STEEL VALLEY MS

3114 Main St

ATSI non-Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The vision of the Steel Valley School District will continue to be viewed as community learning centers. Homes of students and residents will continue to be viewed as being part of the motivated learning community of students and adults. Academic standards and assessment anchors will function as the foundation of the educational program and students will be expected to master them. The standards and anchors will be integrated across the curriculum and students will be prepared to apply them in problematic situations. It is assumed in Steel Valley that as students acquire an understanding of the fundamental skills and content, they will display their talents as independent thinkers.

STEERING COMMITTEE

Name	Position	Building/Group
Maya Adams	School Board	Steel Valley School District
Ellen Baker	Community Member	Steel Valley School District
Ebony Bowden	Teacher	Steel Valley School District
Chris Brown	Behavioral Specialist	Steel Valley School Distict
Alyson Fisher	Guidance Counselor	Steel Valley School District
Bryan Macuga	Secondary Campus Principal	Steel Valley School District
Edward Wehrer	Superintendent	Steel Valley School District
Christine Furrick	Parent/Paraprofessional	Steel Valley School District
Brett Gilliam	Community Member	Community
Tiera Hughes	Community Member	Community
Keith Kaufold	Community Member	Steel Valley School District
Sue Large	Teacher	Steel Valley School District
Wes Lyons	Community Member	Community

Name	Position	Building/Group
Cynthia McEnheimer	Community Member	Community
Rob McEnheimer	Community Member	Community
Ryan Brown	Principal	Steel Valley Middle School
Renee Kozusko	District Level Leaders	Steel Valley School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If the school establishes the MTSS process with fidelity, then instruction and interventions will be collaborative, data-based, and targeted, which should improve the State Assessment Measures.	Mathematics
If we consistently use newly created monitoring processes and continued emphasis on SWPBIS then teachers will provide the supports students need and the school community will experience cultural changes that will encourage students to attend school regularly.	School climate and culture
If we regularly monitor attendance rates of Black students, discuss absences and impacts on school success with parents and students, and match interventions (Check & Connect, SWPBIS, engagement with SAP process, guidance counselor support and individualized help through study skills classes) to individual student needs then there will be an increase in regular attendance.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy
Multi-Tiered System of Support for Math

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Mathematics	The percentage of students who meet growth projections on the NWEA will increase 4% or more from

Goal Nickname	Measurable Goal Statement (Smart Goal)
	September 2022 to May 2023.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review 2021-2022 PSSA data	2022-09-01 - 2022-09-30	Building Administration, Math teachers	MAPS data
Administer MAPS diagnostic test to establish student baseline.	2022-08-29 - 2022-09-16	Math teachers, building administration	iPads, MAPS program
Review MAPS diagnostic data along with previous year's PSSA data to identify student skill deficits and differentiate instruction based on individual student needs.	2022-09-16 - 2022-09-30	Math teachers, building administration	MAPS data
Identify vertical and horizontal gaps within the math curriculum.	2022-09-16 - 2022-10-31	Building administration, math teachers	Math curriculum
Administer the MAPS diagnostic exam quarterly. review data, and continue to differentiate instruction equitably to meet student needs.	2022-08-29 - 2023-06-02	Math Teachers, building administration	iPads, MAPS diagnostic exam, MAPS diagnostic data

Anticipated Outcome

Establish baseline data for student growth measure. Identify student skill deficits and differentiate instruction based on individual student needs. Identify vertical and horizontal gaps in curriculum.

Monitoring/Evaluation

Building administration and math teachers will conduct quarterly reviews of data. Building administration will conduct regular walk-throughs to identify data -based differentiated instruction strategies.

Evidence-based Strategy

Multi-Tiered System of Support for Student Behaviors

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Major Behavior Referrals	Discipline referrals will average no more than 4 major discipline referrals per day per month reported through SWIS for each month of the 2022-2023 school year

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PBIS team will review student behavior data from 2021-2022 in SWIS to identify areas of program strength and opportunities for improvement.	2022-08-29 - 2022-09-16	PBIS team, building administration	SWIS data
PBIS training and monthly meetings.	2022-09-01 -	PBIS team,	AIU Facilitator. PBIS team,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2022-09-30	building administrators	
PBIS lessons integrated into curriculum	2022-08-29 - 2023-06-02	PBIS team, building administration	PBIS lesson plans
PBIS team monthly meetings to review student behavior data in SWIS to identify areas of program strength and opportunities for improvement.	2022-09-01 - 2023-06-30	PBIS team, building administration	SWIS data
Daily/monthly Incentives for students demonstrating positive behavior and regular attendance.	2022-08-29 - 2023-06-02	PBIS team	R.E.A.L. tickets, incentives

Anticipated Outcome

PBIS team will review student behavior data in SWIS monthly to continually make appropriate changes and modifications to the program to effectively meet student needs

Monitoring/Evaluation

Administrators will work with PBIS team to examine data and monitor PBIS program

Evidence-based Strategy

Multi-Tiered System of Support for Attendance

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance of Black Students	Regular attendance for Black students will improve to 76% by the end of the 2022-23 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review regular attendance data from 2021-2022 with staff	2022-08-29 - 2022-09-30	Building administrators	School attendance data
Monthly SAP team review of attendance data	2022-08-29 - 2023-06-02	SAP team	Attendance data
Identify students with patterns of chronic absenteeism during monthly SAP meeting	2022-08-29 - 2023-06-02	SAP team	Attendance data
Establish individulaied student plans that include frequent and intensive parental engagement specifically including communication, data driven decisions, and collaboration. Collaborate with outside agencies to support student with chronic absenteeism.	2022-08-29 - 2023-06-02	Building administration, guidance counselor	Attendance data
Review Epstein's Model for Parental Engagement with staff	2022-08-29 - 2023-06-02	Building administration	Epstein's Model for Parental Engagement

Anticipated Outcome

Improved attendance of Black students by engaging and communicating with parents. Improve the frequency and intensity of communication throughout the school. Identify chronic absenteeism early and implement intervention.

Monitoring/Evaluation

Weekly review of absenteeism conducted by building administration

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students who meet growth projections on the NWEA will increase 4% or more from September 2022 to May 2023. (Mathematics)	Multi-Tiered System of Support for Math	Identify vertical and horizontal gaps within the math curriculum.	09/16/2022 - 10/31/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Discipline referrals will average no more than 4 major discipline referrals per day per month reported through SWIS for each month of the 2022-2023 school year (Major Behavior Referrals)	Multi-Tiered System of Support for Student Behaviors	PBIS training and monthly meetings.	09/01/2022 - 09/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Regular attendance for Black students will improve to 76% by the end of the 2022-23 school year. (Attendance of Black Students)	Multi-Tiered System of Support for Attendance	Review Epstein's Model for Parental Engagement with staff	08/29/2022 - 06/02/2023

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.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
Science/ Biology	Percent regular attendance
Career Standards Benchmark	Academic growth expectations in math/ algebra
Students with Disabilities exceeded Statewide Growth Standard in math/Algebra I	Academic growth in ELA
Finding and implementing academic resources to increase the growth of all subgroups within the area of ELA	Increasing the number of students advanced on the PA state Assessment
Student assessment participation rates meet the acceptable levels for all subgroups.	Finding and maintaining consistent domains for student growth in all subgroups.
Student assessment participation rates meet the acceptable levels for all subgroups.	Finding and maintaining consistent domains for student growth in all subgroups.
Utilizing obtained data to discuss student strengths and areas of concerns for math practice	Increasing the number of students advanced on the PA state Assessment
Student with Disabilities subgroup met Statewide Growth Standard	Finding and maintaining consistent domains for student growth in all subgroups.
Inclusion of special ed students into the regular ed curriculum for science	Inclusion of more of the non tested content areas in order to enhance student exposure to the necessary content

Strengths

Student electives that explore careers and career readiness

Navience

Student participation for all State Assessments is high for all groups

Students with Disabilities exceeded Statewide Growth Standard in math/Algebra I

The District is continually working with outside entities such as the IU, Universities, and community organizations in order to provide frameworks to increase student success

The Administration continues to meet in order review the progress and next steps of the ATSI plan

Challenges

increasing Black student attendance

Closing the achievement gap between student groups to show one year of academic growth for math and ELA

Fully Implementing an evidence based system for PBIS

Identifying PD that is meaningful and relevant for staff that meets the criteria for the plan

systemic collaboration to ensure that instruction is consistent and focused for areas that can assist with closing the achievement gap and increasing student growth

Implementing evidence based practices to engage families to support learning

Most Notable Observations/Patterns

Increasing student attendance/ Finding and maintaining consistent domains for student growth in all subgroups/ Fully Implementing an evidence based system for PBIS

Challenges	Discussion Point	Priority for Planning
Academic growth expectations in math/algebra	State and local math assessments have indicated a need to use formative assessments to differentiate instruction to ensure that all student are receiving an equitable education.	
Fully Implementing an evidence based system for PBIS	A review of student data, indicated a need for more implementation and student/staff participation.	
Identifying PD that is meaningful and relevant for staff that meets the criteria for the plan		
Implementing evidence based practices to engage families to support learning		
Finding and maintaining consistent domains for student growth in all subgroups.		
increasing Black student attendance	Implement SWPBIS with fidelity to improve student motivation while implementing a multi-tiered system of supports for student behaviors.	
Closing the achievement gap between student groups to show one year of academic growth for math and ELA		

ADDENDUM B: ACTION PLAN

Action Plan: Multi-Tiered System of Support for Math

Action Steps	Anticipated Start/Completion Date
Review 2021-2022 PSSA data	09/01/2022 - 09/30/2022

Monitoring/Evaluation	Anticipated Output
Building administration and math teachers will conduct quarterly reviews of data. Building administration will conduct regular walk-throughs to identify data -based differentiated instruction strategies.	Establish baseline data for student growth measure. Identify student skill deficits and differentiate instruction based on individual student needs. Identify vertical and horizontal gaps in curriculum.

Material/Resources/Supports Needed	PD Step
MAPS data	no

Action Steps	Anticipated Start/Completion Date
Administer MAPS diagnostic test to establish student baseline.	08/29/2022 - 09/16/2022

Monitoring/Evaluation	Anticipated Output
Building administration and math teachers will conduct quarterly reviews of data. Building administration will conduct regular walk-throughs to identify data -based differentiated instruction strategies.	Establish baseline data for student growth measure. Identify student skill deficits and differentiate instruction based on individual student needs. Identify vertical and horizontal gaps in curriculum.

Material/Resources/Supports Needed		PD Step
iPads, MAPS program		no

Action Steps	Anticipated Start/Completion Date
Review MAPS diagnostic data along with previous year's PSSA data to identify student skill deficits and differentiate instruction based on individual student needs.	09/16/2022 - 09/30/2022

Monitoring/Evaluation	Anticipated Output
Building administration and math teachers will conduct quarterly reviews of data. Building administration will conduct regular walk-throughs to identify data -based differentiated instruction strategies.	Establish baseline data for student growth measure. Identify student skill deficits and differentiate instruction based on individual student needs. Identify vertical and horizontal gaps in curriculum.

Material/Resources/Supports Needed	PD Step
MAPS data	no

Action Steps	Anticipated Start/Completion Date
Identify vertical and horizontal gaps within the math curriculum.	09/16/2022 - 10/31/2022

Monitoring/Evaluation	Anticipated Output
Building administration and math teachers will conduct quarterly reviews of data. Building administration will conduct regular walk-throughs to identify data -based differentiated instruction strategies.	Establish baseline data for student growth measure. Identify student skill deficits and differentiate instruction based on individual student needs. Identify vertical and horizontal gaps in curriculum.

Material/Resources/Supports Needed	PD Step
Math curriculum	yes

Action Steps	Anticipated Start/Completion Date
Administer the MAPS diagnostic exam quarterly. review data, and continue to differentiate instruction equitably to meet student needs.	08/29/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Building administration and math teachers will conduct quarterly reviews of data. Building administration will conduct regular walk-throughs to identify data -based differentiated instruction strategies.	Establish baseline data for student growth measure. Identify student skill deficits and differentiate instruction based on individual student needs. Identify vertical and horizontal gaps in curriculum.

Material/Resources/Supports Needed		PD Step
iPads, MAPS diagnostic exam, MAPS diagnostic data		no

Action Plan: Multi-Tiered System of Support for Student Behaviors

Action Steps	Anticipated Start/Completion Date
PBIS team will review student behavior data from 2021-2022 in SWIS to identify areas of program strength and opportunities for improvement.	08/29/2022 - 09/16/2022

Monitoring/Evaluation	Anticipated Output
Administrators will work with PBIS team to examine data and monitor PBIS program	PBIS team will review student behavior data in SWIS monthly to continually make appropriate changes and modifications to the program to effectively meet student needs

Material/Resources/Supports Needed	PD Step
SWIS data	no

Action Steps	Anticipated Start/Completion Date
PBIS training and monthly meetings.	09/01/2022 - 09/30/2022

Monitoring/Evaluation	Anticipated Output
Administrators will work with PBIS team to examine data and monitor PBIS program	PBIS team will review student behavior data in SWIS monthly to continually make appropriate changes and modifications to the program to effectively meet student needs

Material/Resources/Supports Needed	PD Step
AIU Facilitator. PBIS team,	yes

Action Steps	Anticipated Start/Completion Date
PBIS lessons integrated into curriculum	08/29/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Administrators will work with PBIS team to examine data and monitor PBIS program	PBIS team will review student behavior data in SWIS monthly to continually make appropriate changes and modifications to the program to effectively meet student needs

Material/Resources/Supports Needed	PD Step
PBIS lesson plans	no

Action Steps	Anticipated Start/Completion Date
PBIS team monthly meetings to review student behavior data in SWIS to identify areas of program strength and opportunities for improvement.	09/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Administrators will work with PBIS team to examine data and monitor PBIS program	PBIS team will review student behavior data in SWIS monthly to continually make appropriate changes and modifications to the program to effectively meet student needs

Material/Resources/Supports Needed	PD Step
SWIS data	no

Action Steps	Anticipated Start/Completion Date
Daily/monthly Incentives for students demonstrating positive behavior and regular attendance.	08/29/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Administrators will work with PBIS team to examine data and monitor PBIS program	PBIS team will review student behavior data in SWIS monthly to continually make appropriate changes and modifications to the program to effectively meet student needs

Material/Resources/Supports Needed	PD Step
R.E.A.L. tickets, incentives	no

Action Plan: Multi-Tiered System of Support for Attendance

Action Steps	Anticipated Start/Completion Date
Review regular attendance data from 2021-2022 with staff	08/29/2022 - 09/30/2022

Monitoring/Evaluation	Anticipated Output
Weekly review of absenteeism conducted by building administration	Improved attendance of Black students by engaging and communicating with parents. Improve the frequency and intensity of communication throughout the school. Identify chronic absenteeism early and implement intervention.

Material/Resources/Supports Needed	PD Step
School attendance data	no

Action Steps	Anticipated Start/Completion Date
Monthly SAP team review of attendance data	08/29/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Weekly review of absenteeism conducted by building administration	Improved attendance of Black students by engaging and communicating with parents. Improve the frequency and intensity of communication throughout the school. Identify chronic absenteeism early and implement intervention.

Material/Resources/Supports Needed	PD Step
Attendance data	no

Action Steps	Anticipated Start/Completion Date
Identify students with patterns of chronic absenteeism during monthly SAP meeting	08/29/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Weekly review of absenteeism conducted by building administration	Improved attendance of Black students by engaging and communicating with parents. Improve the frequency and intensity of communication throughout the school. Identify chronic absenteeism early and implement intervention.

Material/Resources/Supports Needed	PD Step
Attendance data	no

Action Steps	Anticipated Start/Completion Date
Establish individulaied student plans that include frequent and intensive parental engagement specifically including communication, data driven decisions, and collaboration. Collaborate with outside agencies to support student with chronic absenteeism.	08/29/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Weekly review of absenteeism conducted by building administration	Improved attendance of Black students by engaging and communicating with parents. Improve the frequency and intensity of communication throughout the school. Identify chronic absenteeism early and implement intervention.

Material/Resources/Supports Needed	PD Step
Attendance data	no

Action Steps	Anticipated Start/Completion Date
Review Epstein's Model for Parental Engagement with staff	08/29/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Weekly review of absenteeism conducted by building administration	Improved attendance of Black students by engaging and communicating with parents. Improve the frequency and intensity of communication throughout the school. Identify chronic absenteeism early and implement intervention.

Material/Resources/Supports Needed	PD Step
Epstein's Model for Parental Engagement	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students who meet growth projections on the NWEA will increase 4% or more from September 2022 to May 2023. (Mathematics)	Multi-Tiered System of Support for Math	Identify vertical and horizontal gaps within the math curriculum.	09/16/2022 - 10/31/2022
Discipline referrals will average no more than 4 major discipline referrals per day per month reported through SWIS for each month of the 2022-2023 school year (Major Behavior Referrals)	Multi-Tiered System of Support for Student Behaviors	PBIS training and monthly meetings.	09/01/2022 - 09/30/2022
Regular attendance for Black students will improve to 76% by the end of the 2022-23 school year. (Attendance of Black Students)	Multi-Tiered System of Support for Attendance	Review Epstein's Model for Parental Engagement with staff	08/29/2022 - 06/02/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math Curriculum Review	Middle School Staff	Math Curriculum, Differentiated Instruction Data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson Plans incorporating differentiated instruction, Deptartment meeting agendas	08/29/2022 - 06/02/2023	Building administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
1c: Setting Instructional Outcomes	
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
Epstein's Parental Engagement Model	Staff	Child well-being, family enagegment

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Connecting families to systems of support, parental engagement in student learning	08/29/2022 - 06/02/2023	Building administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport	
4c: Communicating with Families	
1d: Demonstrating Knowledge of Resources	
4d: Participating in a Professional Community	

Professional Development Step	Audience	Topics of Prof. Dev
PBIS	Staff	PBIS program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation Plan for 2022-2023 school year	08/29/2022 - 06/02/2023	Building administration

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

2d: Managing Student Behavior

2c: Managing Classroom Procedures

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline