**WARREN AREA HS**

345 E 5th Ave

TSI non-Title 1 School Plan | 2020 - 2021

## VISION FOR LEARNING

A safe and supportive school community that provides all students quality educational opportunities that promote success in their chosen career pathway(s).

# STEERING COMMITTEE

| Name | Position | Building/Group |
| --- | --- | --- |
| Jeff Flickner | Principal | Warren Area High School |
| Josh Vincent | Administrator | Warren Area High School |
| Amy Stewart | Superintendent | Warren County School District |
| Eric Mineweaser | Director of Curriculum, Instruction and Assessment | Warren County School District |
| Lisa Smith | Special Education Supervisor | Warren Area High School |
| Lynette Swab | Special Education Coach | Warren County School District |
| Jennifer Dilks | Assessment and Data Coach | Warren County School District |
| Sandy Fehlman | Teacher | Warren Area High School |
| Kim Gnage | Teacher | Warren Area High School |
| Joe English | Teacher | Warren Area High School |
| Jennifer Stover | Teacher | Warren Area High School |
| Matt Getner | School Counselor | Warren Area High School |
| Lori Hahn | School Counselor | getnerm@wcsdpa.org |

# ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|---|
| All members of the school and the community need to understand and emphasize the importance of regular attendance. | Regular Attendance |
| All members of the school and the community need to understand the relevancy of college and career readiness activities to help students be successful in their chosen career pathway. | Career Standards Benchmark |

# ACTION PLAN AND STEPS

| Evidence-based Strategy |
|---|
| Use Effective Messaging |

## Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| Student Attendance | Students with disabilities 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 |
|---|---|---|---|
| Develop student attendance buddy system in advisory. This small group of students will communicate with each other when one member is absent from school. They can call, text, email, etc. to let student know they are missed and encourage them to return to school as soon as | 2020-09-01 - 2021-06-11 | Advisory Teachers | Student groups will choose the method of communication they would like to utilize in order to encourage absent student to return to school as soon as they are able. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| possible. | | | |
| Communicate with families about student absences. | 2020-09-01 - 2021-06-11 | Attendance Secretary | Call Blast for any student not in school by 9:00 am. |
| Informational letter to all parents concerning the importance of attending school with an attendance tracker. | 2020-08-10 - 2020-08-14 | Administrators | Letter with attendance tracker Attendance Policy |

### Anticipated Outcome

Improved attendance across grade levels. Decrease in unexcused absences across all grade levels.

### Monitoring/Evaluation

Monthly attendance meetings to monitor student attendance. Attendance progress monitoring spreadsheet eSchool student information system

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### Evidence-based Strategy

Monitor Chronic Absence Data

### Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| Student Attendance | Students with disabilities 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 |
|---|---|---|---|
| Meet monthly to review students who are chronically absent and for | 2020-10-01 - 2021-06-11 | Administrators | Absentee data; School Social Worker; Student Attendance Improvement |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| those students that are on trajectory for chronic absences. | | | Plans |

## Anticipated Outcome

Improved attendance across grade levels. Decrease in unexcused absences across all grade levels.

## Monitoring/Evaluation

Monthly attendance meetings to monitor student attendance.; Attendance progress monitoring spreadsheet; eSchool Student Information System

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## Evidence-based Strategy

Recognize Improvements

## Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| Student Attendance | Students with disabilities 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 |
|---|---|---|---|
| Certificate for punctuality and attendance based on no tardies or minimal absences to be provided to employers when students apply for jobs. | 2020-09-01 - 2021-06-11 | School Counselors Secretary | Certificates each semester; Collaboration with community businesses |
| Creation of an attendance merit and honor roll system. | 2020-09-01 - 2021-06-11 | Data System Specialists School Counselors | Certificates of recognition; 2 or fewer absences per nine weeks merit honor roll; 3 or 4 absences per nine |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| | | | weeks honor roll. |

**Anticipated Outcome**

Improved attendance across all grade levels. Decrease in unexcused absences across all grade levels.

**Monitoring/Evaluation**

Monthly meetings to monitor student attendance. Attendance progress monitoring spreadsheet; eSchool Student Information System

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**Evidence-based Strategy**

Meaningful Engagement in Career Education and Work Standards

**Measurable Goals**

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| College Career Readiness | 11th grade students with disabilities 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 |
|---|---|---|---|
| Teachers will receive training on the expectations to implement and evaluate all activities counted towards the Career Readiness Indicator with fidelity and rigor, as demonstrated by alignment to CEW standards, demonstration of meaningful engagement in activities | 2020-09-01 - 2021-06-11 | Administrators School Counselors | Virtual Academy College Career Ready Course Casemanagers Base Advisory Teachers Naviance spreadsheet of student completion of tasks |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| that will increase the likelihood of postsecondary success, and/or connection to a student's broader interests, skills, and goals. | | | |
| Weekly report provided to administration and building department heads on completion rate of college career readiness activities. | 2020-10-01 - 2021-06-11 | School Counselor | Spreadsheet of student completion of tasks. |

### Anticipated Outcome

11th grade 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 career readiness spreadsheet to evaluate completion of tasks.

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| 11th grade students with disabilities 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 | Teachers will receive training on the expectations to implement and evaluate all activities counted towards the Career Readiness Indicator with fidelity and rigor, as demonstrated by alignment to CEW standards, demonstration of meaningful engagement in activities that will increase the likelihood of postsecondary success, and/or connection to a student's broader interests, skills, and goals. | 09/01/2020 - 06/11/2021 |

# 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).

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

_____

Building Principal Signature

_____

# ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

## Strengths

Literature and Algebra percent Proficient/Advanced exceeded statewide average.

Algebra Percent Advanced above statewide average.

Advanced on Industry Based Competency above statewide average.

Algebra Growth for students with disabilities improved from 50% to 70%.

Biology Growth for students with disabilities improved from 57% to 70%.

Align curricular materials and lesson plans to the PA Standards.

2019 data indicates that all student groups showed significant growth in comparison to previous years data.

2019 data indicates that all student groups showed growth in comparison to previous years data.

The IEP subgroup met the PA Academic Standard of growth in Algebra.

The 2019 scores indicate that overall students demonstrated significant evidence that the school exceeded the standard for PA Academic Growth.

Students participating in CTE programs earned at least one industry certification.

Students participating in CTE programs score well on their NOCTi/NIMS.

## Challenges

Literature Proficiency decreased from previous year from 36.6% to 26.5%. Did not meet interim target of 35.9%.

Algebra Proficiency decreased from previous year from 38.5% to 20.6% Did not meet interim target of 57.5%.

Biology Proficiency decreased from previous year 37.5% to 27.8%. Did not meet interim target of 57.5%.

Regular Attendance (74.3%) did not meet statewide average of 85.8%.

Career Standards Benchmark (21.6%) did not meet statewide average of 89.9%.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

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

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

The IEP subgroup indicates moderate evidence of not meeting the PA Academic Standard of growth in Literature.

62% of the student population taking the CDTS in Literature are working below grade level. This includes students who are currently enrolled in the Literature course and the students who are

| Strengths | Challenges |
|---|---|
| Use of evidence based reading intervention, which provides timely data to improve personalized instruction. | remediating in Literature. |
| Use of systematic screening and progress monitoring to identify lacking reading skills. | 68% of the student population taking the CDTS in Algebra are working below grade level. This includes students who are currently enrolled in the Algebra course and the students who are remediating in Algebra. |
| | The three year average in Biology shows moderate evidence that the school did not meet the standard for PA Academic Growth. |
| | 68% of the student population taking the CDTS in Biology are working below grade level. This includes students who are currently enrolled in a Biology course and the students who are remediating in Biology. |
| | College Career Readiness task completion is low across all grade levels. |
| | Grade level submission rate for grade 11: 25% |
| | Increase frequency of data analysis to determine correct intervention strategies and areas needing remediation for each student, instead of class as a whole. |
| | Determine if decoding or phonemic awareness issues are present. |
| | Strengthen focus on vocabulary and background knowledge to increase overall comprehension skills. |

| Strengths | Challenges |
|---|---|

## Most Notable Observations/Patterns

| Challenges | Discussion Point | Priority for Planning |
|---|---|---|
| Literature Proficiency decreased from previous year from 36.6% to 26.5%. Did not meet interim target of 35.9%. | | |
| Algebra Proficiency decreased from previous year from 38.5% to 20.6% Did not meet interim target of 57.5%. | | |
| Regular Attendance (74.3%) did not meet statewide average of 85.8%. | Lack of parent notification of absences, including chronic absenteeism SAIP fidelity Administrators/Counselors not reviewing attendance data on a consistent basis Lack of parental understanding of the importance of regular attendance (scheduling appointments, vacations, etc.) Reminding students of submitting excuses Staff needs trained on how to communicate the importance of regular attendance with students. Students get to make up work Kids that miss school but do fine in class- still get | ✔ |

| Challenges | Discussion Point | Priority for Planning |
|---|---|---|
| | high grades Lack of value placed on school Escape avoidance Barriers- care for younger children Lack of success Lack of positive relationships Lack of mental health resources in community | |
| Career Standards Benchmark (21.6%) did not meet statewide average of 89.9%. | Lacked progress monitoring of completed college and career activities. Communication of the purpose of college and career readiness to students, staff, parents and community members. Create a virtual platform for students to have easy access of college and career goals throughout their school careers. Review activities to ensure relevancy. Since it is not a requirement for graduation, students do not feel the necessity to complete. | ✔ |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. | | |
| The IEP subgroup indicates moderate evidence of not meeting the PA Academic Standard of growth in Literature. | | |
| College Career Readiness task | | |

| Challenges | Discussion Point | | Priority for Planning |
| --- | --- | --- | --- |
| completion is low across all grade levels. | | | |

# ADDENDUM B: ACTION PLAN

**Action Plan: Use Effective Messaging**

| Action Steps | Anticipated Start/Completion Date |
| --- | --- |
| Develop student attendance buddy system in advisory. This small group of students will communicate with each other when one member is absent from school. They can call, text, email, etc. to let student know they are missed and encourage them to return to school as soon as possible. | 09/01/2020 - 06/11/2021 |

| Monitoring/Evaluation | Anticipated Output |
| --- | --- |
| Monthly attendance meetings to monitor student attendance. Attendance progress monitoring spreadsheet eSchool student information system | Improved attendance across grade levels. Decrease in unexcused absences across all grade levels. |

| Material/Resources/Supports Needed | PD Step |
| --- | --- |
| Student groups will choose the method of communication they would like to utilize in order to encourage absent student to return to school as soon as they are able. | yes |

| Action Steps | Anticipated Start/Completion Date |
| --- | --- |
| Communicate with families about student absences. | 09/01/2020 - 06/11/2021 |

| Monitoring/Evaluation | Anticipated Output |
| --- | --- |
| Monthly attendance meetings to monitor student attendance. Attendance progress monitoring spreadsheet eSchool student information system | Improved attendance across grade levels. Decrease in unexcused absences across all grade levels. |

| Material/Resources/Supports Needed | PD Step |
| --- | --- |
| Call Blast for any student not in school by 9:00 am. | no |

| Action Steps | Anticipated Start/Completion Date |
|---|---|
| Informational letter to all parents concerning the importance of attending school with an attendance tracker. | 08/10/2020 - 08/14/2020 |

| Monitoring/Evaluation | Anticipated Output |
|---|---|
| Monthly attendance meetings to monitor student attendance. Attendance progress monitoring spreadsheet eSchool student information system | Improved attendance across grade levels. Decrease in unexcused absences across all grade levels. |

| Material/Resources/Supports Needed | PD Step |
|---|---|
| Letter with attendance tracker Attendance Policy | no |

## Action Plan: Monitor Chronic Absence Data

| Action Steps | Anticipated Start/Completion Date |
|---|---|
| Meet monthly to review students who are chronically absent and for those students that are on trajectory for chronic absences. | 10/01/2020 - 06/11/2021 |

| Monitoring/Evaluation | Anticipated Output |
|---|---|
| Monthly attendance meetings to monitor student attendance.; Attendance progress monitoring spreadsheet; eSchool Student Information System | Improved attendance across grade levels. Decrease in unexcused absences across all grade levels. |

| Material/Resources/Supports Needed | PD Step |
|---|---|
| Absentee data; School Social Worker; Student Attendance Improvement Plans | no |

**Action Plan: Recognize Improvements**

| Action Steps | Anticipated Start/Completion Date |
| --- | --- |
| Certificate for punctuality and attendance based on no tardies or minimal absences to be provided to employers when students apply for jobs. | 09/01/2020 - 06/11/2021 |

| Monitoring/Evaluation | Anticipated Output |
| --- | --- |
| Monthly meetings to monitor student attendance. Attendance progress monitoring spreadsheet; eSchool Student Information System | Improved attendance across all grade levels. Decrease in unexcused absences across all grade levels. |

| Material/Resources/Supports Needed | PD Step |
| --- | --- |
| Certificates each semester; Collaboration with community businesses | no |

| Action Steps | Anticipated Start/Completion Date |
| --- | --- |
| Creation of an attendance merit and honor roll system. | 09/01/2020 - 06/11/2021 |

| Monitoring/Evaluation | Anticipated Output |
| --- | --- |
| Monthly meetings to monitor student attendance. Attendance progress monitoring spreadsheet; eSchool Student Information System | Improved attendance across all grade levels. Decrease in unexcused absences across all grade levels. |

| Material/Resources/Supports Needed | PD Step |
| --- | --- |
| Certificates of recognition; 2 or fewer absences per nine weeks merit honor roll; 3 or 4 absences per nine weeks honor roll. | no |

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

| Action Steps | Anticipated Start/Completion Date |
|---|---|
| Teachers will receive training on the expectations to implement and evaluate all activities counted towards the Career Readiness Indicator with fidelity and rigor, as demonstrated by alignment to CEW standards, demonstration of meaningful engagement in activities that will increase the likelihood of postsecondary success, and/or connection to a student's broader interests, skills, and goals. | 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 career readiness spreadsheet to evaluate completion of tasks. | 11th grade students will have 8 college and career readiness activities completed by the end of the school year. |

| Material/Resources/Supports Needed | PD Step |
|---|---|
| Virtual Academy College Career Ready Course Casemanagers Base Advisory Teachers Naviance spreadsheet of student completion of tasks | yes |

| Action Steps | Anticipated Start/Completion Date |
| --- | --- |
| Weekly report provided to administration and building department heads on completion rate of college career readiness activities. | 10/01/2020 - 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 career readiness spreadsheet to evaluate completion of tasks. | 11th grade students will have 8 college and career readiness activities completed by the end of the school year. |

| Material/Resources/Supports Needed | PD Step |
| --- | --- |
| Spreadsheet of student completion of tasks. | no |

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
| --- | --- | --- | --- |
| 11th grade students with disabilities 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 | Teachers will receive training on the expectations to implement and evaluate all activities counted towards the Career Readiness Indicator with fidelity and rigor, as demonstrated by alignment to CEW standards, demonstration of meaningful engagement in activities that will increase the likelihood of postsecondary success, and/or connection to a student's broader interests, skills, and goals. | 09/01/2020 - 06/11/2021 |

# PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|---|---|---|
| College Career Readiness | All professional staff | College Career Readiness Indicators Virtual Academy Platform Naviance Progress Monitoring of completed activities |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|---|---|---|
| Completion of virtual academy platform training including assessing student assignments. Teachers will have assignments graded at each mid nine and nine week reporting date. | 08/28/2020 - 08/28/2020 | School Counselor |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| 1d: Demonstrating Knowledge of Resources | |