	Amount
Professional Development	<ul style="list-style-type: none">Reading Apprenticeship	Services	4	53,679
Total Expenditures				53

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Reading Apprenticeship	Reading Apprenticeship training
Collins Writing	Collins Writing Professional Development

Reading Apprenticeship

Action Step		
<ul style="list-style-type: none"> Teachers will begin modifying and adapting lesson plans to build in the instructional framework approach taught during the training. 		
Audience		
ELA & possibly Social Studies teachers		
Topics to be Included		
<p>Reading Apprenticeship is a professional learning model that allows educators to meet the challenge of getting students to master rigorous standards. The Reading Apprenticeship approach also prepares students with high level literacy skills, including the ability to think critically, synthesize information and construct evidence-based arguments. By supporting students in meeting these challenges, this approach has been proven, through multiple studies, to develop student academic identity, engagement, subject-area knowledge and disciplinary literacy. Reading Apprenticeship engages students through four interacting dimensions of learning, social, personal, cognitive and knowledge-building. These dimensions are developed through Metacognitive Conversation that explores students' thinking processes, which in turn supports both academic and social-emotional learning. Ultimately, Reading Apprenticeship teaches students to understand their own thinking processes and enables them to take control of their learning while building their academic identities as persevering problem solvers.</p>		
Evidence of Learning		
Implementation of the Reading Apprenticeship Framework with the classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Greg Saraceni / High School Principal	2023-08-21	2024-06-07

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Three initial days of hands-on professional development, followed by two additional days of hands-on professional development. Coaching sessions could be included. Teachers trained in the framework will meet as a team once a month to review lessons, data, and ideas for expanding into other content areas.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 	

- 1e: Designing Coherent Instruction
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3a: Communicating with Students
- 2a: Creating an Environment of Respect and Rapport

This Step Meets the Requirements of State Required Trainings

Collins Writing

Action Step

- Collins Writing Professional Development

Audience

ELA & possibly Social Studies teachers

Topics to be Included

Collins writing program, including the five types of writing.

Evidence of Learning

Implementation of Collins Writing in the classroom

Lead Person/Position

Dr. Greg Saraceni / High School Principal

Anticipated Start

2023-08-28

Anticipated Completion

2024-06-07

Learning Format

Type of Activities

Professional Learning Community (PLC)

Frequency

One day of virtual professional development, followed by monthly department implementation meetings

Observation and Practice Framework Met in this Plan

- 1e: Designing Coherent Instruction
- 3d: Using Assessment in Instruction
- 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Dr. Gregory M. Saraceni	2023-04-05
School Improvement Facilitator Signature	Date