

Meyersdale Area HS

School Level Plan

07/01/2014 - 06/30/2015

School Profile

Demographics

Meyersdale Area HS

1349 Shaw Mines Rd
Meyersdale, PA 15552
(814)634-8311

Federal Accountability Designation: NA

Title I Status: No

Principal: John Wiltrot

Superintendent: Tracey Karlie

Planning Committee

Name	Role
Angel Floyd	Instructional Coach/Mentor Librarian
Matt Gombita	Secondary School Teacher - Special Education
Tammy Knobloch	Secondary School Teacher - Regular Education
Tom Miller	Secondary School Teacher - Regular Education
John Wiltrot	Administrator

Needs Assessment

School Accomplishments

Accomplishment #1:

In 2014, the high school exceeded the growth standard for the Literature Keystone Exam.

Accomplishment #2:

The high school met the growth standard in the Biology Keystone Exam.

Accomplishment #3:

The high school attendance rate improved to 93.76%.

Accomplishment #4:

The high school maintained a high graduation rate of 92.5%.

School Concerns

Concern #1:

The high school did not meet the growth standard for the Algebra I Keystone Exam and therefore needs to increase proficiency.

Concern #2:

In the high school, the ratio of non-economically disadvantaged students to economically disadvantaged students scoring Proficient or Advanced was 3:1 on all Keystone tested subjects.

Concern #3:

High school students who take the SAT are scoring below state benchmark scores.

Concern #4:

No high school students with IEP's scored in the Proficient or Advanced levels on any of the Keystone exams.

Concern #5:

The Meyersdale High School NOCTI scores are below state competency cut scores.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

The high school did not meet the growth standard for the Algebra I Keystone Exam and therefore needs to increase proficiency.

In the high school, the ratio of non-economically disadvantaged students to economically disadvantaged students scoring Proficient or Advanced was 3:1 on all Keystone tested subjects.

No high school students with IEP's scored in the Proficient or Advanced levels on any of the Keystone exams.

The Meyersdale High School NOCTI scores are below state competency cut scores.

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:

The high school did not meet the growth standard for the Algebra I Keystone Exam and therefore needs to increase proficiency.

In the high school, the ratio of non-economically disadvantaged students to economically disadvantaged students scoring Proficient or Advanced was 3:1 on all Keystone tested subjects.

No high school students with IEP's scored in the Proficient or Advanced levels on any of the Keystone exams.

The Meyersdale High School NOCTI scores are below state competency cut scores.

Systemic Challenge #3 (*System #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

The high school did not meet the growth standard for the Algebra I Keystone Exam and therefore needs to increase proficiency.

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In the high school, the ratio of non-economically disadvantaged students to economically disadvantaged students scoring Proficient or Advanced was 3:1 on all Keystone tested subjects.

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High school students who take the SAT are scoring below state benchmark scores.

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No high school students with IEP's scored in the Proficient or Advanced levels on any of the Keystone exams.

.....

The Meyersdale High School NOCTI scores are below state competency cut scores.

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.

Aligned Concerns:

No high school students with IEP's scored in the Proficient or Advanced levels on any of the Keystone exams.

Systemic Challenge #5 (*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:

The high school did not meet the growth standard for the Algebra I Keystone Exam and therefore needs to increase proficiency.

In the high school, the ratio of non-economically disadvantaged students to economically disadvantaged students scoring Proficient or Advanced was 3:1 on all Keystone tested subjects.

High school students who take the SAT are scoring below state benchmark scores.

No high school students with IEP's scored in the Proficient or Advanced levels on any of the Keystone exams.

The Meyersdale High School NOCTI scores are below state competency cut scores.

School Level Plan

Action Plans

Goal #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.

Indicators of Effectiveness:

Type: Annual

Data Source: Data derived from improvement plan.

Specific Targets: The high school will meet or exceed the growth standards for the Algebra I Keystone Exam. Student achievement will increase among economically disadvantaged students by closing the gap in the ratio of non-economically disadvantaged students vs. economically disadvantaged students by scoring advanced or proficient on the Keystone exams. IEP students will increase achievement by improving Keystone test scores

Strategies:

Teacher Evaluation and Improvement System

Description:

Through the refinement of the District's teacher evaluation system administration will be able to support the following:

1. Identify and provide professional development on specific instructional practices known to be effective.
2. Evaluate the implementation of effective instructional strategies.
3. Provide additional improvement strategies to faculty found to be ineffective at delivering targeted instructional strategies.

SAS Alignment: Instruction

Academic Support for at Risk Students

Description:

The addition of high-quality academic support is of particular benefit to certain groups of students, such as low-income or IEP students and others who have little opportunity for learning outside of school.

SAS Alignment: Instruction, Safe and Supportive Schools

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: Annual

Data Source: Student Survey

Specific Targets: All teachers will promote a culture for learning in which high expectations are conveyed and modeled by the students and student needs will be addressed.

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Goal #3: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Annual

Data Source: NOCTI and SAT assessment scores

Specific Targets: Improvement of NOCTI and SAT assessment scores compared to the PA benchmark scores.

Strategies:

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education).

<http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Meyersdale Area HS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Meyersdale Area HS in the Meyersdale Area 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 Meyersdale Area HS in the Meyersdale Area SD for the 2014-2015 school-year.

No signature has been provided

Superintendent/Chief Administrator

No signature has been provided

Board President

No signature has been provided

IU Executive Director