

**STO-ROX JSHS**

1105 Valley St

ATSI Title 1 School Plan | 2022 - 2023

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**VISION FOR LEARNING**

It is the vision of the Sto-Rox School District to prepare today's learner for tomorrow's world. In a cooperative manner, as partners with the school community, parents and the communities we serve, to jointly offer the finest education in a fiscally responsible manner, so that all students may experience academic success.

## STEERING COMMITTEE

Name	Position	Building/Group
Megan Marie Van Fossan	Chief School Administrator	Sto-Rox School District
Dr. Kimberly Price	Principal	Sto-Rox School District
Heather Johnston	District Level Leaders	Sto-Rox School District
Evelyn Nagel	Student	Sto-Rox School District
Tina Nagel	Parent/Community Member	Sto-Rox School District
Alice Cooper	School Board Member	Sto-Rox School District
Adrienne Roberts	Board Member	Sto-Rox School District
Connie Deem	Community Member	Community
Paul Cindric	Other	Allegheny Intermediate Unit
Melissa Edwards	Teacher	Sto-Rox School District



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If school-wide PBIS is implemented with fidelity, student and staff attendance will improve.	Regular Attendance
If teacher design instruction based on student variability, student achievement will increase in Mathematics/Algebra.	Mathematics
If teacher design instruction based on student variability, student achievement will increase in ELA/Literature.	English Language Arts

## ACTION PLAN AND STEPS

Evidence-based Strategy			
PBIS			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Attendance	Staff attendance and average daily membership of students will improve to 71% by June 30, 2023.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

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Establish a reward/ incentive system to support student attendance.	2022-08-01 - 2022-08-31	PBIS coach, admin team	Work with PBIS team to create system.
Use lesson plans to teach school wide expectations following a pre-determined schedule throughout the school year.	2022-08-01 - 2023-05-31	PBIS coach, admin team	Work with PBIS team to create lessons and schedule
Collect data and analyze monthly by members of the PBIS Team.	2022-08-01 - 2023-05-31	PBIS Coach, admin team	SWIS data, PBIS meeting agenda, support from PBIS AIU consult; faculty meeting agenda
Establish a system of rewards for both students and staff that supports the school wide expectations and implement consistently across campus.	2022-08-01 - 2022-08-31	PBIS coach, admin team	Work with PBIS team to create system.
Create a student team to ensure that students are involved in identifying/ developing incentives	2022-09-05 - 2022-09-30	PBIS coach, admin team	Incentives and small training items for students; agendas for training; consultant PD for students Title 1 Funds will be used to engage parents in student-facilitated academic fairs
Attend the monthly PBIS coach meetings offered through the AIU (minimum one member of the team).	2022-08-01 - 2023-05-31	PBIS coach, PBIS team	AIU meetings; coverage for teachers; agendas from coaches' meetings
<b>Anticipated Outcome</b>			
All students will demonstrate an 11% growth in average daily membership from beginning of year benchmark to final benchmark of school year 22-23.			

## Monitoring/Evaluation

Ongoing monitoring by PBIS team through monthly meetings and weekly discussions.

## Evidence-based Strategy

PLC embedded learning

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Math

Given professional learning communities, teachers will use assessment data to design rigorous, relevant mathematics instructional activities, to grow student skills as established in quarter 1 (baseline data).

ELA

Given professional learning communities, teachers will use assessment data to design rigorous, relevant ELA instructional activities, to grow student skills as established in quarter 1 (baseline data).

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Create PLC schedule & agenda for school year.

2022-06-20 -  
2022-06-24

Kim Price,  
Principal

agenda, Dufour text, SRSD schedule

Develop priority steps based on summer data analysis.

2022-06-27 -  
2022-07-15

Kim Price,  
principal

PVAAS data, Keystone data, SAT data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop outline of 22-23 PLC goals and meeting goals.	2022-07-18 - 2022-07-22	Kim Price, principal	SRSD admin team collaboration, Dufour text
Lead weekly and bi-weekly PLCs with content area groups to learn and embed highly effective practices.	2022-08-01 - 2023-05-31	Kim Price, principal	WWC based highly effective practices; walkthrough data; Keystone, CDT and SAT data; evidence from model schools showing efficacy of highly effective teaching. Title 1 Funds will be used to support parent engagement activities, including academic fairs facilitated by our students, and purchase PLC materials as needed.

**Anticipated Outcome**

Students will learn more ELA and math concepts at a higher level of rigor as measured by standardized testing data.

**Monitoring/Evaluation**

PLC team will review data including CDT, Keystone and SAT outcomes monthly.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Staff attendance and average daily membership of students will improve to 71% by June 30, 2023. (Attendance)	PBIS	Use lesson plans to teach school wide expectations following a pre-determined schedule throughout the school year.	08/01/2022 - 05/31/2023



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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given professional learning communities, teachers will use assessment data to design rigorous, relevant mathematics instructional activities, to grow student skills as established in quarter 1 (baseline data). (Math)	PLC embedded learning	Create PLC schedule & agenda for school year.	06/20/2022 - 06/24/2022
Given professional learning communities, teachers will use assessment data to design rigorous, relevant ELA instructional activities, to grow student skills as established in quarter 1 (baseline data). (ELA)			

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## 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.**

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School Board Minutes or Affirmation Statement

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

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Kimberly J. Price

2022-06-23

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

All student groups met the standard demonstrating growth in English Language Arts/Literature. (PVAAS)

All student group four-year graduation cohort exceeded the statewide average.

The District focused on improving attendance during the 2021-2022 school year with the support of AIU3 technical support.

The district increased co-teaching.

Use of formative assessments in order to drive instruction.

Teachers complied with Commonwealth testing requirements.

Teachers complied with Commonwealth testing requirements.

We partner with CCAC and the University of Pittsburgh for College in the High School Courses

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We require all students to take a Career Exploration Course.

### Challenges

All student groups did not meet the interim goal/improvement target of percent proficient or advanced in English Language Arts/Literature. Only 3% of our students were proficient or advanced in English Language Art/Literature.

All student groups did not meet the interim goal/improvement target for students proficient or advanced in Mathematics/Algebra. Only 5.7% of our students were proficient or advanced in Mathematics/Algebra.

All student groups did not meet interim goal/improvement target percent proficient or advanced in Science/Biology was 6.9%. Only 6.9% of our students were proficient or advanced in Science/Biology.

All student groups did not meet the standard for regular attendance. Percent of regular attendance at Sot-Rox Jr./Sr. High School was 53.7%

All student groups did not meet interim goal/improvement target, 18.6%. There were 3% of all students that were proficient or advanced on the 2020-2021 state assessments.

Students come in with skills that are below grade level and

## Strengths

We require all students to take a Career Exploration Course.

Scores in Mathematics/Algebra for students with disabilities increased in annual academic growth from the previous year.

Scores in Science/Biology for students with disabilities met statewide goal in annual academic growth from the previous year.

Scores in Mathematics/Algebra for black students increased in annual academic growth from the previous year.

Scores in Mathematics/Algebra for students considered economically disadvantaged increased in annual academic growth from the previous year.

Scores in ELA/Literature for students with disabilities increased in annual academic growth from the previous year.

We have hired a high school principal.

We have an school-wide PBIS team.

## Challenges

require more foundational knowledge in order to learn at an appropriate level.

Students come in without the prerequisite knowledge to understand the concepts of Biology.

Students come in without the prerequisite knowledge to understand the concepts of Biology.

Curriculum is not aligned with PA Standards.

Instruction is not designed to be rigorous or relevant for our students.

Instruction is not designed to be rigorous or relevant for our students.

The scores for all student groups, Black, students with disabilities, and students who are economically disadvantaged, dropped in Career Readiness from the prior school year.

Our system of collecting artifacts for the four stands of career readiness is still developing.

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Student attendance for all sub groups is unacceptable. For

## Challenges

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students to learn, they need to be in school.

Scores in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology, and Career Readiness for economically disadvantaged students, students with disabilities and black are unacceptable.

While students are graduating at high rates, most are not proficient in basic academic skills. Therefore they are not prepared for post secondary transition.

Develop a responsive school schedule to include time for professional learning communities.

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

Use the data from benchmark assessments in order to identify student needs and improve instruction.

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**Challenges****Discussion Point****Priority for Planning**

economically disadvantaged, dropped in Career Readiness from the prior school year.

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

Professional learning/building capacity is critical.

Use the data from benchmark assessments in order to identify student needs and improve instruction.

The District needs to ensure all teachers participate in ongoing professional learning communities where there is collaborative data inquiry to drive continuous improvement of teaching and learning for all students. Instructional goals need to align with the PA standards and designed for student variability.

Start with behavior. Develop a responsive student schedule that allows time for tier 2&3.

Develop a responsive school schedule to include time for professional learning communities.

## ADDENDUM B: ACTION PLAN

### Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
Establish a reward/ incentive system to support student attendance.	08/01/2022 - 08/31/2022
Monitoring/Evaluation	Anticipated Output
Ongoing monitoring by PBIS team through monthly meetings and weekly discussions.	All students will demonstrate an 11% growth in average daily membership from beginning of year benchmark to final benchmark of school year 22-23.
Material/Resources/Supports Needed	PD Step
Work with PBIS team to create system.	no

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

Use lesson plans to teach school wide expectations following a pre-determined schedule throughout the school year.

08/01/2022 - 05/31/2023

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

Ongoing monitoring by PBIS team through monthly meetings and weekly discussions.

All students will demonstrate an 11% growth in average daily membership from beginning of year benchmark to final benchmark of school year 22-23.

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

Work with PBIS team to create lessons and schedule

yes



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

Collect data and analyze monthly by members of the PBIS Team.

08/01/2022 - 05/31/2023

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

Ongoing monitoring by PBIS team through monthly meetings and weekly discussions.

All students will demonstrate an 11% growth in average daily membership from beginning of year benchmark to final benchmark of school year 22-23.

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

SWIS data, PBIS meeting agenda, support from PBIS AIU consult; faculty meeting agenda

yes



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

Establish a system of rewards for both students and staff that supports the school wide expectations and implement consistently across campus.

08/01/2022 - 08/31/2022

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

Ongoing monitoring by PBIS team through monthly meetings and weekly discussions.

All students will demonstrate an 11% growth in average daily membership from beginning of year benchmark to final benchmark of school year 22-23.

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

Work with PBIS team to create system.

yes



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Create a student team to ensure that students are involved in identifying/ developing incentives	09/05/2022 - 09/30/2022
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Ongoing monitoring by PBIS team through monthly meetings and weekly discussions.	All students will demonstrate an 11% growth in average daily membership from beginning of year benchmark to final benchmark of school year 22-23.
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
Incentives and small training items for students; agendas for training; consultant PD for students Title 1 Funds will be used to engage parents in student-facilitated academic fairs	yes



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

Attend the monthly PBIS coach meetings offered through the AIU (minimum one member of the team).

08/01/2022 - 05/31/2023

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

Ongoing monitoring by PBIS team through monthly meetings and weekly discussions.

All students will demonstrate an 11% growth in average daily membership from beginning of year benchmark to final benchmark of school year 22-23.

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

AIU meetings; coverage for teachers; agendas from coaches' meetings

yes

**Action Plan: PLC embedded learning**

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

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Create PLC schedule & agenda for school year.

06/20/2022 - 06/24/2022

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

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PLC team will review data including CDT, Keystone and SAT outcomes monthly.

Students will learn more ELA and math concepts at a higher level of rigor as measured by standardized testing data.

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

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agenda, Dufour text, SRSD schedule

yes

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

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Develop priority steps based on summer data analysis.

06/27/2022 - 07/15/2022

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

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PLC team will review data including CDT, Keystone and SAT outcomes monthly.

Students will learn more ELA and math concepts at a higher level of rigor as measured by standardized testing data.

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

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PVAAS data, Keystone data, SAT data

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

Develop outline of 22-23 PLC goals and meeting goals.

07/18/2022 - 07/22/2022

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

PLC team will review data including CDT, Keystone and SAT outcomes monthly.

Students will learn more ELA and math concepts at a higher level of rigor as measured by standardized testing data.

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

SRSD admin team collaboration, Dufour text

yes





<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Lead weekly and bi-weekly PLCs with content area groups to learn and embed highly effective practices.	08/01/2022 - 05/31/2023
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
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<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS approach refresher and continued implementation	All staff in the Sto-Rox Jr./Sr. High School	Lesson plans, tickets, rewards, etc.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increase in positive student behaviors and decrease in student referrals to office.	08/18/2022 - 05/30/2023	PBIS Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport	Trauma Informed Training (Act 18)

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

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

