

STEEL VALLEY SHS

3113 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 Member	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 District
Alyson Fisher	Guidance Counselor	Steel Valley School District
Bryan Macuga	District Level Leaders	Steel Valley School District
Edward Wehrer	Chief School Administrator	Steel Valley School District
Christine Furrick	Parent	Steel Valley School District
Brett Gilliam	Community Member	Community
Tiera Hughes	Community Member	Community
John Strom	Principal	Steel Valley School District
Keith Kaufold	Success Coach	Steel Valley School District
Sue Large	Guidance Counselor	Steel Valley School District

Name	Position	Building/Group
Wes Lyons	Local Business Owner	Community
Cynthia McEnheimer	Community Member	Community
Rob McEnheimer	Community Member	Community
Ben Novotny	Student	Student
Bob Isherwood	District Level Leaders	Steel Valley School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we engage students and families through our PBIS program and establish clear expectations, we can maximize instructional time and create a positive school environment in which students are more likely to attend regularly	Regular Attendance
If we utilize data from CDT and local assessments to identify areas of weakness, we can design instruction to meet the needs of students and increase performance on the ALG Keystone Exam	Mathematics
If we utilize multiple data points to understand individual student learning needs, we can revise curriculum and monitor student progress to meet student learning benchmarks	Rigorous Courses of Study Section

ACTION PLAN AND STEPS

Evidence-based Strategy	
Curriculum Revision	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Revision	Increase curriculum revision across tested subjected areas by 45%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The school will evaluate and revise curriculum to meet the needs of all learners. This will happen across curriculum areas designated as tested subject areas and will happen incrementally throughout the school year.	2022-08-22 - 2023-06-01	John Strom/Principal Math Coach ELA Coach Various classroom teachers	Various materials such as assessment data, sample curriculum and local assessments

Anticipated Outcome
Gradual curriculum integration

Monitoring/Evaluation
The district will monitor completion of curriculum revision through the implementation rate and student growth rate throughout the school year.

Evidence-based Strategy
Identify and meet the needs of learners in the ALG content

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Revision	Increase curriculum revision across tested subjected areas by 45%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The school will use CDT exams to design instruction around student needs in ALG to support student growth by 80%	2022-08-01 - 2023-06-01	Beth McCallister/ Math coach	Math curriculum CDT exams Technology based interventions

Anticipated Outcome
CDT quarterly assessments

Monitoring/Evaluation
Local and CDT assessment data

Evidence-based Strategy
Increasing attendance rates through PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
HS Math	80% of students taking Algebra during the 2022-23 school year to demonstrate improvement on the CDT assessment by June 30th 2023.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish a PBIS core team (by July) Team, including administrator, attends 4 day training (by July) Introduce all staff to PBIS during In-Service Attend Monthly Coaches meetings organized by AIU - PBIS Coach and addotional team member(s)(Sept -May) PBIS Coach and specific team members attend PBIS training offered by AIU Develop schedule for PBIS team to meet monthly or bi-monthly (30 minutes if 2xmonthly) - by July Identify and orient student team members- - by October Develop schoolwide expectations and matrices - by September Develop and deliver lessons to teach schoolwide expectations (Sept-May) Monthly (or bi-monthly meetings) of PBIS team (Sept-May)	2022-08-01 - 2023-06-01	PBIS team/Attendance team	

Anticipated Outcome
 Attendance team meetings Perfect attendance awards

Monitoring/Evaluation
 The team will review data and identify students who are chronically absent



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase curriculum revision across tested subjected areas by 45% (Curriculum Revision)	Identify and meet the needs of learners in the ALG content	The school will use CDT exams to design instruction around student needs in ALG to support student growth by 80%	08/01/2022 - 06/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students taking Algebra during the 2022-23 school year to demonstrate improvement on the CDT assessment by June 30th 2023. (HS Math)	Increasing attendance rates through PBIS	Establish a PBIS core team (by July) Team, including administrator, attends 4 day training (by July) Introduce all staff to PBIS during In-Service Attend Monthly Coaches meetings organized by AIU - PBIS Coach and addotional team member(s)(Sept - May) PBIS Coach and specific team members attend PBIS training offered by AIU Develop schedule	08/01/2022 - 06/01/2023

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

for PBIS team to meet monthly or bi-monthly (30 minutes if 2xmonthly) - by July Identify and orient student team members- - by October Develop schoolwide expectations and matrices - by September Develop and deliver lessons to teach schoolwide expectations (Sept-May) Monthly (or bi-monthly meetings) of PBIS team (Sept-May)

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

John Strom

2022-08-10

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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

Teacher collaboration

Specific targeted skills remediation and enrichment

Using a variety of teacher technology/skills

Focusing on fundamental growth

Challenges

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

Consistent student attendance

Targeting struggling subgroups/students

Consistent student attendance

Targeting specific subgroups of students

Consistent student attendance

Targeting specific subgroups of students

Strengths

Reviewing and revising BIO curriculum

Focusing teaching in areas of difficulty

Career Standards Benchmark

PVAAS (ELA and BIO)

Challenges

Mathematics/Algebra/Percent Proficient or Advanced for black students is 35% lower than the All student group

Regular Attendance

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Mathematics/Algebra/Percent Proficient or Advanced for black students is 35% lower than the All student group

Black students have a lower overall attendance rate

Developing long term goals for all students

Identify student interests and build upon strengths

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

Consistent student attendance

Lack of transportation and making school a priority

Targeting struggling subgroups/students

Closing the achievement gap across subgroups

Provide additional resources to meet the needs of all learners

Regular Attendance

ADDENDUM B: ACTION PLAN

Action Plan: Curriculum Revision

Action Steps	Anticipated Start/Completion Date
The school will evaluate and revise curriculum to meet the needs of all learners. This will happen across curriculum areas designated as tested subject areas and will happen incrementally throughout the school year.	08/22/2022 - 06/01/2023
Monitoring/Evaluation	Anticipated Output
The district will monitor completion of curriculum revision through the implementation rate and student growth rate throughout the school year.	Gradual curriculum integration
Material/Resources/Supports Needed	PD Step
Various materials such as assessment data, sample curriculum and local assessments	no

Action Plan: Identify and meet the needs of learners in the ALG content

Action Steps	Anticipated Start/Completion Date
The school will use CDT exams to design instruction around student needs in ALG to support student growth by 80%	08/01/2022 - 06/01/2023

Monitoring/Evaluation	Anticipated Output
Local and CDT assessment data	CDT quarterly assessments

Material/Resources/Supports Needed	PD Step
Math curriculum CDT exams Technology based interventions	yes



Action Plan: Increasing attendance rates through PBIS

Action Steps**Anticipated Start/Completion Date**

Establish a PBIS core team (by July) Team, including administrator, attends 4 day training (by July)
Introduce all staff to PBIS during In-Service Attend Monthly Coaches meetings organized by AIU - PBIS Coach and addotional team member(s)(Sept -May)
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08/01/2022 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

The team will review data and identify students who are chronically absent

Attendance team meetings Perfect attendance awards

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

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase curriculum revision across tested subjected areas by 45% (Curriculum Revision)	Identify and meet the needs of learners in the ALG content	The school will use CDT exams to design instruction around student needs in ALG to support student growth by 80%	08/01/2022 - 06/01/2023
80% of students taking Algebra during the 2022-23 school year to demonstrate improvement on the CDT assessment by June 30th 2023. (HS Math)	Increasing attendance rates through PBIS	Establish a PBIS core team (by July) Team, including administrator, attends 4 day training (by July) Introduce all staff to PBIS during In-Service Attend Monthly Coaches meetings organized by AIU - PBIS Coach and	08/01/2022 - 06/01/2023

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

addotional team member(s)(Sept - May) PBIS Coach and specific team members attend PBIS training offered by AIU Develop schedule for PBIS team to meet monthly or bi-monthly (30 minutes if 2xmonthly) - by July Identify and orient student team members- - by October Develop schoolwide expectations and matrices - by September Develop and deliver lessons to teach schoolwide expectations

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		(Sept-May) Monthly (or bi-monthly meetings) of PBIS team (Sept-May)	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data support	Math instructors	Using data to design lessons around student need

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Differentiated instruction will be evident within lesson plans	08/22/2022 - 06/01/2023	Beth McCallister/Math coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

PBIS attendance initiative training

All staff

Increasing attendance rate through creating a positive and supportive environment

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Staff will use techniques and supports to encourage regular student attendance

08/22/2022 - 06/01/2023

PBIS team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Create a detailed message containing the school's focus on improving student achievement and attendance through school based initiatives.	The school will be revising curriculum, increasing attendance and increasing performance on the Algebra Keystone for specific subgroups of students to better serve the students of the district.	District Newsletter Board Meeting Letter to parents	Parents, staff and community stakeholders	Aug-June 22-23
