

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency

Wyoming Valley West School District

School Building Name

Wyoming Valley School District Senior High School

Building Code

118409302

School Street Address

150 Wadham St, Plymouth, PA 18651

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Irvin DeRemer	Superintendent	Administrator
David Tosh	Director of Curriculum	Administrator
Marya Baratta	Director of Secondary Spec. Ed.	Administrator
David Novrocki	Principal	Administrator
Christopher Barnic	Assistant Principal	Administrator
Tara Carey	Assistant Principal	Administrator
Shelley Bartolomei	Guidance Counselor	High School/Guidance
Lisa Wren	Special Education Teacher	High School/Teacher/ Spec. Ed.
Joslyn Orrson	Special Education Teacher	High School/Teacher/ Spec. Ed.
Maria Ratchford	Special Education Teacher	High School/Teacher/ Spec. Ed.
Laura Ferraro	Special Education Teacher	High School/Teacher/ Spec. Ed.
Kathleen Wise	Mathematics Department Chair	High School/Teacher/ Regular Ed.

Tom Griffith	ELA Department Chair	High School/Teacher/ Regular Ed.
Anthony Dicton	Community Member	Local Councilmen and Businessman.
Dana Mascioli	Instructional Technologist	Technology Department
Mary Norton	Parent	Parent of High School Student
Christy Tomascik	Community Member	Area Resident
Joseph Ackourey	PIMS Coordinator	Business Office
Joseph Mazur	School Board	President

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 (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

On January 16th, school officials met to review the Pennsylvania Statewide State Assessment results. On March 5th, school personnel attended an LIU workshop for the A-TSI implementation and guidelines. Core teams were assigned to examine the A-TSI indicator factors and evaluate the needs that were identified. The following areas were discussed: professional practices, procedures, state scores, demographics, and attendance.

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.

Each member serves as a crucial member that exhibits leadership, and also delivers a fresh perspective on student success. The synergy between the team creates an exciting opportunity for all educational areas to work together. The ultimate role for each member is to collaborate and provide information that is conducive to learning.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
Students will successfully transition to college and/or career upon graduation from high school.	<ul style="list-style-type: none"> • Guidance counselors collaborating with the student to promote opportunities: SATs, military, college fairs, etc. • Provide postsecondary transition, employment, and independent living opportunities • Training and consultation • Agency night • Incorporate the Office of Vocational Rehabilitation • Career Technical School • By 2030, 100% of students in grades 9-11 will be on-track for post-secondary training or employment.

<p>High School students will increase his/her achievement and growth in both ELA and Math at or above the state cut score.</p> <p><i>State achievement and cut scores are subject to change each year.</i></p>	<ul style="list-style-type: none"> • All students demonstrate personal and social responsibility in school, home, and in the community. • All students are on track for success at the end of each grade level.
<p>High School students will increase his or her attendance rate at or above the state cut score each year.</p> <p><i>State achievement and cut scores are subject to change each year.</i></p>	<ul style="list-style-type: none"> • Continuation of the School Attendance Improvement Plan for student who are truant or at risk. • Enforce district’s attendance policy and have school personnel follow the unlawful absence procedure. • All students demonstrate personal and social responsibility in school, home, and in the community. • Constant communication with student’s parents/guardians • Identify for consideration and adoption proven dropout prevention programs that benefit students with disabilities.

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.

The LEA and stakeholders met to evaluate the Wyoming Valley West High School A-TSI indicators. The identified areas of need were reviewed by the committee. Data was examined and input from all stakeholders were applied during this process to address areas of need. E-Metric and PVAAS data were used to measure growth. Current attendance policies and procedures were reexamined. The co-teaching model will be implemented to provide educational benefits to students in their least restrictive environment. The general education and learning support curriculum will now parallel each other.

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

Strengths	Supporting Evidence from Needs Assessment
<p>Keystone Algebra 1 Growth Measure 2018 (PVAAS) The growth measure for all IEP students is positive and only slightly below the growth measure for all students.</p>	<ul style="list-style-type: none"> In 2018, the Algebra growth measure for all students was +3.2. (PVAAS Report: School Value Added) In 2018, the Algebra growth measure for students with IEPs was +1.7. (PVAAS Report: Growth of Student Groups)
<p>Keystone Algebra Growth Measure 2018 (PVAAS) Growth measure of IEP students is on par or exceeds the growth measures for all students predicted at the Basic and Below Basic Performance Level.</p>	<ul style="list-style-type: none"> In 2018, the 22 students (all students) predicted to have an Algebra Below Basic Performance level had a growth measure of +7.2. (PVAAS Report: School Performance Diagnostic Summary) In 2018, the 16 students (IEP students) predicted to have an Algebra Below Basic Performance level had a growth measure of +7.4. (PVAAS Report: School Performance Diagnostic Summary; Special Education Subgroup) In 2018, the 6 students (Non-IEP students) predicted to have an Algebra Below Basic Performance level had a growth measure of +6.8. (PVAAS Report: School Performance Diagnostic Summary; Non-Special Education Subgroup) In 2018, the 148 students (all students) predicted to have an Algebra Basic Performance level had a growth measure of -1.6. (PVAAS Report: School Performance Diagnostic Summary) In 2018, the 10 students (IEP students) predicted to have an Algebra Basic Performance level had a growth measure of +0.9 (PVAAS Report: School Performance Diagnostic Summary; Special Education Subgroup) In 2018, the 137 students (Non-IEP students) predicted to have an Algebra Basic Performance level had a growth measure of -1.6 (PVAAS Report: School Performance Diagnostic Summary; Special Education Subgroup)
<p>Keystone Algebra Growth Measure 2015-2017 (PVAAS) Growth measure of IEP students over previous 3 years exceeds the growth measures for all student and non-special education students for students predicted at the Basic Performance Level.</p>	<ul style="list-style-type: none"> Over the previous 3 years, ALL students predicted to be in the Algebra Basic performance level group (572 students) had a -0.1 growth measure. (PVAAS Report: School Performance Diagnostic) Over the previous 3 years, Special Education students predicted to be in the Algebra Basic performance level group (50 students) had a +3.5 growth measure. (PVAAS Report: School Performance Diagnostic Summary; Special Education Subgroup)

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.

Challenges	Supporting Evidence from Needs Assessment	Prior	Primary Root Cause
<p>ELA in grades 9-11 Improving the Growth of IEP students in Literature.</p>	<ul style="list-style-type: none"> In 2018, the Literature growth measure for all students was +1.6. (PVAAS Report: School Value Added) In 2018, the Literature growth measure for students with IEPs was -1.65. (PVAAS Report: Growth of Student Groups) In 2018, the 92 students (all students) predicted to have a Literature Basic Performance level had a growth measure of +3.0. (PVAAS Report: School Performance Diagnostic Summary) In 2018, the 16 students (IEP students) predicted to have a Literature Basic Performance level had a growth measure of -12.9 (PVAAS Report: School Performance Diagnostic Summary; Special Education Subgroup) Over the previous 3 years, ALL students predicted to be in the Literature Basic performance level group (302 students) had a -6.2 growth measure. (PVAAS Report: School Performance Diagnostic) Over the previous 3 years, Special Education students predicted to be in the Literature Basic performance level group (58 students) had a -10.9 growth measure. (PVAAS Report: School Performance Diagnostic Summary; Special Education Subgroup) 	<p>Yes</p>	<p>Student achievement gaps are the primary root cause that negatively impacts academic growth on the ELA Keystone assessment. There are multiple factors that can contribute to achievement gaps such as, but not limited to: school-wide factors, community factors, and student background/related factors.</p>

Special Education Attendance	<ul style="list-style-type: none"> Attendance reports for the 2015-2016 and 2016-2017 school years, suggest that school districts should be at or above the cut score of 76.12 percent. In 2018, Wyoming Valley West SHS students with disabilities is 48.08 percent. In the 2017-2018 school year, grades 9th-12th, had a total of 231 special education students. 114 students, under 17 days absent, totaled 49 percent. 59 students, between 18-36 days absent, totaled 26 percent. 	Yes	Students who are missing between 18-36 days of school are at 26 percent, which negatively impacts our attendance rate. The group of students will need to be below 17 days absent in order to see attendance growth.
------------------------------	--	-----	--

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	Rationale	Outcome Category
1. Use systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence-based in ELA in grades 9-11.	We will implement co-teaching instructional teams that deliver state aligned standards during instruction and classroom-based activities/assignment to meet each student’s individualized need and will meet his or her growth targets in ELA each quarter.	<ul style="list-style-type: none"> Essential Practice Condition 1 – Focus on Continuous Improvement of Instruction. English Language Arts
2. Utilize the PBIS and MTSS models within the High School to support appropriate attendance for students within each grade level.	If we complete the evidence-based action steps, the district should see an increase in attendance growth for the upcoming school years.	<ul style="list-style-type: none"> Student attendance

3. Continue to monitor and evaluate the progress in Math for grades 9-11.	We will implement co-teaching instructional teams that deliver state aligned standards during instruction and classroom-based activities/assignment to meet each student’s individualized need and will meet his or her growth targets in Math each quarter.	<ul style="list-style-type: none"> • Essential Practice Condition 1 – Focus on Continuous Improvement of Instruction. • Math
---	--	--

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: The special education ELA curriculum will be clearly defined to parallel the general education ELA curriculum and keystone anchors.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of teacher lesson plans for ELA in grade 9-11 will be standards-based and include at least one improvement to the instruction by June 30 th , 2020.	66% of teacher lesson plans for ELA in grade 9-11 will be standards-based and include at least one improvement to the instruction by September 30 th , 2019.	76% of teacher lesson plans for ELA in grade 9-11 will be standards-based and include at least one improvement to the instruction by December 31, 2019.	86% of teacher lesson plans for ELA in grade 9-11 will be standards-based and include at least one improvement to the instruction by March 30, 2020.
Students in grades 9-11 will increase their growth from a negative growth measure to zero on the ELA Keystone Literature by June 30 th , 2020	Students in grades 9-11 will increase their growth from a negative growth measure to zero on the ELA Keystone Literature by September 30 th , 2019	Students in grades 9-11 will increase their growth from a negative growth measure to zero on the ELA Keystone Literature by December 31st, 2019.	Students in grades 9-11 will increase their growth from a negative growth measure to zero on the ELA Keystone Literature by March 30, 2020.

Priority Statement #2: Increase parental awareness of the importance of attendance in relation to academic, social, and functional growth.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Students will be evaluated annually to be at or above the 76.12% attendance rate in grades 9-12 by June 30, 2019.	Students will be evaluated annually to be at or above the 76.12% attendance rate in grades 9-12 by September 30, 2019.	Students will be evaluated annually to be at or above the 76.12% attendance rate in grades 9-12 by December 31, 2019.	Students will be evaluated annually to be at or above the 76.12% attendance rate in grades 9-12 by March 30, 2019.

Priority Statement #3: The special education math curriculum will be clearly defined to parallel the general education math curriculum and keystone anchors.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of teacher lesson plans for Math in grade 9-11 will be standards-based and include at least one improvement to the instruction by June 30 th , 2020.	66% of teacher lesson plans for Math in grade 9-11 will be standards-based and include at least one improvement to the instruction by September 30 th , 2019.	76% of teacher lesson plans for Math in grade 9-11 will be standards-based and include at least one improvement to the instruction by December 31, 2019.	86% of teacher lesson plans for Math in grade 9-11 will be standards-based and include at least one improvement to the instruction by March 30 th , 2020.
Students are currently meeting the standard of the PA Academic Growth with a growth measure of 1.7. Student will increase their growth by 1.0 on the Keystone Algebra by June 30 th , 2020.	Students are currently meeting the standard of the PA Academic Growth with a growth measure of 1.7. Student will increase their growth by 1.0 on the Keystone Algebra by September 30 th , 2019.	Students are currently meeting the standard of the PA Academic Growth with a growth measure of 1.7. Student will increase their growth by 1.0 on the Keystone Algebra by December 31 st , 2019.	Students are currently meeting the standard of the PA Academic Growth with a growth measure of 1.7. Student will increase their growth by 1.0 on the Keystone Algebra by March 30 th , 2020.

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: The special education ELA curriculum will be clearly defined to parallel the general education ELA curriculum and keystone anchors.

Measurable Goals	Evidence-Based Strategy
100% of teacher lesson plans for ELA in grade 9-11 will be standards-based and include at least one improvement to the instruction by June 30 th , 2020.	<ul style="list-style-type: none"> • Tier 1 lesson plan samples • Tier 2 lesson plan samples • Tier 3 lesson plan • Individualized Education Program (IEPs) • Curriculum documents
Students in grades 9-11 will increase their growth from a negative growth measure to zero on the ELA Keystone Literature by June 30 th , 2020	<ul style="list-style-type: none"> • Research/rationale for selection of interventions • Professional learning plan, materials • Progress Monitoring Instruments • Team meeting agendas • Enrichment classes (student focus group) • Aligned curriculum and common assessments

Priority Statement #2: Increase parental awareness of the importance of attendance in relation to academic, social, and functional growth.

Measurable Goals	Evidence-Based Strategy
Students will be evaluated annually to be at or above the 76.12% attendance rate in grades 9-12 by June 30, 2019.	<ul style="list-style-type: none"> • Parent survey • Student survey • District attendance policy (available online and in student handbook) • Grade level school wide assemblies on school attendance • SAIP meetings (Student Attendance Improvement Plan) • Parent notifications

Priority Statement #3: The special education math curriculum will be clearly defined to parallel the general education math curriculum and keystone anchors.

Measurable Goals	Evidence-Based Strategy
100% of teacher lesson plans for Math in grade 9-11 will be standards-based and include at least one improvement to the instruction by June 30 th , 2020.	<ul style="list-style-type: none"> • Tier 1 lesson plan samples • Tier 2 lesson plan samples • Tier 3 lesson plan • Individualized Education Program (IEPs) • Curriculum documents
Students are currently meeting the standard of the PA Academic Growth with a growth measure of 1.7. Student will increase their growth by 1.0 on the Keystone Algebra by June 30 th , 2020.	<ul style="list-style-type: none"> • Research/rationale for selection of interventions • Professional learning plan, materials • Progress Monitoring Instruments • Team meeting agendas • Enrichment classes (student focus group) • Aligned curriculum and common assessments

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

School Level Action Plans

Priority #1 – Measurable Goal #1: 100% of teacher lesson plans for ELA in grade 9-11 will be standards-based and include at least one enhancement to personalize instruction by June 30th, 2020.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
The special education ELA teacher will parallel the general education ELA curriculum and Keystone Anchors.	<ul style="list-style-type: none"> • Copy of regular education curriculum and Keystone Anchors • Copy of regular education materials and resources provided to special education teachers 	<ul style="list-style-type: none"> • Building Administration • Director of Secondary Special Education • Regular Education ELA Teachers • Special Education Teachers 	Start Date: August 27, 2019 End Date: June 30, 2020
The special education and regular education teachers will implement one of the six co-teaching models in the area of ELA.	<ul style="list-style-type: none"> • Common planning time to implement co-teaching • Professional development on co-teaching; ongoing throughout the school year 	<ul style="list-style-type: none"> • Building Administration • Director of Secondary Special Education • Regular Education ELA Teachers • Special Education Teachers 	Start Date: August 27, 2019 End Date: June 30, 2020
Teacher lesson plans will be checked quarterly by building administration	<ul style="list-style-type: none"> • Lesson Plan Books 	<ul style="list-style-type: none"> • Building Administration • Special Education Teachers 	Start Date: August 27, 2019 End Date: June 30, 2020
Formal Observation(s) by an administrator	<ul style="list-style-type: none"> • Lesson Plan • Lesson Materials 	<ul style="list-style-type: none"> • Director of Secondary Special Education • Special Education Teachers 	Start Date: August 27, 2019 End Date: June 30, 2020

<p>The regular education teachers will implement differentiated instruction.</p>	<ul style="list-style-type: none"> Professional development on differentiated instruction; ongoing throughout the school year 	<ul style="list-style-type: none"> Building Administration Director of Secondary Special Education Regular Education ELA Teachers Special Education Teachers 	<p>Start Date: August 27, 2019 End Date: June 30, 2020</p>
--	--	--	--

Anticipated Outputs:

All special education ELA lesson plans will be aligned with the general education curriculum and standards based.
 Addition of an ELA academic skill building class for grades 9-12
 Implementation of one of the six co-teaching models within the general education ELA classroom setting.

Monitoring/Evaluation Plan:

Administrators will collect the Special Education ELA Teacher lesson plans to check for standards and curriculum alignment.
 Administrators will perform formal observation(s) of the Special Education ELA teachers to monitor standards and curriculum alignment lesson plans.

Expenditures: Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Professional development trainings delivered by the Luzerne Intermediate Unit 18 and other agencies.	General Funds Federal Funds	Will be determined
Provide teachers with materials, resources, and technology.	School Based ACCESS LIU Funding	Will be determined

Professional Learning - Describe the Professional Development Plan to achieve this goal.

Professional Learning Goal: Professional development on co-teaching; ongoing throughout the school year

Audience	Special Education Teachers Regular Education Teachers
Topics to be Included	Co-Teaching Models

Evidence of Learning	Successful implementation of co-teaching through collaborative lesson planning and instruction
Anticipated Timeframe	Enter Start Date: August 27, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Wyoming Valley West School District LIU 18

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: Professional development on differentiated instruction; ongoing throughout the school year

Audience	Special Education Teachers Regular Education Teachers
Topics to be Included	Differentiated Instruction
Evidence of Learning	Successful implementation of differentiated instruction through lesson planning and instruction
Anticipated Timeframe	Enter Start Date: August 27, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Wyoming Valley West School District LIU 18

Priority #1- Measurable Goal #2: Students in grades 9-11 will increase their growth from a negative growth measure to zero on the ELA Keystone Literature by June 30th, 2020

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Lesson plans will be aligned to the Literature Keystone Anchors	<ul style="list-style-type: none"> Lesson plans Keystone Anchors 	<ul style="list-style-type: none"> Special Education Teachers Building Administration 	Start Date: August 27, 2019 End Date: June 30, 2020
The special education and regular education teachers will implement one of the six co-teaching models in the area of ELA.	<ul style="list-style-type: none"> Common planning time to implement co-teaching Professional development on co-teaching; ongoing throughout the school year 	<ul style="list-style-type: none"> Building Administration Director of Secondary Special Education Regular Education ELA Teachers Special Education Teachers 	Start Date: August 27, 2019 End Date: June 30, 2020
Implementation of Literature Keystone Exam Practice Packets in ELA classrooms	<ul style="list-style-type: none"> Keystone Exam Practice Packets 	<ul style="list-style-type: none"> Regular Education Teachers Special Education Teachers ELA Department Chairperson 	Start Date: August 27, 2019 End Date: June 30, 2020
The regular education teachers will implement differentiated instruction.	<ul style="list-style-type: none"> Professional development on differentiated instruction; ongoing throughout the school year 	<ul style="list-style-type: none"> Building Administration Director of Secondary Special Education Regular Education ELA Teachers Special Education Teachers 	Start Date: August 27, 2019 End Date: June 30, 2020
Anticipated Outputs:			
<p>All special education ELA lesson plans will be aligned with the Literature Keystone Anchors. Addition of an ELA academic skill building course Implementation of one of the six co-teaching models within the general education ELA classroom setting.</p>			
Monitoring/Evaluation Plan:			

Administrators will collect the Special Education ELA Teacher lesson plans to check for Literature Keystone Anchors alignment.
Administrators will perform formal observation(s) of the Special Education ELA teachers to ensure proper instruction in the Literature Keystone Anchors.

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Professional development trainings delivered by the Luzerne Intermediate Unit 18 and other agencies	General Education Funding	Will be determined
Provide teachers with materials, resources, and technology.	LIU ACCESS Funds	Will be determined

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: Professional development on co-teaching; ongoing throughout the school year

Audience	Special Education Teachers Regular Education Teachers
Topics to be Included	Co-Teaching Models
Evidence of Learning	Successful implementation of co-teaching through collaborative lesson planning and instruction
Anticipated Timeframe	Enter Start Date: August 27, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Wyoming Valley West School District LIU 18

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: Professional development on differentiated instruction; ongoing throughout the school year.

Audience	Special Education Teachers Regular Education Teachers
Topics to be Included	Differentiated Instruction
Evidence of Learning	Successful implementation of differentiated instruction through lesson planning and instruction
Anticipated Timeframe	Enter Start Date: August 27, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Wyoming Valley West School District LIU 18

Priority #2 – Measurable Goal #1: Students will be evaluated annually to be at or above the 76.12% attendance rate in grades 9-12 by June 30, 2020.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Enforce Current Attendance Policy Daily.	<ul style="list-style-type: none"> • Skyward Attendance Program 	<ul style="list-style-type: none"> • Attendance Officer • Administration • Case Manager • School Counselors 	August 27, 2019-June 30, 2020
Automated call daily to alert parent/guardian of student absence.	<ul style="list-style-type: none"> • Skyward Attendance Program 	<ul style="list-style-type: none"> • Skyward Student Management System 	August 27, 2019-June 30, 2020
SAIP meetings for students and guardians with unexcused chronic absences in accordance with District Attendance Policy.	<ul style="list-style-type: none"> • School Attendance Improvement Plan 	<ul style="list-style-type: none"> • Attendance Officer • Administration • Case Manager • School Counselors 	August 27, 2019-June 30, 2020
Students with improved attendance would be recognized and awarded individually in the classroom quarterly.	<ul style="list-style-type: none"> • Paper certificates • Possible Digital Signage Recognition 	<ul style="list-style-type: none"> • Case Managers 	August 27, 2019-June 30, 2020
Direct Contact from Case Managers to guardians providing assignments and work missed after three consecutive absences to establish a direct correlation between the absence and student learning.	<ul style="list-style-type: none"> • Collection of assignments, email or phone support, mailing attendance reports. 	<ul style="list-style-type: none"> • Case Managers 	August 27, 2019-June 30, 2020

Anticipated Outputs:

This intervention will increase the number of classes students will attend.
The achievement gap will lessen with sustained daily attendance.

Monitoring/Evaluation Plan:

Continuous monitoring of student attendance will continue via the case manager.
 Student self-tracking of attendance.
 SAIP implementations.

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Not applicable	Not applicable	Not applicable

Priority #3 – Measurable Goal #1: 100% of teacher lesson plans for Math in grade 9-11 will be standards-based and include at least one enhancement to personalize instruction by June 30th, 2020.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
The special education Mathematics teacher will parallel the general education Math curriculum and Keystone Anchors	<ul style="list-style-type: none"> • Copy of regular education curriculum and Keystone Anchors • Copy of regular education materials and resources provided to special education teachers 	<ul style="list-style-type: none"> • Building Administration • Director of Secondary Special Education • Mathematics Department Chairperson • Regular Education Mathematics Teachers • Special Education Teachers 	Start Date: August 27, 2019 End Date: June 30, 2020
Teacher lesson plans will be checked quarterly by building administration	<ul style="list-style-type: none"> • Lesson Plan Books 	<ul style="list-style-type: none"> • Building Administration • Special Education Teachers 	Start Date: August 27, 2019 End Date: June 30, 2020
Formal Observation(s) by an administrator	<ul style="list-style-type: none"> • Lesson Plan • Lesson Material 	<ul style="list-style-type: none"> • Director of Secondary Special Education • Special Education Teachers 	Start Date: August 27, 2019 End Date: June 30, 2020

Anticipated Outputs:

All special education Mathematics lesson plans will be aligned with the general education curriculum and standards based.

Monitoring/Evaluation Plan:

Administrators will collect the Special Education Mathematics Teacher lesson plans to check for standards and curriculum alignment.
Administrators will perform formal observation(s) of the Special Education Mathematics teachers to monitor standards and curriculum alignment lesson plans.

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Professional development trainings delivered by the Luzerne Intermediate Unit 18 and other agencies	General Funds	Will be determined
Provide teachers with materials, resources, and technology.	School Based ACCESS LIU Funding	Will be determined

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: Professional development on co-teaching; ongoing throughout the school year.

Audience	Special Education Teachers Regular Education Teachers
Topics to be Included	Co-Teaching Models
Evidence of Learning	Successful implementation of co-teaching through collaborative lesson planning and instruction
Anticipated Timeframe	Enter Start Date: August 27, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Wyoming Valley West School District LIU 18

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: Professional development on differentiated instruction; ongoing throughout the school year.

Audience	Special Education Teachers Regular Education Teachers
Topics to be Included	Differentiated Instruction
Evidence of Learning	Successful implementation of differentiated instruction through lesson planning and instruction.
Anticipated Timeframe	Enter Start Date: August 27, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Wyoming Valley West School District LIU 18

Priority #3 – Measurable Goal #2: Students are currently meeting the standard of the PA Academic Growth with a growth measure of 1.7. Student will increase their growth by 1.0 on the Keystone Algebra by June 30th, 2020.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Lesson plans will be aligned to the Algebra 1 Keystone Anchors	<ul style="list-style-type: none"> Lesson plans Keystone Anchors 	<ul style="list-style-type: none"> Special Education Teachers Building Administration 	Start Date: August 27, 2019 End Date: June 30, 2020
Implementation of Algebra 1 Keystone Exam Practice Packets in Mathematics classrooms	<ul style="list-style-type: none"> Keystone Exam Practice Packets Keystone Workbooks 	<ul style="list-style-type: none"> Regular Education Teachers Special Education Teachers Mathematics Department Chairperson 	Start Date: August 27, 2019 End Date: June 30, 2020
Anticipated Outputs:			
All special education Mathematics lesson plans will be aligned with the Algebra 1 Keystone Anchors.			
Monitoring/Evaluation Plan:			
Administrators will collect the Special Education Mathematics Teacher lesson plans to check for Algebra 1 Keystone Anchors alignment. Administrators will perform formal observation(s) of the Special Education Mathematics teachers to ensure proper instruction in the Algebra 1 Keystone Anchors.			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Professional development trainings delivered by the Luzerne Intermediate Unit 18 and other agencies.	General Funds	Will be determined
Provide teaching with materials, resources, and technology.	LIU ACCESS Funding	Will be determined

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: Professional development on co-teaching; ongoing throughout the school year

Audience	Special Education Teachers Regular Education Teachers
Topics to be Included	Co-Teaching models
Evidence of Learning	Successful implementation of co-teaching through collaborative lesson planning and instruction
Anticipated Timeframe	Enter Start Date: August 27, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Wyoming Valley West School District LIU 18

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: Professional development on differentiated instruction; ongoing throughout the school year

Audience	Special Education Teachers Regular Education Teachers
Topics to be Included	Differentiated Instruction
Evidence of Learning	Successful implementation of differentiated instruction through lesson planning and instruction.
Anticipated Timeframe	Enter Start Date: August 27, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Wyoming Valley West School District LIU 18

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:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Faculty meetings	Faculty	Continue to relay parts of the plan and the current progress. Also, this will be used for feedback.	Aug. 2019-June 2020
Website/Robo Calls	Community/parents	Inform community members of the progress of the current plan and allow for feedback.	Aug. 2019-June 2020

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 implementati**
-

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:
Wyoming Valley West School District for the 2019 - 2020 school year.

Board Approval: Date of Board Meeting: May 15, 2019

Board President:

Joseph A. Mazur
Name (printed)

Joseph A. Mazur
Signature

5-15-19
Date

Superintendent of Schools/Chief Executive Officer:

Irvin DeKemer
Name (printed)

Irvin DeKemer
Signature

5-15-19
Date

Building Administrator:

David Novrcki
Name (printed)

David A. Novrcki
Signature

5-15-19
Date

School Improvement Facilitator:

Marya Baratta
Name (printed)

Marya Baratta
Signature

5-15-19
Date