School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Solanco School District

School Building Name

Solanco High School

4-Digit School Building Code

2658

School Street Address

585 Solanco Road, Quarryville, PA 17566

A.   School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Carole Clancy	Director of Pupil Services	District
Stephanie Lininger	Building Principal	High School
Brian Musser	School Board/Parent	District/Community
Scott Long	Building Administrator	High School
Rick Esche	Building Administrator	High School
Dave Beard	Building Administrator	Middle School
John Dolan	Building Administrator	Middle School
Danielle Booth	Special Education Teacher	High School
Allyson Pruskowski	Special Education Teacher	Middle School
Patti McTaggart	School Counselor	High School
Teresa Dolan	Parent	Community
John Biles	English Teacher	High School

Alexandria DeCicco	English Teacher	Middle School
Matt Himmelberger	Math Teacher	Middle School
Zach Snyder	Math Teacher	High School
Steven Williams	Student	High School
Mrs. Giamarco	Parent	Middle School Parent
Bernadette Henne	Parent	Middle School
Kyler Henne	Student	Middle School
Steven Williams	Student	High School
Jose Maximo	Student	High School
Lainey Nolan	Student	High School
Jaime Williams	Parent	High School
Dora Rodriguez	Parent	Middle School
Robert Dangler	Assistant Superintendent	District

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).

The district opened the committee to all stakeholders including but not limited to: parents, students community business members, service organizations in our community serving our identified population, and school personnel. This was done through several mediums including e-mails, letters and personal invitation.

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 committee was instrumental in reviewing provided data points and offering insight and suggestions to the highlighted areas. The committee will continue to review and provide input to future drafts of the action plan, and be provided with ongoing updates of progress towards the identified areas.

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?*	Measures of Success *How will you know you are on track to achieving your vision or students?*
Solanco High School **Connecting** all stakeholders to the critical task of teaching & learning. **Inspiring** students through learning opportunities that provide voice, choice, and purposeful real world application. **Empowering** participants by providing flexible options and supports to allow opportunities for mastery for all.	100% of teachers will implement strategies in teaching & learning that reflect best practices as measured by local pedagogical survey and administrative walkthroughs
	Student graduation and attendance rates will improve over prior year's rate as measured through local SIS data
	100% of students will demonstrate "life ready graduate" benchmarks upon graduation

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 School district engaged in surveys of various populations and groups. The surveys given included: Special education stakeholder survey (Fall 2018), Student & Teacher LEAP survey (Fall 2018/Spring 2019), Solanco Family Life Network Community Needs Assessment (Spring 2016/Spring 2019), ATSI Steering Committee Feedback (Spring 2019), and Comprehensive Planning Committee (Fall 2018).

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

Strength	Supporting Evidence from Needs Assessment
Community support of district/Parental satisfaction with provisioned student services	As evidenced through Special Education Stakeholder Survey, ATSI Committee
Students viewed as a priority by community and staff	Solanco Family Life Network, Special Education Stakeholder Survey, LEAP Survey, ATSI Committee
Genuine care for student well-being emulated by staff and community	LEAP survey, Solanco Family Life Network Surve, ATSI Committee
High return on investment and exercised financial prudence/fiscal responsibility	Community Feedback, Comprehensive Annual Financial Report

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	Priority for Funding	Primary Root Cause
Math/Reading proficiency	Students in the special education subgroup achieved 18.7% proficiency in math/reading at the HS	Yes	Lack of adjusting instruction based on data identified needs
Math Reading growth	Students in the special education subgroup achieved -4.68 growth in math/reading at the HS	Yes	Lack of adjusting instruction based on data identified needs
Graduation rate	Students in the special education subgroup achieved 27.5% graduation rate at the HS	Yes	Lack of relevance in course content to future plans
Regular attendance	Students in the special education subgroup achieved 68.6% regular attendance rate at the HS	Yes	Lack of relevance in course content to future plans
		Choose an item.	

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	Rationale	Outcome Category
1. Use systematic, collaborative, and high yield instructional processes to ensure instruction is coordinated, aligned, and evidence-based	Through the development of standards-aligned units of instruction and lessons that tailor instruction to individual student needs, teachers will plan and deliver standards-based personalized instruction that meets each student's academic/growth targets.	Increased academic proficiency/growth

2. Use of research based dropout prevention programs (RENEW, Check & Connect, Transition to Life, etc.) for those students showing need, in order to increase overall graduation rate	Through the use of research based and personalized learning opportunities, students will increase their engagement in the learning process.	Improved rate of graduation
3. Use of a personalized learning systems framework that identifies core tenets, identifies belief systems and practices of stakeholders, and develops a common language	Through the use of the personalized learning framework we are creating an educational environment where the rigor and relevance can be individualized for each learner leading to increased student engagement and better attendance.	Increased attendance

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 systematic, collaborative, and high yield instructional processes to ensure instruction is coordinated, aligned, and evidence-based.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of teacher lesson plans for math & ELA in grades 9 – 12 will be standards-based and include at least one enhancement to personalize instruction by June 30, 2020.	40% of teacher lesson plans for math & ELA in grades 9 – 12 will be standards-based and include at least one enhancement to personalize instruction by November 15, 2019.	65% of teacher lesson plans for math & ELA in grades 9 – 12 will be standards-based and include at least one enhancement to personalize instruction by January 15, 2020.	85% of teacher lesson plans for math & ELA in grades 9 – 12 will be standards-based and include at least one enhancement to personalize instruction by April 1, 2020.

Priority Statement #2: Use of research based dropout prevention programs (RENEW, Check & Connect, Transition to Life, etc.) for those students showing need, in order to increase overall graduation rate

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Given involvement in the above mentioned interventions and review of graduation indicators students with disabilities in the 2015-16 & 2016-2017 cohort will show an improvement over the baseline measure of (+15%) by June 2020	The number of students with disabilities on track to graduate within the 4 or 5 year cohort will increase by 4% by November 15, 2019	The number of students with disabilities on track to graduate within the 4 or 5 year cohort will increase by 8% by January 15, 2020	The number of students with disabilities on track to graduate within the 4 or 5 year cohort will increase by 4% by April 1, 2020

Priority Statement #3: Use of a personalized learning systems framework that identifies core beliefs, essential practices of stakeholders, and develops a common language

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Through the use of a personalized learning framework, students with	60% of students with disabilities will show	66% of students with disabilities will show	71% of students with disabilities will

disabilities will increase their attendance to 75% by June 2020	regular attendance by November 15, 2019	regular attendance by January 15, 2020	show regular attendance by April 1, 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: Use systematic, collaborative, and high yield instructional processes to ensure instruction is coordinated, aligned, and evidence-based.

Measurable Goals	Evidence-Based Strategy
100% of teacher lesson plans for math & ELA in grades 9 – 12 will be standards-based and include at least one enhancement to personalize instruction by June 30, 2020.	LFS Model Personalized Learning Walkthrough Protocol

Priority Statement #2: Use of research based dropout prevention programs (RENEW, Check & Connect, Transition to Life, etc.) for those students showing need, in order to increase overall graduation rate

Measurable Goals	Evidence-Based Strategy
Given involvement in the above mentioned interventions and review of graduation indicators students with disabilities in the 2015-16 & 2016-2017 cohort will show an improvement over the baseline measure of (+15%) by June 2020	Check and Connect ReNew Transition to Life Job Training Services Community Based Instruction LINK Crew Career Advisor
100% of students with disabilities in the 2015-16 & 2016-2017 cohort that are showing to not be on track for graduation as measured by course	Check and Connect ReNew Transition to Life Job Training Services

grades, IEP goal/objectives, or credits will be placed into an appropriate tiered intervention by June 2020	Community Based Instruction LINK Crew Career Advisor

Priority Statement #3: Through the use of a personalized learning framework, the number of students with disabilities demonstrating regular attendance will increase to 75% by June 2021

Measurable Goals	Evidence-Based Strategy
Through the use of a personalized learning framework, students with disabilities will increase their attendance to 80% by June 2020	Check and Connect Link Crew E-mail/Letters home to Parents Renaissance Rachel's Challenge Best Buddies

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 math & ELA in grades 9 – 12 will be standards-based and include at least one enhancement to personalize instruction 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
Professional Development	Professional development provided through IU 13 and teacher leader trainers/admin.	Assistant superintendent/building principal	Ongoing through 2019-2020 SY
Building-based goals	None	Building principal	September 2019
Lesson plan review/feedback	None	Building principals/lead teachers	Ongoing through 2019-2020 SY
Walkthrough	development of walkthrough protocol tool	Assistant superintendent/building administration	Ongoing through 2019-2020 SY
Data review (Admin, Grade level team, Department)	Time afforded to conduct reviews throughout the school year	Building administration/lead teachers	Ongoing through 2019-2020 SY

Anticipated Outputs:
Improved performance on state delivered assessments, local assessments, and credit completion.

Monitoring/Evaluation Plan:
Weekly lesson plans, walkthrough data reviewed monthly, classroom data reviewed quarterly.

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

Expenditure (Brief Description)	Funding Source	Cost
Personalized Learning training	District funds/Title 2	$20,000/annually
Subs for Teachers	District funds	$8,000/annually

Professional Learning Goal: All teachers in grades 9-12 will attend training focused on personalized learning.

Audience	Teachers in grades 9-12
Topics to be Included	What is personalized Learning Engaging all students individually Assessing current practices Conducting gap analysis Creating professional learning plan
Evidence of Learning	Documentation through lesson plans, walkthrough data correlating to increase in personalized learning practices
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Building principal

Priority #2 – Measurable Goal #1: Given involvement in one or several of the named interventions: Check and Connect, Renew, Transition to Life, Job training, community based instruction, and review of graduation indicators, students with disabilities in the 2015-16 & 2016-2017 cohort will show an improvement over the baseline measure of (+15%) by June 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
Review of on-time graduation indicators for all students	Powerschool/On-Hands School review, IEP progress monitoring, report cards, transcripts	Building principal, pupil services team	Ongoing through 2019-2020 SY
Creation of a "hot list" of students not on track to graduate	On-Hands School	Building principal, pupil services team	Ongoing through 2019-2020 SY
Match and employ interventions to specific student need	On-Hands School, master Google doc	Building principal, pupil services team	Quarterly
Quarterly review of	Powerschool/On-Hands	Building principal, pupil	Quarterly

student progress and implementation of any necessary changes	School review, IEP progress monitoring, report cards, transcripts	services team	

Identification of students at-risk for not graduating on-time, Provisioning of interventions in a timely manner, improvement of overall graduation rate

The plan will be monitored/evaluated through the quarterly team meeting and assessed based on student progress towards on-track graduation

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

Expenditure (Brief Description)	Funding Source	Cost
Career Counselor	District Funds	$27,000
Job Trainer	District Funds/IDEA	$136,000
PAES lab	District Funds/IDEA	$28,000
Transportation costs	District Funds	$5,000
Subs	District Funds	$2,000

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

Professional Learning Goal 1: Special education teachers will be provided with professional development in appropriately identifying at-risk special education students, using an at-risk protocol, and how to effectively intervene in a timely manner.

Audience	Special education teachers, related service providers
Topics to be Included	Goal writing, progress monitoring, intervention protocol
Evidence of Learning	Reduction of referrals, increase of IEP meetings, decrease in student class failure
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Director of Pupil Services

Professional Learning Goal 2: Job trainer and 2-3 selected special education teachers will be identified and trained in the use of the PAES lab	
Audience	Job trainer, special education teachers
Topics to be Included	Effective implementation of the PAES lab
Evidence of Learning	Implementation rubric rating
Anticipated Timeframe	Enter Start Date: May 2019 Anticipated Completion Date: June 2019
Lead Person/Position	Director of Pupil Services

Priority #3 – Measurable Goal #1: Through the use of a personalized learning framework, the number of students with disabilities demonstrating regular attendance will increase to 75% by June 2021

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
Review attendance data	Powerschool/On-Hands School review	Assistant principal, pupil services team	Ongoing through 2019-2020 SY
Create a hot list of students on track to not meet the regular attendance indicator	Powerschool/On-Hands School review	Assistant principal, pupil services team	Ongoing through 2019-2020 SY
Match and employ interventions based on student attendance need	SAIP's, attendance incentives, relative instruction, mentoring, check and connect, Renaissance, RENEW	Assistant principal, pupil services team, case manager	Ongoing through 2019-2020 SY
Conduct quarterly reviews of student progress towards goal attainment	Powerschool/On-Hands School review, student goal document	Assistant principal, pupil services team, case manager	Quarterly throughout the 2019-2020 SY

Anticipated Outputs:

Students with disabilities will improve their regular attendance.

Monitoring/Evaluation Plan:

Quarterly review of data, Monitoring of SAIP's, RENEW end of year progress monitoring

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

Expenditure (Brief Description)	Funding Source	Cost
Included with prior action step		

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

Professional Learning Goal 1: All teachers in grades 9-12 will attend training focused on personalized learning.

Audience	Teachers in grades 9-12
Topics to be Included	What is personalized Learning Engaging all students individually Assessing current practices Conducting gap analysis Creating professional learning plan
Evidence of Learning	Documentation through lesson plans, walkthrough data correlating to increase in personalized learning practices
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Building principal

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
Stakeholder meetings	Include a wide variety of key community members, parents, students and school personnel	Establish mission/vision, focus areas, develop plan, and report progress	February 2019 through June 2022
Publication of plan to district website	Solanco Community	To ensure that all community members have access to the plan and are aware of district initiatives	July 2019
Announcement of plan in district newsletter	Solanco Community	To build awareness of the plan and its goals	September 2019
In-service presentations to staff	Solanco teachers	To build awareness of areas of district focus	August 2019
Board presentation	Solanco School Board	To build awareness of district goals and solicit input	May 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 *the Solanco School District* for the 2019 - 2020 school year.

Board Approval: *Date of Board Meeting: Not Required*

Board President:

Mr. Steve Risk   5/6/19
Name (printed)   *Signature*   *Date*

Superintendent of Schools/Chief Executive Officer:

Dr. Brian A. Bliss   5/6/19
Name (printed)   *Signature*   *Date*

Building Administrator:

Mrs. Stephanie Lininger

Name (printed)

Signature   5/8/19

                                              Date