

South Williamsport Area JSHS

TSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
South Williamsport Area Junior/Senior High School		117416`103
Address 1		
700 Percy Street		
Address 2		
City	State	Zip Code
South Williamdsport	PA	17702
Chief School Administrator		Chief School Administrator Email
Dr. Eric Briggs		ebriggs@swasd.org
Principal Name		
Mr. Jesse Smith		
Principal Email		
jsmith@swasd.org		
Principal Phone Number		Principal Extension
(570) 326-2684		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Eric Briggs		ebriggs@swasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Eric Briggs	Chief School Administrator	SWASD	ebriggs@swasd.org
Mr. Jesse Smith	Principal	Junior/Senior High School	jsmith@swasd.org
Dr. Kim Bollinger	Principal	Junior/Senior High School	kimbollinger@swasd.org
Mrs. Kelly Shearer	Teacher	Junior/Senior High School	kshearer@swasd.org
Mr. Matt Eisley	Teacher	Junior/Senior High School	meisley@swasd.org
Mr. Jamie Bloom	Teacher	Junior/Senior High School	jbloom@swasd.org
Mrs. Jessica Kaledas	Teacher	Junior/Senior High School	jkaledas@swasd.org
Mrs. Joann Kennedy	Teacher	Junior/Senior High School	jkennedy@swasd.org
Mrs. Heather Bower	Parent	Parent	hbower02@gmail.com
Mrs. Cathy Bachman	Board Member	SWASD School Board	cbachman@swasd.org
Mr. Todd Engel	Board Member	SWASD School Board	tengel@swasd.org
Mrs. Brandi Smith	Paraprofessional	SWASD	bsmith@swasd.org
Mr. Fred Wood	Community Member	Community Member	fwood332@yahoo.com
Mrs. Cindy Sullivan	Parent	Parent	cindyhamm@comcast.net
Jack Bower	Student	Student	jbower@swasd.org

Vision for Learning

Vision for Learning

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

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
All student group exceeded the 2023 four-year cohort graduation rate.	Students are completing graduation requirements in the district in a timely fashion.
The academic growth expectations in English Language Arts/Literature increased from the 2022-2023 school year	Changes in ELA curriculum at the lower grade levels could be a reason for the increase in student performance
The All student group met the industry based learning standards.	Students continue to perform well who are enrolled in the career and technical pathways at Williamsport Area School District.

Challenges

Indicator	Comments/Notable Observations
State Assessment Indicators: Percent Proficient/Advanced in English Language Arts/Literature	
State Assessment Indicators: Academic Growth Expectations in English Language Arts/Literatures	
State Assessment Indicators: Percent Proficient/Advanced in Mathematics/Algebra 1	
State Assessment Indicators: Academic Growth Expectations in Mathematics/Algebra 1	
Percent Regular Attendance: All Student Group Did Not Meet Performance Standard	
College and Career Standards Benchmark: Percent Career Standards Benchmark	
28% of the Grade 7 students scored proficient and/or advanced in the 7th grade Math PSSA (Spring 2023)	
16% of the Grade 8 students scored proficient and/or advanced in the 8th grade Math PSSA (Spring 2023)	

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator English Language Arts/Literature: All Student Group Did Not Meet the Standard Demonstrating Growth ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Met or Exceeded the Interim Target
Indicator	Comments/Notable Observations

Mathematics/Algebra: All Student Group Did Not Meet the Standard Demonstrating Growth ESSA Student Subgroups Students with Disabilities	Exceeded the Interim Target and Outperformed prior years performance
Indicator Career Standard Benchmark ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with Disabilities - 87.5%
Indicator Four-Year Cohort Graduation Rate ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations White (91.4%) and Economically Disadvantaged (88.1%) subgroups
Indicator Industry-Based Learning ESSA Student Subgroups	Comments/Notable Observations White (16.5%) and Economically Disadvantaged (18.4)

Challenges

Indicator English Language Arts/Literature: Achievement ESSA Student Subgroups White, Students with Disabilities	Comments/Notable Observations
Indicator Mathematics/Algebra 1: Achievement ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator Science/Biology: Achievement ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations
Indicator English Language Arts/Literature: Growth ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations
Indicator Mathematics/Algebra 1: Growth ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations
Indicator Science/Biology: Growth	Comments/Notable Observations

ESSA Student Subgroups White, Economically Disadvantaged	
Indicator Regular Attendance ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Career Standard Benchmark: White (91.4%) and Economically Disadvantaged (88.1%) subgroups
Industry-Based Learning: White (16.5%) and Economically Disadvantaged (18.4)

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Regular Attendance
English Language Arts/Literature: Achievement
English Language Arts/Literature: Growth

Local Assessment

English Language Arts

Data	Comments/Notable Observations
State Assessment Indicators: Percent Proficient/Advanced in English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target
State Assessment Indicators: Academic Growth Expectations in English Language Arts/Literatures	All Student Group Did Not Meet the Standard Demonstrating Growth
53% of our 7th grade students scored proficient or advanced in the 2024 ELA PSSA	This increased by 1% from last years 7th grade.
55% of our 8th grade students scored proficient or advanced in the 2024 ELA PSSA	This increased by 12% from last years 7th grade; a 1% increase from the performance this group had in 7th grade
60% of our 8th grade students scored proficient or advance	This increased by 13% from last years 7th grade.

English Language Arts Summary

Strengths

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.

Challenges

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.
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.

Mathematics

Data	Comments/Notable Observations
Only 16% of our 7th grade students scored proficient or advanced in the 2024 Math PSSA	This dropped by 12% from the prior year (28%).
Only 11% of our students earned proficient in our 8th grade math PSSA test.	This dropped by 5% from the prior year (16%).

Mathematics Summary

Strengths

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

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

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All students grade K-6 receive an elective course in STEM.	We will be expanding STEM opportunities for 7th and 8th graders through new curriculum that we are opening in the technical education area of our school.

Science, Technology, and Engineering Education Summary

Strengths

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

We have purchased a new STEM Curriculum (Project Lead the Way) and believe the creative problem solving in this course will benefit students in all classes.

Challenges

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

Related Academics

Career Readiness

Data	Comments/Notable Observations
Our school has not met the benchmark for collection of career artifacts collection.	The superintendent is working with the school counselors to create a system to collect artifacts and create career plans for students in the summer of 2023.
Students are completing artifacts, but the information is not being sent to the guidance department or a student is absent and the work is not "made up."	These students then lack the career artifact and therefore fall behind in artifact collection.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
We are going to continue to embed career readiness activities into our Family Consumer courses so students have the ability to create artifacts in 8th grade and later on in their high school years by potentially making a "Career Readiness" course a mandatory course for all students in the high school.	The principal and superintendent are going to meet with the school counselors and FCS teacher to draft a plan to determine how these activities can be embedded in current coursework.

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

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.

The district will be partnering for a second year with the Lycoming/Clinton Joinder to have a full-time county caseworker to deal with attendance issues. The focus of the attendance issues, based on the 2023-2024 data will be on the 7th-12th grade population. Realignment of staff will allow an additional staff member to work on the attendance issues from K-6th

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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)

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
The district is looking to improve both growth and achievement in the area of PSSA's and Keystone Exams.	This subgroup has struggled in this area in the past. We are hoping with the new curriculum adoption (CKLA and Illustrative Math) this will assist in the statewide assessment results.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
The district is looking to improve both growth and achievement in the area of PSSA's and Keystone Exams.	This subgroup has struggled in this area in the past. We are hoping with the new curriculum adoption (CKLA and Illustrative Math) this will assist in the statewide assessment results.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

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.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

The district has attempted to provide professional development opportunities that are relevant to the student learner. In the last 2 years, there has been a strong emphasis on trauma and poverty and building relationships with students who experience these issues in the classroom. This year our focus will be on professional learning in the area of restorative practices.

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. This partnership will be entering its second year and has decreased dramatically the number of students receiving in and out of school suspension.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

The high school is looking to expand a behavioral framework (PBIS) to better support students who are Tier II or Tier II level students. This expansion will be put on hold for the 2024-2025 school year.

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.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Career Standard Benchmark: White (91.4%) and Economically Disadvantaged (88.1%) subgroups	False
Industry-Based Learning: White (16.5%) and Economically Disadvantaged (18.4)	False
With the implementation of the CKLA (K-5) curriculum, our goal is to improve both academic growth and achievement in ELA	False
With the expansion of our Illustrative Mathematics curriculum, we hope to improve the achievement and growth data in the area of Math.	False
We recently adopted a new math curriculum for grades K-8th that we believe will address the math deficiencies.	False
Through our informal observation evaluation system, we have determined that our teachers are implementing the curriculum with fidelity.	False
Our students, through informal surveying, have shared a great interest in their STEM elective.	False
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.	False
Through our informal observation process, we have determined administratively that the teachers are implementing the math and ELA curriculum with fidelity.	False
We have purchased a new STEM Curriculum (Project Lead the Way) and believe the creative problem solving in this course will benefit students in all classes.	False
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.	False
The district will be partnering for a second year with the Lycoming/Clinton Joinder to have a full-time county caseworker to deal with attendance issues. The focus of the attendance issues, based on the 2023-2024 data will be on the 7th-12th grade population. Realignment of staff will allow an additional staff member to work on the attendance issues from K-6th	True
The district has attempted to provide professional development opportunities that are relevant to the student learner. In the last 2 years, there has been a strong emphasis on trauma and poverty and building relationships with students who experience these issues in the classroom. This year our focus will be on professional learning in the area of restorative practices.	True
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.	False
The district has entered a partnership with Nittany Learning services to provide additional support to Tier II students. This partnership will be entering its second year and has decreased dramatically the number of students receiving in and out of school suspension.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Regular Attendance	True
English Language Arts/Literature: Achievement	False
English Language Arts/Literature: Growth	False
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.	False
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.	True
If we could provide students with more support in grades in K-6th, we feel our students could perform better in this area.	False
The greatest challenge we have is finding time in the schedule for students to take this course.	False
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)	True
	True
The high school is looking to expand a behavioral framework (PBIS) to better support students who are Tier II or Tier II level students. This expansion will be put on hold for the 2024-2025 school year.	False
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.	False
If we could hire additional staff to support the students and staff in the areas of ELA and math (instructional coaches), we beleive this would have a positive impact on student achievement and growth.	False
If we could 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.	False
If our budget could support Title math support, that would also help in supporting students in math.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance	The district as updated their policy and improved attendance through the development of goals from teachers and administrators. Data from the 2023-2024 school year shows growth in this area	True
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)		False
		False
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 district has developed a fully functional system and will be implementing it for its first full year starting the 2024-2025 school year.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The district will be partnering for a second year with the Lycoming/Clinton Joinder to have a full-time county caseworker to deal with attendance issues. The focus of the attendance issues, based on the 2023-2024 data will be on the 7th-12th grade population. Realignment of staff will allow an additional staff member to work on the attendance issues from K-6th	Through this partnership, the district believes they can strengthen their relationship between the schools and families.
The district has attempted to provide professional development opportunities that are relevant to the student learner. In the last 2 years, there has been a strong emphasis on trauma and poverty and building relationships with students who experience these issues in the classroom. This year our focus will be on professional learning in the area of restorative practices.	The hope is that the district will continue to support professional learning in the area of trauma informed education and attendance areas.
The district has entered a partnership with Nittany Learning services to provide additional support to Tier II students. This partnership will be entering its second year and has decreased dramatically the number of students receiving in and out of school suspension.	Through this partnership the district hopes to decrease in school and out of school suspension.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The South Williamsport Area School District intends to meet the attendance goals, developed by PDE for all students in the Junior/Senior High School.
	90% of the students at the high school will have collected all their artifacts, by grade level, as reported by the PA Future Ready Index.

Goal Setting

Priority: 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			
Measurable Goal Statement (Smart Goal)			
By the end of the academic year, student will achieve a minimum attendance rate of 90% in all my classes.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the 1st quarter, 75% of the students will not be on track to be chronically absent/truant.	By the end of the 1st quarter, 80% of the students will not be on track to be chronically absent/truant.	By the end of the 3rd quarter, 85% of the students will not be on track to be chronically absent/truant.	By the end of the 4th quarter, 90% of the students will not be on track to be chronically absent/truant.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the academic year, 40% of 7th and 8th-grade students will achieve a proficient or advanced score on the PSSA math assessment.			
Measurable Goal Nickname (35 Character Max)			
Mathematic Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of the students will be on track to score proficient or advanced through the local benchmark tool developed by PDE	30% of the students will be on track to score proficient or advanced through the local benchmark tool developed by PDE	35% of the students will be on track to score proficient or advanced through the local benchmark tool developed by PDE	40% of the students will be on track to score proficient or advanced through the local benchmark tool developed by PDE

Priority: 90% of the students at the high school will have collected all their artifacts, by grade level, as reported by the PA Future Ready Index.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
90% of all the students will have collected the required career artifacts for their portfolio to meet the high school Career Benchmark goal as measured by the PA Future Ready Index			
Measurable Goal Nickname (35 Character Max)			

Career Artifacts			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will have collected at least 1 career artifacts in the career artifact collection system.	Students will have collected at least 1 career artifacts in the career artifact collection system.	Students will have collected at least 2 career artifacts in the career artifact collection system.	90% of the students will have a complaint career artifact portfolio in each grade level.

Action Plan

Measurable Goals

Attendance	Mathematic Achievement
Career Artifacts	

Action Plan For: Attendance

Measurable Goals:
<ul style="list-style-type: none">By the end of the academic year, student will achieve a minimum attendance rate of 90% in all my classes.

Action Step		Anticipated Start/Completion Date	
Staff will be implementing strategies as provided by the district to grow supportive relationships with families. These strategies will be outlined in their Act 13 goals.		2024-09-03	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principals	Act 13 goal, resources	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student attendance will increase, chronic absenteeism will decrease.	Weekly attendance reports

Action Plan For: Math

Measurable Goals:
<ul style="list-style-type: none">By the end of the academic year, 40% of 7th and 8th-grade students will achieve a proficient or advanced score on the PSSA math assessment.

Action Step		Anticipated Start/Completion Date	
Teams of math teachers meet to discuss how the implementation of the new math curriculum can be used to improve student achievement and growth.		2024-09-03	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Superintendent	curriculum, math resources	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Improved growth and achievement in math	Quarterly report cards, benchmark assessments
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Action Plan For: Career Benchmarks

Measurable Goals:
<ul style="list-style-type: none"> 90% of all the students will have collected the required career artifacts for their portfolio to meet the high school Career Benchmark goal as measured by the PA Future Ready Index

Action Step		Anticipated Start/Completion Date	
Designated teachers will teach lessons to students that meet the career benchmarks expectations as measured by the PA Future Ready Index		2024-09-03	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Department, Building Principals	career artifacts lessons, online portfolio system	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved score on the PA Future Ready Index for Career Benchmarks	Check in's by school counselors' and principals.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Attendance	Staff will be implementing strategies as provided by the district to grow supportive relationships with families. These strategies will be outlined in their Act 13 goals.
Math	Teams of math teachers meet to discuss how the implementation of the new math curriculum can be used to improve student achievement and growth.

Restorative Practices

Action Step		
<ul style="list-style-type: none"> Staff will be implementing strategies as provided by the district to grow supportive relationships with families. These strategies will be outlined in their Act 13 goals. 		
Audience		
7th-12th grade, all staff		
Topics to be Included		
Restorative Practices for Educators		
Evidence of Learning		
Resource materials provided by presenters, Act 13 goal evidence		
Lead Person/Position	Anticipated Start	Anticipated Completion
Eric Briggs, Superintendent	2024-09-03	2025-06-11

Learning Format

Type of Activities	Frequency
Inservice day	2 days
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 2d: Managing Student Behavior 2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 2c: Managing Classroom Procedures 	

- 4f: Showing Professionalism

This Step Meets the Requirements of State Required Trainings

Math

Action Step		
<ul style="list-style-type: none"> • Teams of math teachers meet to discuss how the implementation of the new math curriculum can be used to improve student achievement and growth. 		
Audience		
K-12 Math Teachers		
Topics to be Included		
PA Math Standards, Curriculum Alignment		
Evidence of Learning		
Local benchmark assessment, PSSA's, Keystone		
Lead Person/Position	Anticipated Start	Anticipated Completion
Eric Briggs	2024-09-03	2025-06-11

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction • 3b: Using Questioning and Discussion Techniques • 1f: Designing Student Assessments • 1a: Demonstrating Knowledge of Content and Pedagogy • 3c: Engaging Students in Learning • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">240819 - HS TSI Signature page.pdf

Chief School Administrator	Date
Eric Briggs	2024-08-20
Building Principal Signature	Date
Jesse Smith	2024-08-20
School Improvement Facilitator Signature	Date
Eric Briggs	2024-08-20