POTTSTOWN SHS

750 N Washington St

TSI non-Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Prepare each student by name for success at every level.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Develop a MTSS framework to meet the academic and behavior needs of all students.	Graduation rate
Create and implement a student support team to improve students' daily attendance through regular contact with parents and students and in conjunction with teachers and administrators.	Regular Attendance
Evaluate current curriculum and modes of instruction to meet the exact needs of individual students.	English Language Arts Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Universal Benchmarking for ELA, Math, Science for Core MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

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Benchmarking Plan	Standards-focused benchmark data will be collected three times per semester in ELA, Math, and Biology for at least 85% of the student population for the purpose of tracking growth and making appropriate adjustments to curriculum and instruction.
Students with Disablities growth expectations in ELA	Students with Disabilities subgroup will meet or exceed growth measures on English/ Language Arts Keystones 2021.
Students with Disabilities Growth Expectations - Math	Students with Disabilities subgroup will meet or exceed growth measures on Mathematics (Algebra) Keystones 2021.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer benchmark/ diagnostic assessments in ELA, Math, and Biology for the purpose of charting progress toward the mastery of standards.	2020-09-14 - 2021-05-28	Laurie Kolka, Director of Curriculum	CDT exams; Chromebooks; Technology Support; Professional Development

Anticipated Outcome

Achievement and growth data at 3x per semester

Monitoring/Evaluation

Monthly data check ins for the purpose of collaborating on available data sources to monitor and adjust instruction.

Evidence-based Strategy

Evidence-Based Directed Core Reading & Math Programs

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Students with Disablities growth expectations in ELA	Students with Disabilities subgroup will meet or exceed growth measures on English/ Language Arts Keystones 2021.
Students with Disabilities Growth Expectations - Math	Students with Disabilities subgroup will meet or exceed growth measures on Mathematics (Algebra) Keystones 2021.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement evidence-based, directed core programs in Reading & Math to match the instructional needs of students.	2020-09-29 - 2021-06-04	Sherri Morett, Director of Special Education	SRA Reading & Math Programs, Professional development on program delivery

Anticipated Outcome

Increased levels of growth and achievement on Keystone tests; increase attainment of IEP goals

Monitoring/Evaluation

Progress monitoring by teacher on goals

Evidence-based Strategy

Student Support Team

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Daily Attendance	By June 2021 average regular daily attendance will reach 85.1% for all students grades 9-12.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Student support team created to contact students and parents through home vistits and phone calls.Creation of a Student Support Team: Students identified based on school/classroom attendance and teacher concerns Student Support Team reaches out to families through phone and email to communicate concerns, offer support, and develop a plan. Truancy Elimination Plans are created for those who continue to accrue unexcused absences. Conversations and information collected is recorded for future reference Based on level of communication and/or improvement, a home visit can be made by Student Support Team members. Their goal is to make contact with the student or family to	2020-08-24 - 2023-06-05	Gavin Lawler	Resources for transportation Team of 4-5

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
discuss areas of concern and offer support. If no contact is made, documentation is left with FAQs and resources. Notes from home visits are recorded and shared with the rest of the team Student progress is monitored following each intervention. Other forms of intervention might include residency checks, truancy citations, referrals to children and youth. Weekly meetings are held with the Student Support Team to evaluate information and collaborate with other relevant staffers (teacher of identified students, school councilors, school psychologist, family service coordinator, administrative team).			
Training of Student Support Team for effective parent and student contact	2020-08-24 - 2020-08-28	Gavin Lawler	eview of Virtual Attendance Support and Intervention Plan Document - Viewing of Virtual Attendance Training video

Anticipated Outcome

Increased attendance

Monitoring/Evaluation

EschoolPlus/Power School attendance report

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2021 average regular daily attendance will reach 85.1% for all students grades 9-12. (Regular Daily Attendance)	Student Support Team	Student support team created to contact students and parents through home vistits and phone calls.Creation of a Student Support Team: Students identified based on school/classroom attendance and teacher concerns Student Support Team reaches out to families through phone and email to communicate concerns, offer support, and	08/24/2020 - 06/05/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		develop a plan. Truancy Elimination Plans are created for those who continue to accrue unexcused absences. Conversations and information collected is recorded for future reference Based on level of communication and/or improvement, a home visit can be made by Student Support Team members. Their goal is to make contact with the student or family to discuss areas of concern and offer	

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		other relevant staffers (teacher of identified students, school councilors, school psychologist, family service coordinator, administrative team).	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2021 average regular daily attendance will reach 85.1% for all students grades 9-12. (Regular Daily Attendance)	Student Support Team	Training of Student Support Team for effective parent and student contact	08/24/2020 - 08/28/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Standards-focused benchmark data will be collected three times per semester in ELA, Math, and Biology for at least 85% of the student population for the purpose of tracking growth and making appropriate adjustments to curriculum and instruction. (Benchmarking Plan) Students with Disabilities subgroup will meet or exceed growth measures on English/Language Arts Keystones 2021. (Students with Disablities growth expectations in ELA) Students with Disabilities subgroup will meet or exceed growth measures on Mathematics (Algebra) Keystones 2021. (Students with Disabilities Growth Expectations - Math)	Universal Benchmarking for ELA, Math, Science for Core MTSS	Administer benchmark/ diagnostic assessments in ELA, Math, and Biology for the purpose of charting progress toward the mastery of standards.	09/14/2020 - 05/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students with Disabilities subgroup will meet or exceed growth measures on English/Language Arts Keystones 2021. (Students with Disablities growth expectations in ELA) Students with Disabilities subgroup will meet or exceed growth measures on Mathematics (Algebra) Keystones 2021. (Students with Disabilities Growth Expectations - Math)	Evidence-Based Directed Core Reading & Math Programs	Implement evidence-based, directed core programs in Reading & Math to match the instructional needs of students.	09/29/2020 - 06/04/2021

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Growth indicators in math

Growth indicators in science

Growth indicators in ELA

Alignment of curricular materials and lesson plans to the standards

Systematic collaborative planning processes used to ensure instruction is coordinated

Promote and sustain a positve school environment where all stakeholders feel welcomed, supported, and safe.

Growth in ELA

Growth in Math

Growth Standard in Biology

Career Standard Benchmark

Hispanic, white and economically disadvantaged student groups

Challenges

Students with disabilities Not meeting regular attendance measures. 57.9%

Economically disadvantaged students not meeting regular attendance measures. 61.3%

Graduation rate for economicaly disadvantaged is trending down and not meeting target 59.8%

Graduation rate for students with disabilities is trending down and not meeting target 43.1%

Implement a multi-tiered system of supports for academics and behavior.

Identify and address individual student learning needs

Attendance

4 Year Cohort Graduation Rate

Black and students with disabilities sub groups are not meeting the target for interim achievement goal.

Strengths

are meeting the interim achievement goal.

Black students are trending up in meeting the interim achievement goal.

All subgroups but one are exceeding standard for growth. ED, White and Black are exceeding the growth standard. Students with disabilities are meeting the growth standard.

Black and white subgroups in interim achievement target met the interim achievement target.

All subgroups are either meeting or exceeding growth standards.

Every student group exceeded growth standards and trending up.

Black subgroup meeting achievement target and trending up.

All student groups met the performance standard at 93% for Career Readiness.

All student groups exceeded the statewide goal for industry based learning.

Challenges

Students with disabilities are trending down in meeting interim achievement goal.

Hispanic, economically disadvantaged and students with disabilities did not meet interim achievement target.

Hispanic and students with disabilities are trending down in interim achievement goal attainment.

All subgroups except black are not meeting interim achievement targets.

White and students with disabilities subgroup are trending down in interim achievement targets.

Not alll student groups met the performance standard for career readiness Black, economically disadvantaged, and students with disabilities did not meet the standard. They were 85.7 for black, 89 eocnomically disadvantaged, students with disabilites 80.

Industry based assessments (NOCTI) as a whole are not scoring advanced. 16.1% (statewide average is 5.8%)

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Students with disabilities are trending down in meeting interim achievement goal.		
White and students with disabilities subgroup are trending down in interim achievement targets.		
Students with disabilities Not meeting regular attendance measures. 57.9%		
Graduation rate for economicaly disadvantaged is trending down and not meeting target 59.8%		
Graduation rate for students with disabilities is trending down and not meeting target 43.1%		
Implement a multi-tiered system of supports for academics and behavior.		

ADDENDUM B: ACTION PLAN

Action Plan: Universal Benchmarking for ELA, Math, Science for Core MTSS

Action Steps	Anticipated Start/Completion Date
Administer benchmark/ diagnostic assessments in ELA, Math, and Biology for the purpose of charting progress toward the mastery of standards.	09/14/2020 - 05/28/2021

Monitoring/Evaluation	Anticipated Output
Monthly data check ins for the purpose of collaborating on available data sources to monitor and adjust instruction.	Achievement and growth data at 3x per semester

Material/Resources/Supports Needed	PD Step
CDT exams; Chromebooks; Technology Support; Professional Development	yes

Action Plan: Evidence-Based Directed Core Reading & Math Programs

Action Steps	Anticipated Start/Completion Date
Implement evidence-based, directed core programs in Reading & Math to match the instructional needs of students.	09/29/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
Progress monitoring by teacher on goals	Increased levels of growth and achievement on Keystone tests; increase attainment of IEP goals

Material/Resources/Supports Needed		PD Step
SRA Reading & Math Programs, Professional development on program delivery		yes

Action Plan: Student Support Team

Action Steps	Anticipated Start/Completion Date
Student support team created to contact students and parents through home vistits and phone calls.Creation of a Student Support Team: Students identified based on school/classroom attendance and teacher concerns Student Support Team reaches out to families through phone and email to communicate concerns, offer support, and develop a plan. Truancy Elimination Plans are created for those who continue to accrue unexcused absences. Conversations and information collected is recorded for future reference Based on level of communication and/or improvement, a home visit can be made by Student Support Team members. Their goal is to make contact with the student or family to discuss areas of concern and offer support. If no contact is made, documentation is left with FAQs and resources. Notes from home visits are recorded and shared with the rest of the team Student progress is monitored following each intervention. Other forms of intervention might include residency checks, truancy citations, referrals to children and youth. Weekly meetings are held with the Student Support Team to evaluate information and collaborate with other relevant staffers (teacher of identified students, school councilors, school psychologist, family service coordinator, administrative team).	08/24/2020 - 06/05/2023

Monitoring/Evaluation	Anticipated Output
EschoolPlus/Power School attendance report	Increased attendance

Material/Resources/Supports Needed		PD Step
Resources for transportation Team of 4-5		yes

Action Steps	Anticipated Start/Completion Date
Training of Student Support Team for effective parent and student contact	08/24/2020 - 08/28/2020

Monitoring/Evaluation	Anticipated Output
EschoolPlus/Power School attendance report	Increased attendance

Material/Resources/Supports Needed	PD Step
eview of Virtual Attendance Support and Intervention Plan Document - Viewing of Virtual Attendance Training video	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Student Support Team Training	Support Team Team members	Tactics for non-confrontational, supportive telephone interactions with parents and students Tactics for non-confrontational, supportive in-person interactions wiht parents and students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Successful interactions through phone calls and home visits and demonstrated through students attending school.	08/24/2020 - 08/28/2020	Gavin Lawler

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Classroom Diagnostic Tool (CDT) Administration & Reports	Biology, Algebra & ELA Teachers, Building Principals, Director of Curriculum	How to administer CDT benchmarks; how to access & read reports; how to use benchmark data to plan for instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data reports, evidence of use of data to support student groups	08/24/2020 - 12/31/2020	Laurie Kolka/ Director of Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
SRA product training (Reading & Math)	Teachers (Special Education & General Education) who are offering direct instruction	Proper implementation of the selected direct instruction programs in Reading and Math; use of progress monitoring within the programs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Successful implementation of the program	08/24/2020 - 10/30/2020	Sherri Morett

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings: