

SOUTH WILLIAMSPORT AREA JSHS

700 Percy St

TSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

"Achieving Educational Excellence through Partnership: Collaborating with Families, Educators, and the Community to Support Student Success."

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Eric Briggs	Chief School Administrator	SWASD
Mr. Jesse Smith	Principal	Junior/Senior High School
Mr. Scott Hill	Principal	Junior/Senior High School
Mrs. Kelly Shearer	Teacher	Junior/Senior High School
Mr. Matt Eisley	Teacher	Junior/Senior High School
Mr. Jesse Bloom	Teacher	Junior/Senior High School
Mrs. Jessica Kaledas	Teacher	Junior/Senior High School
Mrs. Joann Kennedy	Teacher	Junior/Senior High School
Mrs. Heather Bower	Parent	Parent
Mrs. Cathy	Board Member	SWASD School Board
Mr. Todd Engel	Board Member	SWASD School Board
Mrs. Brandi Smith	Paraprofessional	SWASD
Mr. Fred Wood	Community Member	Community Member

Name

Position

Building/Group

Mrs. Cindy Sullivan

Parent

Parent

ESTABLISHED PRIORITIES

Priority Statement

The South Williamsport Area School District intends to meet the attendance goals, developed by PDE for all students in the Junior/Senior High School.

Outcome Category

Regular Attendance

Mathematics

The district will develop a system to support students so they will have artifacts between all grade spans (3 - 5, 6-8, and 9-11).

Career Standards
Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy

Development of building level goal for student attendance

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Attendance

By the end of the academic year, student will achieve achieve a minimum attendance rate of 90% in all my classes.

Mathematic Achievement

By the end of the academic year, 50% of 7th and 8th-grade students will achieve a proficient or advanced score on the PSSA math assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Each staff member and the building principal will develop an Act 13 goal around improving student attendance for the 2023-2024 school year.	2023-09-01 - 2024-06-03	Building Principal	Act 13 goal template

Anticipated Outcome

Staff will be required to maintain a phone log citing dates, times, and summaries of student conversations on a weekly/monthly basis.

Monitoring/Evaluation

The building principal will meet with each staff member to review the logs quarterly to ensure fidelity of implementation.

Evidence-based Strategy

Development of a system for gathering career artifacts across all grade level spans

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Benchmark	By the end of the school year, The SWASD will ensure that 90% of the students collect 100% of the career artifacts for their grade span level as defined by the Pennsylvania Department of Education.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-------------	------------------------------	----------------------	-------------------------------------

The administration team and school counseling staff will create a schedule and system of gathering the required amount of career artifacts per grade level span implementing the SMART Futures program.

2023-09-01 -
2024-06-03

Superintendent

SMART Futures Program

Anticipated Outcome

School Counselors and teaching staff will record artifacts in SMART Futures program so the district has real time data on career benchmark and artifact collection.

Monitoring/Evaluation

The school counseling staff and building principal will review the artifact data quarterly in the SMART Future program.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the school year, The SWASD will ensure that 90% of the students collect 100% of the career artifacts for their grade span level as defined by the Pennsylvania Department of Education. (Career Benchmark)	Development of a system for gathering career artifacts across all grade level spans	The administration team and school counseling staff will create a schedule and system of gathering the required amount of career artifacts per grade level span implementing the SMART Futures program.	09/01/2023 - 06/03/2024

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.

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Career Standard Benchmark: White (91.4%) and Economically Disadvantaged (88.1%) subgroups

Industry-Based Learning: White (16.5%) and Economically Disadvantaged (18.4)

With the implementation of the CKLA (K-5) curriculum, our goal is to improve both academic growth and achievement in ELA

With the expansion of our Illustrative Mathematics curriculum, we hope to improve the achievement and growth data in the area of Math.

We have a new school counseling staff who is eager and excited and have identified the problem and is willing to work with administration and teaching staff to develop a system for artifact collection.

We recently adopted a new math curriculum for grades K-8th that we believe will address the math deficiencies.

Through our informal observation evaluation system, we have determined that our teachers are implementing the curriculum with fidelity.

Challenges

Regular Attendance

English Language Arts/Literature: Achievement

English Language Arts/Literature: Growth

Attendance rates continues to be an issue at our high school. If we can improve attendance, we believe we will improve achievement and growth in the area of statewide assessments.

Because attendance continues to be an issue, we are unable to collect artifacts for students. This is especially an issue with students who are using our online program (Mountie Academy)

Currently, there is no formal system in place to collect the career artifacts. Once a system is in place, we will be able to address the career artifact issue.

If we can put a system in place to support our teachers and school counselors, we believe we can improve in the collection of artifacts for the career benchmark scores.

The greatest challenge we have is finding time in the schedule for students to take this course.

Strengths

Our students, through informal surveying, have shared a great interest in their STEM elective.

During the 2022-2023, the district started to create a framework to ensure they are collecting artifacts by meeting with teachers and outlining the artifact collection process.

The district will be partnering with the Lycoming/Clinton Joinder to have a full-time county caseworker to deal with attendance issues.

We believe over time, as students have the full scope and sequence of our math and ELA curriculum results will improve. Our local data in ELA (Acadience) is supporting this.

Through our informal observation process, we have determined administratively that the teachers are implementing the math and ELA curriculum with fidelity.

We just started this elective for the 2022-2023 school year and believe the creative problem solving in this course will benefit students in all classes.

The district has attempted to provide professional development opportunities that are relevant to the student learner. In the last year, there has been a strong emphasis on trauma and poverty and building relationships with students who experience these

Challenges

If we could provide students with more support in grades in K-6th, we feel our students could perform better in this area.

If we could hire additional staff to support the students and staff in the areas of ELA and math (instructional coaches), we believe this would have a positive impact on student achievement and growth.

If we could consistently implement our ELA and Math curriculum without any major disruptions (renovations and pandemics), I we believe we will see academic growth and increase in academic achievement.

If our budget could support Title math support, that would also help in supporting students in math.

The high school is looking to expand a behavioral framework (PBIS) to better support students who are Tier II or Tier II level students.

The high school is also looking to implement a schoolwide goal for administrators and teachers to improve the attendance of students at the high school. This will be done through the Act 13 process.

Strengths

issues in the classroom.

Based on survey data collected from students and staff, the parents and students truly believe teachers care about them, and push them academically to do the best they can in their classrooms.

The district has entered a partnership with Nittany Learning services to provide additional support to Tier II students.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Regular Attendance	The district will update their policy and improve attendance through the development of goals from teachers and administrators.	✓
<p>Because attendance continues to be an issue, we are unable to collect artifacts for students. This is especially an issue with students who are using our online program (Mountie Academy)</p>		
Currently, there is no formal system in place to collect the career artifacts. Once a system is in place, we will be able to address the career artifact issue.	The district will develop and design a system so students are attaining career artifacts from grades 3rd through 11th.	✓
<p>If we can put a system in place to support our teachers and school counselors, we believe we can improve in the collection of artifacts for the career benchmark scores.</p>		

ADDENDUM B: ACTION PLAN

Action Plan: Development of building level goal for student attendance

Action Steps	Anticipated Start/Completion Date
Each staff member and the building principal will develop an Act 13 goal around improving student attendance for the 2023-2024 school year.	09/01/2023 - 06/03/2024
Monitoring/Evaluation	Anticipated Output
The building principal will meet with each staff member to review the logs quarterly to ensure fidelity of implementation.	Staff will be required to maintain a phone log citing dates, times, and summaries of student conversations on a weekly/monthly basis.
Material/Resources/Supports Needed	PD Step
Act 13 goal template	no
----- -----	

Action Plan: Development of a system for gathering career artifacts across all grade level spans

Action Steps

Anticipated Start/Completion Date

The administration team and school counseling staff will create a schedule and system of gathering the required amount of career artifacts per grade level span implementing the SMART Futures program.

09/01/2023 - 06/03/2024

Monitoring/Evaluation

Anticipated Output

The school counseling staff and building principal will review the artifact data quarterly in the SMART Future program.

School Counselors and teaching staff will record artifacts in SMART Futures program so the district has real time data on career benchmark and artifact collection.

Material/Resources/Supports Needed

PD Step

SMART Futures Program

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the school year, The SWASD will ensure that 90% of the students collect 100% of the career artifacts for their grade span level as defined by the Pennsylvania Department of Education. (Career Benchmark)	Development of a system for gathering career artifacts across all grade level spans	The administration team and school counseling staff will create a schedule and system of gathering the required amount of career artifacts per grade level span implementing the SMART Futures program.	09/01/2023 - 06/03/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
We will be completing professional learning with SMART Futures program.	Superintendent, Building Principals, Supervisor of Special Education, Director of Innovative Learning and Information, School Counselors	Roll out of the program, implementation of the program, Power Schools alignment

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Meeting Agenda, artifact production in the SMART Goals program	07/11/2023 - 06/03/2024	Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4b: Maintaining Accurate Records	
3a: Communicating with Students	
1f: Designing Student Assessments	
1d: Demonstrating Knowledge of Resources	
1a: Demonstrating Knowledge of Content and Pedagogy	
4e: Growing and Developing Professionally	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The Superintendent will notify the steering committee of a steering committee meeting in August of 2023.	The meeting will: Have committee members review the plan prior to final board approval	Email, social media	Steering Committee	August 2023
Superintendent will review the plan with administration team at Administration Meeting	Review of Plan	in-person meeting	Administration Team	August 2023
Superintendent will communicate plan to staff and community stakeholders	Overview of plan	email, social media, website	staff, community stakeholders	September/October 2023
Provide a mid-year update to school board, faculty, and community	Mid-Year Review Check-in	school board meeting, email, social media	faculty and community stakeholders	January/February 2024
End of the Year Summary; results of the plan	Review the Outcomes of the plan with school board and community	school board meeting, social media, email	faculty and community stakeholders	June 2024
