School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name:
Washington School District

School Building Name:
Washington High School

4-Digit School Building Code: 6912

Address:
201 Allison Ave. Washington, PA 15301

A. School Improvement Committee

Committee Members and Positions in School/Community (Name Position/Role Building/Group/Organization):

Dr. James Konrad, Superintendent of Schools

Carla Herrnberger, Director of Special Education

BJ Mihelcic, Director of Curriculum and Instruction

Chet Henderson, High School Principal

Jessica Gardner, Special Education Teacher

Mike Campsey - Blueprints

Ester Barnes - Southwest Training

Melissa Nemeth - Parent

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students.

- School district administration met and identified stakeholders to invite based on current leadership roles and known prior experiences. To ensure the greatest possible diversity of perspectives, a general invitation was issued to the Washington School District community via phone blast for participation in the district's ATSI improvement plan planning process.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

- The role of the assembled committee is to evaluate school level data, analyze student, teacher, and, parent surveys, and develop an action plan to improve identified areas of improvement (student achievement, growth, and attendance). In doing so, this committee will develop goals that will be reviewed, and revised as needed in order to achieve the identified goals.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students:
What will students know and be able to demonstrate upon leaving the school?

- Washington School District is committed to developing students academically. socially, and emotionally in order to meet the challenges of the 21st Century and to become productive members of society.

Measures of Success *How will you know you are on track to achieving your vision or students?*

- Graduation rates for students receiving Special Education services will meet or exceed 68.5% by 2021.

II. School Level Needs Assessment

A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

ATSI Committee reviewed the results of the three surveys sent out by the district. Surveys were given to parents/ guardians, teachers, and students so that all groups were represented in the gathering of data. Stakeholders were invited to join the group verbally and then the established group members corresponded through emails and collaborated in small and large group meetings.

B. Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
Career Standards Benchmark	• At 100% our all student group exceeded the statewide average of 91.8% and exceeded the statewide 2030 goal of 98.0%
Industry Based Learning	• At 27.7% our all student group exceeded the statewide average of 23.8%.
Post-Secondary Transition to School, Military, or Work	• At 83% our all student group was on par with the statewide average of 83.6%
Overall Climate/Positive Learning Environment	• Teacher survey results indicate teachers believe they have a shared responsibility in the development of curriculum and instructional strategies. • Majority of teachers reported that they have collaborated with others about instructional practices multiple times. • Teacher survey results indicated 85% of teachers feel a sense of loyalty towards the school. • Student and parent survey results indicated that students mostly feel safe in classrooms.

C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Priority for Planning	Challenge	Supporting Evidence from Needs Assessment	Primary Root Cause
x	**Graduation**	• At 66.7% our Students with Disabilities graduation rate is lower than our all student graduation rate of 81% from data pulled from Future Ready PA Index. • At 66.7% our Students with Disabilities graduation rate is lower than the 67% cutoff established by PDE.	• Attendance is a leading factor of low graduation rate. Based on PA Act 138 of 2016 identifies 6 unexcused absences at habitually truant, Washington High School had 60 percent of its students classify as habitually truant. Furthermore, another 22% of students would classify as chronically absent (missing 10% or more of school days). • Lack of school connectedness based on Student Survey results. Neary 50 percent of students do not feel teachers pay attention to all students in class or work hard to make sure they graduate. Additionally, nearly half of students who responded to survey stated that they do not find interest or challenge in their work.
x	**Attendance**	• At 51.3% our Students with Disabilities regular attendance rate is lower than our all student attendance rate of 64.7% which is lower than the statewide average of 85.4%.	• Correlating factors of truancy (Race, SES status, and school connectedness)

D. Established Priorities and Aligned Outcome Categories

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under "Outcome Category."

Priority Statements and Rationale Outcome Category

1. Use evidence and research based practices to develop and implement the district's Social-Emotional Learning initiative to establish a safe, supportive, and nurturing environment that will foster positive student-staff relationships, which will lead to a reduction in students truancy, improved academic performance and result in higher graduation rates.

2. Utilize the district's current attendance policy, the high school attendance plan, and the implementation of the evidence-based Check and Connect Intervention Program to adhere to Pennsylvania's Act 138 of 2016 to reduce student truancy.

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: Use evidence and research based practices to develop and implement the district's Social-Emotional Learning initiative to establish a safe, supportive, and nurturing environment that will foster positive student-staff relationships, which will lead to a reduction in students truancy, improved academic performance and result in higher graduation rates.

Measurable Goal	Quarterly Benchmark 1	Quarterly Benchmark 2	Quarterly Benchmark 3
Graduation rate for the students with disabilities at Washington High School will meet or exceed 66.6% for the 2019-2020 school year.	• Students with Disabilities will be enrolled in courses required to graduate	• 100% of students with disabilities will take part in progress monitoring, mentoring, and transition classes that will tracked by individual case manager	• 100% of students with disabilities will take part in progress monitoring, mentoring, and transition classes that will tracked by individual case manager
100% implementation of Year 1 of Washington School District's SEL plan through support of Suite 360	• Provide all staff with professional development on SEL. • Set up students and staff with Suite 360 accounts	• 100% completion of weekly SEL lessons through Suite 360 for staff • 75% completion of weekly SEL lessons for students through Suite 360	• 100% completion of weekly SEL lessons through Suite 360 for staff • 75% completion of weekly SEL lessons for students through Suite 360

Priority Statement #2: Utilize the district's current attendance policy, the high school attendance plan, and the implementation of the evidence-based Check and Connect Intervention Program to adhere to Pennsylvania's Act 138 of 2016 and improve upon regular student attendance

Measurable Goal	Quarterly Benchmark 1	Quarterly Benchmark 2	Quarterly Benchmark 3
Check and Connect Intervention Program will be successfully implemented and operating by the end of the 2019-2020 school year	15 staff members will be recruited and trained as mentors to work as Tier III (10 or more unexcused absences). Student mentors. Students classified as habitually truant will be notified of the availability of the Check and Connect program	Student attendance will be monitored weekly by mentors with monthly referrals for student enrollment in Check and Connect	Student attendance will be monitored weekly by mentors with monthly referrals for student enrollment in Check and Connect
Student Attendance Improvement Plans will be established and monitored for truant students with 6-10 unexcused absences by district staff and Blueprints truancy	Blueprints and school Truancy Officers will identify students with 6 -10 unexcused absences and conduct SAIP meetings to address student truancy. Student behavior will be monitored weekly by Blueprints and Truancy Officers	Blueprints and school Truancy Officers will identify students with 6 or more unexcused absences and conduct SAIP meetings to address student truancy. Student behavior will be monitored weekly by Blueprints and Truancy Officers	Blueprints and school Truancy Officers will identify students with 6 or more unexcused absences and conduct SAIP meetings to address student truancy. Student behavior will be monitored weekly by Blueprints and Truancy Officers

IV. Action Plans

A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: Use evidence and research based practices to develop and implement the district's Social-Emotional Learning initiative to establish a safe, supportive, and nurturing environment that will foster positive student-staff relationships, which will lead to a reduction in students truancy, improved academic performance and result in higher graduation rates.

Measurable Goal	Evidence-Based Strategy
Graduation rate for the students with disabilities at Washington High School will meet or exceed 66.6% for the 2019-2020 school year.	• Utilization of weekly advisory period to build stronger student-teacher relationships and develop stronger social-emotional learning environments which will increase student graduation rate. District will utilize Suite 360 Student, Suite 360 Staff, and Suite 360 Parent to develop a system of support and training for primary stakeholders. https://evpco.com/our-story
100% implementation of Year 1 of Washington School District's SEL plan through support of Suite 360	• District SEL Plan was developed throughout the duration of the 2018-2019 school year. This plan was developed utilizing CASEL competencies and the framework developed by the International Institute of Restorative Practice. CASEL https://casel.org/what-is-sel/ IIRP https://www.iirp.edu/

Priority Statement #2: Utilize the district's current attendance policy, the high school attendance plan, and the implementation of the evidence-based Check and Connect Intervention Program to adhere to Pennsylvania's Act 138 of 2016 and improve upon regular student attendance

Measurable Goal	Evidence-Based Strategy
Utilize the district's current attendance policy, the high school attendance plan, and the implementation of the evidence-based Check and Connect Intervention Program to adhere to Pennsylvania's Act 138 of 2016 and improve upon regular student attendance	- Mentoring: Create a mentoring program between teachers and students with and without **disabilities** in which mentors and mentees meet weekly to address attendance, behavior, and course performance. - Adopt Tiered Attendance System of Support - Check & Connect is a dropout prevention program that has two main components. The "Check" piece determines student engagement through the "checking" of student performance; the "Connect" piece utilizes program staff to provide individualized attention to students, in connection with school personnel, family members, and community service providers. *Supporting Research:* *"Check and Connect":* http://checkandconnect.umn.edu/
Student Attendance Improvement Plans will be established and monitored for truant students with 6-10 unexcused absences by district staff and Blueprints truancy	District Attendance Plan Pennsylvania Act 138 of 2016

B. Action Plan Steps

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

Expenditures:

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

Professional Learning Opportunities:

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

Priority Statement #1:

Use evidence and research based practices to develop and implement the district's Social-Emotional Learning initiative to establish a safe, supportive, and nurturing environment that will foster positive student-staff relationships, which will lead to a reduction in students truancy, improved academic performance and result in higher graduation rates.

Measurable Goal #1: Graduation rate for the students with disabilities at Washington High School will meet or exceed 66.6% for the 2019-2020 school year.

Evidence-Based Strategy: Utilization of Suite 360 student and Suite 360 staff to build stronger student-teacher relationships in support of district Social-Emotional Learning plan

Action Steps	Materials/Resources /Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Provide professional learning for all staff on SEL using CASEL Framework	District training and Professional Learning Communities for district overview of SEL Plan and completion of weekly Suite 360 Staff professional development lessons that are aligned to CASEL competencies.	Superintendent, SEL Team, Principal, Dean of Students, Curriculum Director, Teachers, Special Education Director	7/1/2019 through 6/1/2024
Weekly SEL lessons for students	Students will complete SEL lessons through Suite 360 Student that are aligned to CASEL competencies	Teachers, Guidance Counselors, Dean of Students, Principals, Director of Curriculum and Instruction, Director of Special Education, and Superintendent	7-1-29 through 6-5-2020

Anticipated Outputs:

Improved school climate, leading to improved attendance and course performance which will result in fewer drop-outs and increased graduation rates

- Deeper Content Knowledge
- More Effective Teaching Practices
- More Meaningful Real-World Content Connection

Monitoring/Evaluation Plan:

- Counselors and Tracking teachers will monitor completion of SEL lessons

Expenditure (Brief Description)	Funding Source	Cost
CASEL Framework	N/A	N/A
Suite 360	District	$10,000
Postage	District budget	District budget Postage times # of student families.
Printing supplies for mass quantity of letters, handbooks, etc.	District budget	Unknown

Professional Learning Goal 1: The goal is to provide strategies to teachers to build meaningful relationships with students. Students that feel safe, valued and respected are more likely to attend school than those that do not.

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Teachers, Building Administrators	Superintendent, Principal, Dean of Students, Curriculum Director, Teachers, Director Special Education, SEL TEAM, SEL Teacher Trainers	8/13/2019	Ongoing
Topics Included:			

SEL, Culturally Responsive Teaching, Developmental Relationships, Goal Setting, Empathy, Future Planning, Relationship Skills, Physical Health
Evidence of Learning:
Data reporting from Suite 360 admin

Priority Statement #1:

Use evidence and research based practices to develop and implement the district's Social-Emotional Learning initiative to establish a safe, supportive, and nurturing environment that will foster positive student-staff relationships, which will lead to a reduction in students truancy, improved academic performance and result in higher graduation rates.

Measurable Goal #2: 100% implementation of Year 1 of Washington School District's SEL plan through support of Suite 360

Evidence-Based Strategy: Utilization of CASEL and IIRP Frameworks to drive district initiative.

Action Steps	Materials/Resources /Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Professional development for staff	District SEL plan, Suite 360 staff	Superintendent, Director of Curriculum and Instruction, Principal	Ongoing
Restorative Practice training	District SEL plan, IIRP framework	Superintendent, Director of Curriculum and Instruction, Principals, Restorative Practice trainers	Ongoing

Anticipated Outputs:
1. Stronger understanding of CASEL Framework and the core competencies that will be addressed throughout the school year by staff and students.

Monitoring/Evaluation Plan:
Reporting out of staff professional development lessons being utilized and continued training in restorative practice provided by trained district staff members (principal, guidance counselor, and teacher).

Expenditure (Brief Description)	Funding Source	Cost
	District	

Professional Learning Goal 1: To provide comprehensive and continued training in Social-Emotional Learning to staff members in order to develop stronger, more supportive relationships with out students to improve student graduation rates.

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Teachers, Counselors, Building Principals	Superintendent	August 15,2019	Ongoing
Students	Board of School Directors, Superintendent, Principal, Guidance Counselors, and Teachers	August 20, 2019	Ongoing
Topics Included:			
Self-Management, Relationship Skills, Responsible Decision Making, Social Awareness			
Evidence of Learning:			
Monthly discipline reports, attendance reports, higher graduation rates			

Priority Statement #2:. Utilize the district's current attendance policy, the high school attendance plan, and the implementation of the evidence-based Check and Connect Intervention Program to adhere to Pennsylvania's Act 138 of 2016 and improve upon regular student attendance

Measurable Goal #1: Utilize the district's current attendance policy, the high school attendance plan, and the implementation of the evidence-based Check and Connect Intervention Program to adhere to Pennsylvania's Act 138 of 2016 and improve upon regular student attendance

Evidence-Based Strategy: Utilization of Check and Connect Intervention Program

Action Steps	Materials/Resources /Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Identify teacher mentors	Program goals and expectations	Principal	7-1-29 through 8-14-19
Train teacher mentors	Check and Connect Mentor training	Superintendent, Dir. Of Curriculum and Development, Principal, Teachers	7-1-19 through 8-19-29
Notify students and families of program availability	Check and Connect flyer and information. Letter from school about program	Principal	8-20-19 through 9-15-19
Refer students to Check and Connect	C&C Referral Form, PowerSchool student data	Teachers, Principal	8-20-19 through 10-1-19
Monitor student progress	C&C app, C&C monthly progress monitoring	Mentor Teacher, Principal	Ongoing

Anticipated Outputs:

Improved student attendance, reduced behavior referrals, and improved course performance

Monitoring/Evaluation Plan:

Utilizing the Check and Connect app, mentors and principal will be able to monitor student attendance, behavior, and grades. Program will be evaluated based on student outcomes

Expenditure (Brief Description)	Funding Source	Cost
Check and Connect app	District	$499
Check and Connect District Implementation Training	District	$590
Check and Connect Mentor Training	District	N/A

Professional Learning Goal 1:

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Teachers/ professional staff	Principal, Director of Special Education, Director of Curriculum, Superintendent	8-14-19	Ongoing

Topics Included:
Relationship building utilizing PBIS framework

Evidence of Learning:
Reduced number of student absences, reduced number of officer referrals, and improved academic performance

Priority Statement #2: Utilize the district's current attendance policy, the high school attendance plan, and the implementation of the evidence-based Check and Connect Intervention Program to adhere to Pennsylvania's Act 138 of 2016 and improve upon regular student attendance

Measurable Goal #2: Student Attendance Improvement Plans will be established and monitored for truant students with 6-10 unexcused absences by district staff and Blueprints truancy

Evidence-Based Strategy:

Action Steps	Materials/Resources /Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Identification of students identified as habitually truant according to PA Act 138 of 2016	SAIP plans, Parent Survey, Student Survey	Principal, Blueprints personal, District Truancy Officer, School Based Truancy Prevention Officer	2019-2020 school year

Anticipated Outputs:

Goal setting and identification of factors relating to student truancy, so that district can work to address student and family concerns. SAIP plans and improved communication will lead to improved student attendance.

Expenditure (Brief Description)	Funding Source	Cost
N/A	N/A	N/A

Professional Learning Goal 1: Train all teachers in "data literacy" with the universal screener.

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
District Staff	Truancy Officer, School Based Truancy	8-20-19	6-4-20

	Prevention Specialist, Principal		

Topics Included:

Correlating factors to truancy, Student goals, Student school expectations, Family expectations, Supports needed

Evidence of Learning:

Increased number of compliant students with developed SAIP plans resulting in improved student attendance.

V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Staff: Review Draft Plan May 2019 in PLCs

June 3-5: Students to receive Summary Paper Document, distributed at grade-level assemblies or through classes. Presentation will highlight connections to their survey results and an opportunity for feedback.

Community/Parent/Public Review: Full document available May 2019 via website. Summary paper document will be distributed through students and at year-end events during last half of May, beginning of June. Stakeholder feedback June 2019.

Board/Admin Finalization July 2019

VI. Plan Submission

Affirmations

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 the Secretary of Education 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 that the Secretary of Education and the Pennsylvania

Department of Education grant formal approval to implement the school level plan submitted by Washington School District for the 2019-2020 school year.

Board Approval: *Date of Board Meeting:*

_____July 22, 2019_____

Board President: Mrs. Marsha Pleta

July 22, 2019   _Marsha Pleta_ Name
(printed) Signature Date

Superintendent of Schools/Chief Executive Officer: *Dr. James Konrad*

July 22, 2019   Name
(printed) Signature Date

Building Administrator: Mr. *Chet Henderson*

July 22, 2019   Name
(printed) Signature Date

School Improvement Facilitator: N/A

_____ _____ _Name_
(printed) Signature Date