

**STEEL VALLEY SHS**

3113 Main St

ATSI non-Title 1 School Plan | 2020 - 2021

---

**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

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Maya Adams	School Board Member	Steel Valley School District
Ellen Baker	Security Officer	Steel Valley School District
Diana Borges	Director of Pupil Services	Steel Valley School District
Ebony Bowden	Teacher	Steel Valley School District
Chris Brown	Behavioral Specialist	Steel Valley School District
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	
Channing Griffin	Student	Steel Valley School District
Tiera Hughes	Community Member	
John Strom	High School Principal	Steel Valley School District
Keith Kaufold	Success Coach	Steel Valley School District
Sue Large	Guidance Counselor	Steel Valley School District
Wes Lyons	Local Business Owner	
Cynthia McEnheimer	Community Member	
Rob McEnheimer	Community Member	

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We need to continue the effort throughout the community to make school a priority	Mathematics
We need to help staff identify student in need and work collaboratively with parents to design outcomes for student success	School climate and culture
We need to provide students the opportunity to be the focal point of their long term goal planning while gathering input from parents	
We need to provide system supports for student needs across the curriculum	Regular Attendance

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Engaging instructional teams in assessing and monitoring

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
HS Math	80% of students taking Algebra during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review CDT Data	2020-09-30 - 2020-10-01	Building Administration Math Teachers Academic Math Coach	CDT Data
Identify Gaps within the Algebra	2020-10-31 - 2020-11-01	Building Administration Math	Algebra Curriculum

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
curriculum		Teachers Academic Math	
Identify students for additional supports	2020-10-31 - 2020-11-01	Building Administration Math Teachers Academic Math Coach	CDT Data
Administer and review CDT data for students in Algebra	2020-12-31 - 2021-06-30	Building Administration Math Teachers Academic Math Coach	CDT Assessment
Identify students for additional support	2020-12-31 - 2021-03-31	Building Administration Math Teachers Academic Math Coach	CDT Assessment

### Anticipated Outcome

Determine baseline for students enrolled in Algebra, identify gaps within the Algebra curriculum and identify students in need of additional support. Differentiated instructional support for identified students.

### Monitoring/Evaluation

Building administration and academic coaches will conduct a quarterly review of progress and share information with Math department members. Building administration will conduct walk-throughs to look for differentiated teacher strategies.

### Evidence-based Strategy

Explain and communicate the purpose and practices of the school community to comprehensively engage students' families and other stakeholders.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Goal	To improve overall student regular attendance to 80% or better by June 30th 2021.

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review/share with staff regular attendance data from 2019-20 school year.	2020-09-01 - 2020-09-02	Building Administration	Attendance Data
Address Epstein's Model for Parental Engagement with all staff.	2020-09-01 - 2020-09-02	Building Administration	Epstein's Model for Parental Engagement
SAP Team review of attendance data (monthly)	2020-08-01 - 2021-06-01	SAP Team	Attendance Data
Identify students with patterns of chronic absences	2020-09-01 - 2021-06-01	SAP Team	Attendance Data
Establish an individual student plan that includes frequent intensive parental engagement specific to communication, decision-making and collaboration.	-	Building Administration Guidance Counselor Success Coach	Attendance Data

**Anticipated Outcome**

Improved attendance by engaging and communicating with parents. Staff understanding for increased frequency and intensity of communication within schools. Establish a timely list of students with chronic absenteeism rates. Early intervention specific to chronic absenteeism rates.

**Monitoring/Evaluation**

Weekly review conducted by building administration.

**Evidence-based Strategy**

Make Decisions to assist students based on data

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
HS Behaviors	Decrease office managed discipline referrals by 10% from the 2019-20 school year by June 30th 2021.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify and convene a PBIS Team	2020-06-01 - 2020-06-30	Building Administration	AIU-facilitator Staff Building Administration
PBIS Training	2020-09-01 - 2020-10-31	Building Administration	AIU - facilitator PBIS Team Building Administration
PBIS introduction of core features	2020-09-01 - 2021-06-01	Building Administration	PBIS Team

### Anticipated Outcome

PBIS team will be established and meet monthly to begin PBIS for the 2021-22 school year.

### Monitoring/Evaluation

Administrators will monitor monthly PBIS agenda and activities.

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students taking Algebra during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (HS Math )	Engaging instructional teams in assessing and monitoring	Review CDT Data	09/30/2020 - 10/01/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students taking Algebra during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (HS Math )	Engaging instructional teams in assessing and monitoring	Identify Gaps within the Algebra curriculum	10/31/2020 - 11/01/2020



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students taking Algebra during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (HS Math )	Engaging instructional teams in assessing and monitoring	Identify students for additional supports	10/31/2020 - 11/01/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve overall student regular attendance to 80% or better by June 30th 2021. (Attendance Goal )	Explain and communicate the purpose and practices of the school community to comprehensively engage students' families and other stakeholders.	Address Epstein's Model for Parental Engagement with all staff.	09/01/2020 - 09/02/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve overall student regular attendance to 80% or better by June 30th 2021. (Attendance Goal )	Explain and communicate the purpose and practices of the school community to comprehensively engage students' families and other stakeholders.	SAP Team review of attendance data (monthly)	08/01/2020 - 06/01/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve overall student regular attendance to 80% or better by June 30th 2021. (Attendance Goal )	Explain and communicate the purpose and practices of the school community to comprehensively engage students' families and other stakeholders.	Identify students with patterns of chronic absences	09/01/2020 - 06/01/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Decrease office managed discipline referrals by 10% from the 2019-20 school year by June 30th 2021. (HS Behaviors )	Make	Identify and	06/01/2020
	Decisions to assist students based on data	convene a PBIS Team	- 06/30/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Decrease office managed discipline referrals by 10% from the 2019-20 school year by June 30th 2021. (HS Behaviors )	Make Decisions to assist students based on data	PBIS Training	09/01/2020 - 10/31/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Decrease office managed discipline referrals by 10% from the 2019-20 school year by June 30th 2021. (HS Behaviors )	Make	PBIS introduction	09/01/2020
	Decisions to assist students based on data	of core features	- 06/01/2021

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Career Standards Benchmark

Mathematics/Algebra

Teacher collaboration

Specific targeted skills remediation and enrichment

Using a variety of teacher technology/skills

Focusing on fundamental growth

Reviewing and revising BIO curriculum

Focusing teaching in areas of difficulty

The ability for students to plan for future careers

Student interest surveys

Continuing to increase growth across all subgroups

Build upon successful practices that have proven to reach all students

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

### Challenges

Mathematics/Algebra/Percent Proficient or Advanced

English Language  
Arts/Literature/Academic Growth Score

Science/Biology/Academic Growth Score

Consistent student attendance

Targeting struggling subgroups/students

Consistent student attendance

Consistent student attendance

Targeting struggling subgroups/students

Targeting struggling subgroups/students

Consistent student attendance

Developing long term goals for all students

Closing the achievement gap across subgroups

Provide additional resources to meet the needs of all learners

Collectively shape the vision for continuous improvement of teaching and learning

Identify and address individual student learning needs

Use multiple professional learning designs to support the learning needs of staff



**Most Notable Observations/Patterns**

<b>Challenges</b>	<b>Discussion Point</b>	<b>Priority for Planning</b>
Mathematics/Algebra/Percent Proficient or Advanced		
English Language Arts/Literature/Academic Growth Score		
Science/Biology/Academic Growth Score		
Consistent student attendance	Lack of transportation and making school a priority	✓
Targeting struggling subgroups/students		
Consistent student attendance		
Consistent student attendance		
Targeting struggling subgroups/students		
Targeting struggling subgroups/students	Better use of assessments to identify struggling students and provide supplementary supports	✓
Consistent student attendance		
Developing long term goals for all students	Identify student interests and build upon strengths	✓
Closing the achievement gap across subgroups		
Provide additional resources to		

<b>Challenges</b>	<b>Discussion Point</b>	<b>Priority for Planning</b>
meet the needs of all learners		
Collectively shape the vision for continuous improvement of teaching and learning		
Identify and address individual student learning needs	Designing support systems for students across subgroups	
Use multiple professional learning designs to support the learning needs of staff		

## ADDENDUM B: ACTION PLAN

### Action Plan: Engaging instructional teams in assessing and monitoring

Action Steps	Anticipated Start/Completion Date
Review CDT Data	09/30/2020 - 10/01/2020

  

Monitoring/Evaluation	Anticipated Output
Building administration and academic coaches will conduct a quarterly review of progress and share information with Math department members. Building administration will conduct walk-throughs to look for differentiated teacher strategies.	Determine baseline for students enrolled in Algebra, identify gaps within the Algebra curriculum and identify students in need of additional support. Differentiated instructional support for identified students.

  

Material/Resources/Supports Needed	PD Step
CDT Data	yes

---

**Action Plan: Explain and communicate the purpose and practices of the school community to comprehensively engage students' families and other stakeholders.**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Review/share with staff regular attendance data from 2019-20 school year.	09/01/2020 - 09/02/2020

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Weekly review conducted by building administration.	Improved attendance by engaging and communicating with parents. Staff understanding for increased frequency and intensity of communication within schools. Establish a timely list of students with chronic absenteeism rates. Early intervention specific to chronic absenteeism rates.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
Attendance Data	no

**Action Steps****Anticipated Start/Completion Date**

Address Epstein's Model for Parental Engagement with all staff.

09/01/2020 - 09/02/2020

**Monitoring/Evaluation****Anticipated Output**

Weekly review conducted by building administration.

Improved attendance by engaging and communicating with parents.  
Staff understanding for increased frequency and intensity of communication within schools.  
Establish a timely list of students with chronic absenteeism rates.  
Early intervention specific to chronic absenteeism rates.

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

Epstein's Model for Parental Engagement

yes

**Action Steps****Anticipated Start/Completion Date**

SAP Team review of attendance data (monthly)

08/01/2020 - 06/01/2021

**Monitoring/Evaluation****Anticipated Output**

Weekly review conducted by building administration.

Improved attendance by engaging and communicating with parents.  
Staff understanding for increased frequency and intensity of communication within schools.  
Establish a timely list of students with chronic absenteeism rates.  
Early intervention specific to chronic absenteeism rates.

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

Attendance Data

yes

**Action Steps****Anticipated Start/Completion Date**

Identify students with patterns of chronic absences

09/01/2020 - 06/01/2021

**Monitoring/Evaluation****Anticipated Output**

Weekly review conducted by building administration.

Improved attendance by engaging and communicating with parents.  
Staff understanding for increased frequency and intensity of communication within schools.  
Establish a timely list of students with chronic absenteeism rates.  
Early intervention specific to chronic absenteeism rates.

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

Attendance Data

yes

**Action Steps**

Establish an individual student plan that includes frequent intensive parental engagement specific to communication, decision-making and collaboration.

**Anticipated Start/Completion Date**

01/01/0001 - 01/01/0001

**Monitoring/Evaluation**

Weekly review conducted by building administration.

**Anticipated Output**

Improved attendance by engaging and communicating with parents.  
Staff understanding for increased frequency and intensity of communication within schools.  
Establish a timely list of students with chronic absenteeism rates.  
Early intervention specific to chronic absenteeism rates.

**Material/Resources/Supports Needed**

Attendance Data

**PD Step**

no

**Action Plan: Make Decisions to assist students based on data**



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Identify and convene a PBIS Team	06/01/2020 - 06/30/2020
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Administrators will monitor monthly PBIS agenda and activities.	PBIS team will be established and meet monthly to begin PBIS for the 2021-22 school year.
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
AIU-facilitator Staff Building Administration	yes

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
PBIS Training	09/01/2020 - 10/31/2020
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Administrators will monitor monthly PBIS agenda and activities.	PBIS team will be established and meet monthly to begin PBIS for the 2021-22 school year.
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
AIU - facilitator PBIS Team Building Administration	yes

**Action Steps****Anticipated Start/Completion Date**

PBIS introduction of core features

09/01/2020 - 06/01/2021

**Monitoring/Evaluation****Anticipated Output**

Administrators will monitor monthly PBIS agenda and activities.

PBIS team will be established and meet monthly to begin PBIS for the 2021-22 school year.

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

PBIS Team

yes

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students taking Algebra during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (HS Math )	Engaging instructional teams in assessing and monitoring	Review CDT Data	09/30/2020 - 10/01/2020
80% of students taking Algebra during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (HS Math )	Engaging instructional teams in assessing and monitoring	Identify Gaps within the Algebra curriculum	10/31/2020 - 11/01/2020
80% of students taking Algebra during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (HS Math )	Engaging instructional teams in assessing and monitoring	Identify students for additional supports	10/31/2020 - 11/01/2020
80% of students taking Algebra during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (HS Math )	Engaging instructional teams in assessing and monitoring	Administer and review CDT data for students in Algebra	12/31/2020 - 06/30/2021
80% of students taking Algebra during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (HS Math )	Engaging instructional teams in assessing and monitoring	Identify students for additional support	12/31/2020 - 03/31/2021
To improve overall student regular attendance to 80% or better by June 30th 2021. (Attendance Goal )	Explain and communicate the purpose and practices of the school	Address Epstein's Model for Parental Engagement with all staff.	09/01/2020 - 09/02/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	community to comprehensively engage students' families and other stakeholders.		
To improve overall student regular attendance to 80% or better by June 30th 2021. (Attendance Goal )	Explain and communicate the purpose and practices of the school community to comprehensively engage students' families and other stakeholders.	SAP Team review of attendance data (monthly)	08/01/2020 - 06/01/2021
To improve overall student regular attendance to 80% or better by June 30th 2021. (Attendance Goal )	Explain and communicate the purpose and practices of the school community to comprehensively engage students' families and other stakeholders.	Identify students with patterns of chronic absences	09/01/2020 - 06/01/2021
Decrease office managed discipline referrals by 10% from the 2019-20 school year by June 30th 2021. (HS Behaviors )	Make Decisions to assist students based on data	Identify and convene a PBIS Team	06/01/2020 - 06/30/2020
Decrease office managed discipline referrals by 10% from the 2019-20	Make Decisions to assist students	PBIS Training	09/01/2020 - 10/31/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
school year by June 30th 2021. (HS Behaviors )	based on data		
Decrease office managed discipline referrals by 10% from the 2019-20 school year by June 30th 2021. (HS Behaviors )	Make Decisions to assist students based on data	PBIS introduction of core features	09/01/2020 - 06/01/2021

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CDT Data Analysis	Students and Staff	Algebra Curriculum Differentiated Instruction Data Teams

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Differentiated Lesson Plans Department Meeting Agendas	09/30/2020 - 06/30/2021	Building Administration

Danielson Framework Component Met in this Plan:

**This Step meets the Requirements of State Required Trainings:**

## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

<b>Communication Step</b>	<b>Topics of Message</b>	<b>Mode</b>	<b>Audience</b>	<b>Anticipated Timeline</b>
---------------------------	--------------------------	-------------	-----------------	-----------------------------

---