

EISENHOWER M/HS

3700 Route 957

TSI non-Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Our school prepares students for success in the 21st century by engaging them in rigorous and relevant learning opportunities that promote academic, physical, and emotional growth so that students can achieve their educational and personal goals leading to a fulfilling future within the greater community.

STEERING COMMITTEE

Name	Position	Building/Group
Ericka Alm	Principal	Eisenhower Middle High School
Eric Mineweaser	Director of Curriculum, Instruction, and Assessment	Warren County School District
Betsy Sobkowski	Administrator	Eisenhower Middle High School
Paul Crider	Special Education Supervisor	Eisenhower Middle High School
Crystal Howe	Teacher	Eisenhower Middle High School
Erin Richardson	Teacher	Eisenhower Middle High School
Amanda Slattery	Special Education Teacher	Eisenhower Middle High School
Elizabeth Swanson	Teacher	Eisenhower Middle High School
Coleen Golab	School Counselor	Eisenhower Middle High School
Anna Joncas	Teacher	Eisenhower Middle High School
Jennifer Dilks	District Assessment and Data Coach	Warren County School District
Lynette Swab	Special Education Coach	Warren County School District
Todd Heffern	Teacher	Eisenhower Middle High School
Carol Livingston	Teacher	Eisenhower Middle High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students who attend school regularly have greater success overall.	Regular Attendance
Students perform higher when they understand what they want to do post-secondary education or upon graduation from high school.	Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy
Positive School Wide Behavior Interventions and Support

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	All students will meet the statewide average in regular attendance of 85.8% at the conclusion of the 2020-2021 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
School Counselor will meet with students after every five absences.	2020-09-08 - 2021-06-11	School Counselors	Attendance reports eSchool student information system Student Assistance Program Multi-tiered System of Supports School Wide rewards

Anticipated Outcome
Improvement of student attendance.

Monitoring/Evaluation

Bi-weekly reports Administration and School Counselors eSchool student information

Evidence-based Strategy

Meaningful Student Engagement in Career Education and Work Standards

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
College Career Readiness	All students will meet the statewide average of the college and career benchmark of 89.8% at the conclusion of the 2020-2021 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Shut down advisory twice a marking period – One two hour delay schedule per semester	2020-09-01 - 2021-06-11	School Administration and School Counselor	Computers Virtual Academy College and Career Ready Course Naviance Casemanagers Base Advisory Teachers Spreadsheet of student completion of tasks

Anticipated Outcome

All students will have 8 college and career readiness activities completed by the end of the school year.

Monitoring/Evaluation

Administration, school counselors, advisory teachers, and casemanagers will progress monitor completion of activities each marking period for all students. Staff will use the virtual academy platform, Naviance, and the college and career readiness spreadsheet to evaluate completion of tasks.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All students will meet the statewide average in regular attendance of 85.8% at the conclusion of the 2020-2021 school year. (Regular Attendance)	Positive School Wide Behavior Interventions and Support	School Counselor will meet with students after every five absences.	09/08/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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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.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Extra programs have been added to the school to enrich students and their interests. (Battle of books, Envirothon, math counts, and Journalism)

Overall school culture is positive.

School is recognizing some areas of weakness and has begun the process of implementing school wide positive behavior support to help build success.

School size allows the faculty and staff to be more readily aware of students overall performance regarding grades, credits, and attendance.

Building in an advisory period has allowed students and teachers to have a time to make connections and ask questions.

The reading interventions that have been put into place within the last couple of years (Read 180 and System 44) have helped students in fluency and comprehension.

Teachers are beginning to provide “pre mediation” opportunities to students based off CDT testing.

The building does show that it is having strong growth within some of the subgroups.

After school tutoring and detention have offered a time for peer to peer tutoring and support for students beyond the school day.

Challenges

Regular Attendance of 80.9% does not meet the state average of 85.1%.

Parents do not recognize or are willing to accept how attendance hurts student and building as a whole.

No rewards or motivation provided by school on a regular basis.

Lack of time to support students who are struggling.

Minimal opportunities and time to meet as departments and grade level bands.

Students who attend the Warren County Career Center struggle to find adequate time to be remediated in CORE subjects.

Student perception is that standardized testing is not important and holds no consequences for not passing.

Parents opt students out of testing and/or out of remediation for testing

High class sizes for the courses that require a greater amount of support in.

Students struggle with overall math facts entering middle level.

Class time at middle level decreased by ten minutes.

Lack of remediation resources and tools for math.

No consequences for failing middle school

Strengths

Recognizing students at the middle school level who have had success making merit and honor roll throughout the school year.

There is a strong veteran faculty.

District switching to CDT benchmark testing to allow for better use of data.

The addition of technology to the building within the last two years.

Keystone biology test have had two consecutive years of a biology based science course. One year of Environmental that has an emphasis on Ecology and evolution and 1 year of biology. course map and planned instruction are more directly aligned to math keystone modules.

Students on the Keystone Exam consistently score well in the standard continuity and unity of life: Theory of evolution

PSSA percent proficient has maintained for two years in a row.

8th Grade PSSA strength over three years includes Standard B.2 – Biological Sciences – Continuity of life.

Many students attend the Career Center due to interest and experience beyond the school.

90% of students were competent or advanced on their NOCTI/NIMS exam.

50% of students were advanced on the NOCTI/NIMS exam.

Challenges

classes or standardized tests.

One standard that needs more focus on: Cells and Cell processes – biogenetics.

Anchor A.2 (Processes, Procedures, and Tools of Scientific investigations was the lowest standard for three consecutive years.

Students did not meet the statewide average of 89.8% on the Career Standards Benchmark.

Economically Disadvantaged students were below the statewide average of 89.8% on the Career Standards Benchmark.

Students with disabilities were below the statewide average of 89.8% on the Career Standards Benchmark.

Regular Attendance of students with disabilities 72.9% which was below the statewide average of 85.8%.

Regular Attendance of economically disadvantaged is 80.2% which was below the statewide average of 85.8%.

Students with disabilities Career Standards of Benchmark of 69.6% which is below the statewide average of 89.8%.

Career Standards Benchmark of economically disadvantaged is 76.9% which is below statewide average of 89.8%.

Foster a culture of high expectations for success for all students, educators, families, and community members.

Strengths

30% of the overall student population attend the Career Center.

Attendance improves with flexible scheduling and for those students who attend the Career Center.

Students with disabilities Science/Biology Academic Growth Score of 75.5% which is above statewide growth standard of 70%.

Science/Biology Academic Growth Score of 80% for economically disadvantaged which is above statewide growth standard of 70%

Students with disabilities English Language Arts/Literature Academic Growth 71.5% which is above statewide growth standard of 70%.

Mathematics/Algebra academic Growth Score 72.5% for economically disadvantaged which is above the statewide average of 70%.

Collectively shape the vision for continuous improvement of teaching and learning.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community .

Partner with local businesses, community organizations, and other agencies to meet the needs of the school .

Identify professional learning needs through analysis of a variety of data.

Challenges

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Provide frequent, timely, and systematic feedback and support on instructional practices.

Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

Regular Attendance of 80.9% does not meet the state average of 85.1%.



Students did not meet the statewide average of 89.8% on the Career Standards Benchmark.



ADDENDUM B: ACTION PLAN

Action Plan: Positive School Wide Behavior Interventions and Support

Action Steps	Anticipated Start/Completion Date
School Counselor will meet with students after every five absences.	09/08/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
Bi-weekly reports Administration and School Counselors eSchool student information program Student Attendance Improvement Plans	Improvement of student attendance.

Material/Resources/Supports Needed	PD Step
Attendance reports eSchool student information system Student Assistance Program Multi-tiered System of Supports School Wide rewards	yes

Action Plan: Meaningful Student Engagement in Career Education and Work Standards

Action Steps	Anticipated Start/Completion Date
Shut down advisory twice a marking period – One two hour delay schedule per semester	09/01/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
Administration, school counselors, advisory teachers, and casemanagers will progress monitor completion of activities each marking period for all students. Staff will use the virtual academy platform, Naviance, and the college and career readiness spreadsheet to evaluate completion of tasks.	All students will have 8 college and career readiness activities completed by the end of the school year.

Material/Resources/Supports Needed	PD Step
Computers Virtual Academy College and Career Ready Course Naviance Casemanagers Base Advisory Teachers Spreadsheet of student completion of tasks	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All students will meet the statewide average in regular attendance of 85.8% at the conclusion of the 2020-2021 school year. (Regular Attendance)	Positive School Wide Behavior Interventions and Support	School Counselor will meet with students after every five absences.	09/08/2020 - 06/11/2021
All students will meet the statewide average of the college and career benchmark of 89.8% at the conclusion of the 2020-2021 school year. (College Career Readiness)	Meaningful Student Engagement in Career Education and Work Standards	Shut down advisory twice a marking period – One two hour delay schedule per semester	09/01/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Positive School Wide Behavior Interventions and Support	Administration, Teachers, and Support Staff	Positive School Wide Behavior Interventions and Support
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Students will meet their quarterly attendance goals.	08/28/2020 - 06/11/2021	Positive School Wide Behavior and Interventions and Support Team

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

2d: Managing Student Behavior

2a: Creating and Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

Professional Development Step**Audience****Topics of Prof. Dev**Meaningful Student Engagement
in Career Education and Work
StandardsAdministration, Teachers,
and Support StaffNaviance College and
Career Readiness
Standards Virtual Academy
Platform Spreadsheet of
college and career
readiness completion**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**Students will met the targeted
goals throughout the four
quarters.

08/28/2020 - 08/28/2020

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

4b: Maintaining Accurate Records

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources