

Pottsgrove School District Continuous Innovation Plan

GOALS, STRATEGIES & ACTION STEPS 2015 - 2016

SCHOOL: Pottsgrove High School	
Principal: William T. Ziegler, Ed.D.	
	DATE: November 23, 2015

TEAM MEMBERS

School Improvement Team:	Position/Role:
Dr. Bill Ziegler	Principal
Mr. Eric Daney	Assistant Principal
Mr. Todd Van Horn	Dean of Students
Mrs. Holli Artim	Math Department Chair
Mr. Gary Christ	Science Department Chair
Mr. Thomas Bannister	Social Studies Department Chair
Mr. Todd Kelly	English Department Chair
Ms. Roxanne Murgia	Encore Department Chair
Mr. Antonio Montes	Encore Department Chair
Mr. Donald Petrella	School Counselor

Systemic Challenges relate to systems within a school that have been identified by the School Improvement Team as areas that, if strengthened, will have the greatest impact academic growth. **Systemic Challenges** are translated into yearly **GOALS** and incorporated into the School Improvement Plan. Research-based **STRATEGIES** are then selected by the School Improvement Team as means to reach the yearly **GOALS**. Finally, **ACTION STEPS** are the sequential milestones needed to effectively reach the yearly **GOAL**.

Systemic Challenges	GOAL
<i>Establish a system within the school that fully ensures the <u>consistent implementation of standards-aligned curricula across all classrooms for all students.</u></i>	1
<i>Establish a system within the school that fully ensures the <u>consistent implementation of effective instructional practices across all classrooms.</u></i>	2
<i>Establish a system within the school that fully <u>ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</u></i>	3

Goals 1 & 2:

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Goal			
Establish a system within the school that fully ensures the <u>consistent implementation of effective instructional practices across all classrooms.</u>			
Strategies and Action Steps for Goals 1 & 2		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 1:	Continue modification of units of study to reflect technology integration strategies using the DiLE rubric.	<ul style="list-style-type: none"> Monitoring units of study Completed walkthroughs Completed online form for Apple Distinguished Schools 	<ul style="list-style-type: none"> Use the DiLE rubric ratings from the 2014-15 school year as your baseline and determine areas of need. Then indicate a measure that will demonstrate where you want to go. 60% of teachers will perform at the Augmented, Modification, or Redefinition levels of SAMR model as measured by the DiLE Rubric to create new opportunities for teaching and learning. 100% of teachers will have a Schoology presence including course materials and a system to provide students with rapid, actionable feedback.
Action Steps:			
<ol style="list-style-type: none"> Identify a baseline measure from the DiLE rubric gathered through walkthroughs and unit plans reviews in the 2014-15 school year. Share rubric and baseline data with teacher leadership team. In consultation with team select an area of focus for 2015-16 from the rubric. Share work with teachers and gather teacher self-assessments on that area of focus. Commence walkthrough and unit plan collection focused on the selected area from the rubric. Look for patterns and trends through the data stored in OASYS on line assessment system. Initiate teacher conversation on self-reflection and data collected. Assure that all teachers have had sufficient professional development on the use of Schoology in order to provide a virtual classroom environment for all students at the high school. 			

- 9. Develop online form to monitor areas of the Apple Distinguished School rubric.
- 10. Provide staff development on the Apple Distinguished Schools framework and criteria.

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Strategy 2:	Continue professional development and increase the number of teachers at levels 2 and 3 on the Apple professional development foundation workshops.	<ul style="list-style-type: none"> • Administration of surveys • Log of PD 	<ul style="list-style-type: none"> • 50% of teachers will reach level 2 (readiness for curricular integration) as measured by the Apple Professional Development Survey (APD) • Benchmark November survey administration • Summative May survey administration
Action Steps:			
<ol style="list-style-type: none"> 1. Administer APD survey in November. 2. Analyze data with teacher leadership team, Apple Coach, instructional coaches and directors of education and technology. 3. Adjust professional development to address needs and strengths. 4. Administer APD survey again in May. 			

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Strategy 3:	Determine the effectiveness of our current Algebra I program.	<ul style="list-style-type: none"> • Action plan for next steps 	<ul style="list-style-type: none"> • Benchmark- Establish baselines using Cognitive Tutor and Carnegie Math Checklist and establish a growth measure. • Benchmark- Establish and monitor short term adjustments to curriculum alignments via collaboration logs demonstrating growth from baseline to final assessment per unit.
Action Steps:			

1. Examine course grades to determine student success as compared to Keystone exams to determine the effectiveness of the core program and identify appropriate interventions.
2. Evaluate Intensified Algebra data to determine the effectiveness of the core program and identify appropriate interventions.
3. Monitor use of Cognitive Tutor measured against recommend uses and implement revisions.
4. Use available data to revise pacing calendars and target standards.
Continued use of Carnegie coaches to focus upon best practice in mathematics instruction.

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Strategy 4:	Learn and implement identified literacy strategies in social studies, science, and English courses.	<ul style="list-style-type: none"> • PD log. • Units of study documentation • Walkthroughs 	<ul style="list-style-type: none"> • Observe and walkthroughs to evaluate social studies, English, and science teachers to gauge current uses of literacy strategies through patterns and trends in OASYS. • Establish a baseline utilizing OASYS walkthrough data and identify a growth target.
Action Steps:			
<ol style="list-style-type: none"> 1. Observe and evaluate social studies teachers to gauge current uses of literacy strategies through patterns and trends in OASYS. 2. Engage in professional development with Penn Literacy Network to learn literacy strategies. 3. Embed literacy strategies into social studies units of study. Provide targeted coaching with Reading Apprenticeship. 			

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Strategy 5:	Refine professional learning communities that use data to inform instruction and identify interventions/enrichment for students.	<ul style="list-style-type: none"> • PLC collaboration logs. 	<ul style="list-style-type: none"> • Establish a baseline utilizing the Innovation Configuration Map Rubric. Identify a growth measure.
Action Steps:			
<ol style="list-style-type: none"> 1. Share expectations for district PLCs during building leadership team meeting. 2. Evaluate current PLCs through PLC Innovation Configuration rubric. 3. Provide data analysis with instructional coaches during PLCs. 			

Goal 3:

Goal
Establish a district system that fully ensures <u>students who are academically at-risk are identified early and are supported by a process that provides interventions based upon students needs and includes procedures for monitoring effectiveness.</u>

Strategies and Action Steps for Goal 3		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 1:	Implement effective intervention program for non-proficient students in Algebra I including MVP, Intensified Algebra, and Pride.	<ul style="list-style-type: none"> • Logs of attendance • Collected data. 	<ul style="list-style-type: none"> • Formative: Establish a baseline utilizing MVP assessment and monitor growth. • Summative: Increase Keystone Pass rates. • Formative: Utilize CT growth rates. • Measure Pride Period Interventions by MVP Benchmark and Keystones exams.
Action Steps:			
<p><u>Intensified Algebra</u></p> <ol style="list-style-type: none"> 1. Observe all Intensified Algebra teachers to identify patterns and trends. 2. Analyze written curriculum for IA to determine if course is being implemented as intended. 3. Establish a baseline for each student utilizing Agile Minds assessment. 4. Establish growth target for IA students. 5. Monitor growth. <p><u>MVP</u></p> <ol style="list-style-type: none"> 1. Teachers trained on MVP software. 2. Administer baseline on MVP. 3. Establish growth target for MVP students. 4. Monitor growth. <p><u>PRIDE for Alg. Intervention</u></p> <ol style="list-style-type: none"> 1. Teachers analyze weaknesses of students to determine growth targets. 2. Provide instruction focused on weaknesses. 			

3. Monitor growth.

Strategies and Action Steps for Goal 3		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 2:	Develop an integrated SWPBIS K-12 model for Tiered Intervention Support (MTSS= SWPBIS +RTI)	<ul style="list-style-type: none"> Logs of attendance at meetings and training sessions HS team meeting log SWPBS manual 	<ul style="list-style-type: none"> Obtain a baseline score for the building based on the Benchmarks of Quality to assess fidelity of Tier I implementation (spring 2016). Establish a baseline of discipline data in order to track program effectiveness. Completion of set of videos that teach the matrix domains.
Action Steps:			
<ol style="list-style-type: none"> 1. Attend Tier I, Tier II and Tier III training and technical assistance by PaTTAn and MCIU 2. Develop HS team. 3. Develop a SWPBS handbook. 4. Establish baseline utilizing the SAS survey and discipline data to assist with the implementation of building based action plans. 5. Create and show videos on Matrix Domain areas 			

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Strategy 3:	Implement PRIDE program and monitor effectiveness intervention component.	<ul style="list-style-type: none"> PRIDE Plan 	<ul style="list-style-type: none"> Collect data and monitor reduction in course failures and Keystone performance.
Action Steps:			
PRIDE Action Steps <ol style="list-style-type: none"> 1. Create schedule of interventions, enrichments, etc. 2. Schedule students into their learning level course 3. Benchmark students in the Pride Period Intervention programs 4. Assess reduction in disruptions to learning by holding class meetings/athletic meetings, etc during Pride Period. 			

