

Mahanoy Area HS

School Level Plan

07/01/2012 - 06/30/2013

School Profile

Demographics

Mahanoy Area HS

1 Golden Bear Dr
Mahanoy City, PA 17948
(570) 773-3443

AYP Status: School Improvement I
Title I Status: Yes

Principal Information

Thomas Smith
tsmith@mabears.net

Superintendent Information

Joie Green
jgreen@mabears.net

Planning Committee

Name	Role
Paul Babinsky	Instructional Technology Director/Specialist
Tom Bashinsky	School Board President/Business Representative
Josette Bet	Secondary School Teacher - Special Education
Lisa Broomell	Title I Coordinator
Andrea Caulfield	Social Worker
Trinna Delia	School Psychologist
John Erbe	School Board Representative/Parent
Joie Green	Administrator
Michael Heater Jr.	Administrator
Jack Hurst	Business Manager
Jen Kern	Guidance Counselor/Testing Coordinator
Kate Orsulak	Crisis Interventionist
Brandy Paul	Special Education Director/Specialist
Susan Scheeler	Administrator
Tom Scheeler	Secondary School Teacher - Regular Education
Thomas Seiberling	Community Representative

Tom Smith	Administrator
Tim Tobin	Secondary Teacher/Union President
Nicole Zakrewsky	Secondary School Teacher - Regular Education

Assurances

Title I Schools

Title I Schools in Improvement, Corrective Action or Making Progress

The school has verified the following Assurances:

Assurance 1: This School Improvement Plan contains Action Plans that address each reason why the school failed to make adequate yearly progress, or if the school has a status of Making Progress, this School Improvement Plan contains Action Plans that address Systemic Challenges the school has identified.

Assurance 2: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

Assurance 3: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

Assurance 4: If in Corrective Action I or II, the District Supplement has been completed by the district and shared with the school improvement planning team concurrent with the beginning of the school improvement planning process.

Assurance 5: The school improvement plan covers a two-year period.

Assurance 6: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all relevant groups of students will meet the state's proficiency level of achievement.

Assurance 7: At least one action plan addresses the strengthening of the school's core academic subjects by addressing with research-based strategies the specific academic issues that caused the school to be identified for school improvement.

Assurance 8: At least one action plan incorporates, as appropriate, activities that extend instructional time before school, after school, during the summer, and/or as an extension of the school year.

Assurance 9: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

Assurance 10: Not less than 10% of the Title 1 funds made available to the school have been allocated to implement the professional development activities and initiatives specified in the Action Plans herein.

Assurance 11: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, will meet the Pennsylvania's proficient level of achievement on the PSSA Reading and Math assessments on or before the Spring 2014 PSSA testing.

Assurance 12: Title 1 funds have been allocated to professional development that directly addresses the academic achievement problem that caused the school to be identified for school improvement.

Assurance 13: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

Assurance 14: Shortly after the school's AYP Status is released, each parent will be notified of the AYP status by letter.

Assurance 15: The AYP Status notification letter will include an explanation of what the status means, as well as how the AYP Status was determined.

Assurance 16: The AYP Status notification letter will compare the school to other schools in the district and state.

Assurance 17: The AYP Status notification letter will include a concise description of what the school is doing to address the AYP Status.

Assurance 18: The AYP Status notification letter will explain how parents may become involved in addressing the academic issues that caused the school to be identified for improvement.

Assurance 19: The AYP Status notification letter will explain parents' option to transfer their child to another public school and obtain supplemental educational services.

Assurance 20: Rigorous and attainable goals have been set in Reading and Math for each grade level and all relevant subgroups for the 2012-2013 school year

Assurance 21: The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District web page
- Board meeting presentations
- District's annual report
- District report card
- AYP status notification letter as per NCLB regulations

- Yearly letter to parents
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences
- School Improvement Brochure

For Title I Schools in Corrective Action Only

Mahanoy Area HS is not in Corrective Action

Needs Assessment

School Accomplishments

Accomplishment #1:

The Mahanoy Area High School maintained a 100% participation rate for Math and Reading. The Mahanoy Area High School maintained a 98% participation rate for Science.

School Concerns

Concern #1:

The Mahanoy Area High School did not meet its goal of an eighty five percent graduation rate. In our all student category seventy seven percent of our students achieved graduation.

Concern #2:

Mahanoy Area High School did not meet or exceed the target rate of eighty one percent in reading. Overall students achieved 50.6% in proficient or advanced in the reading category. White non-Hispanic students achieved 53.2% in proficient or advanced in the reading category. Economically Disadvantaged achieved 50% in proficient or advanced in the reading category.

Concern #3:

Mahanoy Area High School did not meet or exceed the seventy eight percent target rate in math. Overall students achieved a 28.9% advanced or proficient in math. White non Hispanic students achieved a 29.1% advanced or proficient in the math category. Economically Disadvantaged students achieved a 25% advanced or proficient in math.

Prioritized Systemic Challenges

Systemic Challenge #1 (System #7) (High Schools Only—Graduation Rate) Establish a system within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years.

Aligned Concerns:

The Mahanoy Area High School did not meet its goal of an eighty five percent graduation rate. In our all student category seventy seven percent of our students achieved graduation.

Mahanoy Area High School did not meet or exceed the target rate of eighty one percent in reading. Overall students achieved 50.6% in proficient or advanced in the reading category. White non-Hispanic students achieved 53.2% in proficient or advanced in the reading category. Economically Disadvantaged achieved 50% in proficient or advanced in the reading category.

Mahanoy Area High School did not meet or exceed the seventy eight percent target rate in math. Overall students achieved a 28.9% advanced or proficient in math. White non-Hispanic students achieved a 29.1% advanced or proficient in the math category. Economically Disadvantaged students achieved a 25% advanced or proficient in math.

Systemic Challenge #2 (System #9) Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Aligned Concerns:

The Mahanoy Area High School did not meet its goal of an eighty five percent graduation rate. In our all student category seventy seven percent of our students achieved graduation.

Mahanoy Area High School did not meet or exceed the target rate of eighty one percent in reading. Overall students achieved 50.6% in proficient or advanced in the reading category. White non-Hispanic students achieved 53.2% in proficient or advanced in the reading category. Economically Disadvantaged achieved 50% in proficient or advanced in the reading category.

Mahanoy Area High School did not meet or exceed the seventy eight percent target rate in math. Overall students achieved a 28.9% advanced or proficient in math. White non Hispanic students achieved a 29.1% advanced or proficient in the math category. Economically Disadvantaged students achieved a 25% advanced or proficient in math.

Systemic Challenge #3 (System #4) Establish a system within the school that fully 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.

Aligned Concerns:

The Mahanoy Area High School did not meet its goal of an eighty five percent graduation rate. In our all student category seventy seven percent of our students achieved graduation.

Mahanoy Area High School did not meet or exceed the target rate of eighty one percent in reading. Overall students achieved 50.6% in proficient or advanced in the reading category. White non-Hispanic students achieved 53.2% in proficient or advanced in the reading category. Economically Disadvantaged achieved 50% in proficient or advanced in the reading category.

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Systemic Challenge #4 (System #1) Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.

Aligned Concerns:

The Mahanoy Area High School did not meet its goal of an eighty five percent graduation rate. In our all student category seventy seven percent of our students achieved graduation.

Mahanoy Area High School did not meet or exceed the target rate of eighty one percent in reading. Overall students achieved 50.6% in proficient or advanced in the reading category. White non-Hispanic students achieved 53.2% in proficient or advanced in the reading category. Economically Disadvantaged achieved 50% in proficient or advanced in the reading category.

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Systemic Challenge #5 (System #2) Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Aligned Concerns:

The Mahanoy Area High School did not meet its goal of an eighty five percent graduation rate. In our all student category seventy seven percent of our students achieved graduation.

Mahanoy Area High School did not meet or exceed the target rate of eighty one percent in reading. Overall students achieved 50.6% in proficient or advanced in the reading category. White non-Hispanic students achieved 53.2% in proficient or advanced in the reading category. Economically Disadvantaged achieved 50% in proficient or advanced in the reading category.

Mahanoy Area High School did not meet or exceed the seventy eight percent target rate in math. Overall students achieved a 28.9% advanced or proficient in math. White non Hispanic students achieved a 29.1% advanced or proficient in the math category. Economically Disadvantaged students achieved a 25% advanced or proficient in math.

Systemic Challenge #6 (System #3) Establish a system within the school that fully ensures school staff members use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

The Mahanoy Area High School did not meet its goal of an eighty five percent graduation rate. In our all student category seventy seven percent of our students achieved graduation.

Mahanoy Area High School did not meet or exceed the target rate of eighty one percent in reading. Overall students achieved 50.6% in proficient or advanced in the reading category. White non-Hispanic students achieved 53.2% in proficient or advanced in the reading category. Economically Disadvantaged achieved 50% in proficient or advanced in the reading category.

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School Level Plan

Action Plans

Goal #1: (High Schools Only—Graduation Rate) Establish a system within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years.

Indicators of Effectiveness:

Type: Summative

Data Source: Computerized CSIU and SIS system, Drop-out Prevention Team

Specific Targets: Progress reports, transcripts, reports from Drop-out Prevention Team, reports from guidance counselor, attendance reports and CSIU and SIS system reports.

Type: Formative

Data Source: Graduation Plan

Specific Targets: Checkpoints of Graduation Plan

Strategies:

Drop-out Prevention Team

Description:

A Drop-out Prevention Team will be developed consisting of various stakeholders including the principal to continuously monitor student progress and intervene with strategies of improvement.

SAS Alignment: Safe and Supportive Schools

Review of Transcripts

Description:

Transcripts will continuously be reviewed to be certain students are on the right path to graduate on time.

SAS Alignment: Safe and Supportive Schools

Graduation Plan

Description:

Each year of a student's high school career, he/she must research his/her future career. Assigned teachers will monitor progress on a regular basis. Students not performing on a proficient level are reported to the Drop-out Prevention team for immediate intervention.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Action Steps:

Review of Transcripts

Indicator of Implementation:

Before first day of year, principal will review each student's transcript to be certain of proper course selection. Conflicts are discussed with the student and resolved according to his/her graduation plan.

Start Date: 8/27/2012 **End Date:** 5/31/2014

Program Area(s): Student Services

Supported Strategies:

- *Drop-out Prevention Team*
- *Review of Transcripts*
- *Graduation Plan*

Alternate Programs

Indicator of Implementation:

Students will be enrolled in various alternate programs such as blended schools, school-to-work, and remediation courses for credit recovery.

Start Date: 8/27/2012 **End Date:** 5/31/2014

Program Area(s): Student Services

Supported Strategies:

- *Drop-out Prevention Team*
- *Review of Transcripts*
- *Graduation Plan*

Graduation Analysis

Indicator of Implementation:

Drop-out Prevention Team analyzes student progress and recommends to all stakeholders various interventions leading to the graduation goal.

Start Date: 8/27/2012 **End Date:** 5/31/2014

Program Area(s): Student Services

Supported Strategies:

- *Drop-out Prevention Team*
- *Review of Transcripts*
- *Graduation Plan*

Goal #2: Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Indicators of Effectiveness:

Type: Summative

Data Source: August 2012-September 2012 -- Classroom Diagnostic Tests

Specific Targets: To increase the overall proficiency in math and reading by 10% by progress monitoring.

Type: Summative

Data Source: February 2013- March 2013 -- Classroom Diagnostic Tests

Specific Targets: To increase the overall proficiency in math and reading by 10% by progress monitoring.

Type: Summative

Data Source: 2012-2013 Keystone Exams -- (Algebra I and Literature)

Specific Targets: 80% of the students will be advanced or proficient for the first test.

The goal of the district would be to meet 100% proficiency by the end of the students' junior year.

Type: Formative

Data Source: Teacher-Student Meetings

Specific Targets: Required Meeting Notes Provided to Principal

Strategies:

Data Teams

Description:

To create data teams to encourage and implement data driven instruction. Creating data teams will help increase performance of all subgroups by at least 20% through the use of instruction which focuses on areas of concern for each student.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Improve Teaching Practices

Description:

Improve teaching practices in order to reflect the needs of our students. All subgroups educational performance will increase by at least 20%, as teachers will be able to more effectively differentiate their instruction.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Teacher-Student Meetings

Description:

Professional Staff will meet with students at least two times directly after the Keystone tests to determine strengths and weaknesses in specific concept areas. Staff will then be required to submit this information to the principal and Data Team for immediate intervention.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Action Steps:

Data Team Development

Indicator of Implementation:

The high school principal will develop a data team consisting of various staff members to analyze student data and report their findings to stakeholders with recommendations for improvement. Evidence will include data team submission notes as well as data findings. Local Intermediate Unit professionals will assist with the analysis and implementation of data.

Start Date: 8/27/2012 **End Date:** 5/31/2014

Program Area(s): Professional Education

Supported Strategies:

- *Data Teams*
- *Improve Teaching Practices*
- *Teacher-Student Meetings*

*Data Analysis***Indicator of Implementation:**

Time will be dedicated throughout the school year during in-service and act 80 days for data analysis and discussion as well as communication to stakeholders. Evidence will include data team submission notes as well as data findings. Local Intermediate Unit professional staff will assist with the analysis and implementation of data.

Start Date: 8/27/2012 **End Date:** 5/31/2014

Program Area(s):**Supported Strategies:**

- *Data Teams*
- *Improve Teaching Practices*
- *Teacher-Student Meetings*

*Adjustment of Teaching Strategies***Indicator of Implementation:**

Data team and all subject area teachers will implement and/or adjust teaching strategies based upon data team findings. Professional observations, walk-throughs, DOK questions, as well as CDT scores will be utilized as evidence of implementation.

Start Date: 8/27/2012 **End Date:** 5/31/2014

Program Area(s): Professional Education

Supported Strategies:

- *Data Teams*
- *Improve Teaching Practices*
- *Teacher-Student Meetings*

Goal #3: Establish a system within the school that fully 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.

Indicators of Effectiveness:

Type: Summative

Data Source: Weekly Ineligibility Lists, Progress Reports, Teacher Reports

Specific Targets: Weekly Ineligibility Lists, Progress Reports, Teacher Reports

Type: Formative

Data Source: Meetings with Student Services

Specific Targets: SAP, Crisis Specialist, Notes, Itinerant, Special Education, etc.

Strategies:

Weekly Updates

Description:

Each week teachers are provided a list of students who are below basic in all academic subject areas. Teachers are directed to contact student, parent/guardian, student services, coaches and advisors to discuss a remediation plan. Specific remediation plans must be submitted to the principal on a weekly basis. All attempts are made to involve all stakeholders for each individual student. The measurable goal is to decrease the ineligibility list by 10% each week.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Peer Tutoring

Description:

High achieving academic students will be paired with academically at-risk students during morning remediation periods to provide one-on-one peer tutoring.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Action Steps:

Remediation Plan

Indicator of Implementation:

Time is provided within the teacher's schedule for remediation of students each day. During this time, students are directed where to go during this time for proper remediation. Parents/Guardians are contacted immediately when the student is in danger of failing any course of study. The Data Team, Drop-out Prevention Team and various student services become directly involved.

Start Date: 8/27/2012 **End Date:** 5/31/2014

Program Area(s): Student Services

Supported Strategies:

- *Weekly Updates*
- *Peer Tutoring*

Peer Tutoring

Indicator of Implementation:

Students will communicate with instructors to assist with academically at-risk students in a one-on-one peer model.

Start Date: 8/27/2012 **End Date:** 5/31/2013

Program Area(s): Student Services

Supported Strategies:

- *Weekly Updates*
- *Peer Tutoring*

Goal #4: Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.

Indicators of Effectiveness:

Type: Summative

Data Source: Keystone Exams

Specific Targets: Meeting Keystone Exam Targets in Algebra I and Literature

Type: Formative

Data Source: Classroom Diagnostic Tests

Specific Targets: Increase Overall proficiency on CDT's in Algebra I and Literature from test to test by 10%

Strategies:

Curriculum Analysis

Description:

The curriculum will be aligned to identify gaps, overlaps, and repetitions that exist in our curriculum

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Instructional Maps

Description:

Instructional maps will be created so that instruction and assessments reflect our aligned curriculum to improve student performance on Keystone Tests.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Review of Curriculum

Description:

Review and revision of curriculum will allow for changes in curriculum to reflect standard changes. These revisions will allow all educators of students in all subgroups to provide instruction which more accurately portrays the state and common core standards.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Action Steps:

Align Curriculum to Standard Aligned System Provided by PDE

Indicator of Implementation:

Review completed curriculum on SAS website.

Start Date: 8/31/2012 **End Date:** 5/31/2014

Program Area(s): Professional Education

Supported Strategies:

- *Curriculum Analysis*
- *Instructional Maps*
- *Review of Curriculum*

Create Instructional Maps to Coincide with Inputted and Aligned Curriculum

Indicator of Implementation:

Collect and review teacher instructional maps periodically.

Start Date: 8/31/2012 **End Date:** 5/31/2014

Program Area(s): Professional Education

Supported Strategies:

- *Curriculum Analysis*
- *Instructional Maps*
- *Review of Curriculum*

Analyze Aligned Curriculum for Changes in Standards and Realign Accordingly

Indicator of Implementation:

Review realigned curriculum as needed on SAS website.

Start Date: 8/31/2012 **End Date:** 5/31/2014

Program Area(s): Professional Education

Supported Strategies:

- *Curriculum Analysis*
- *Instructional Maps*
- *Review of Curriculum*

Assess Students Using CDT Tests and Analyze Scores for Progress

Indicator of Implementation:

Monitoring of CDT scores from test to test.

Start Date: 8/31/2012 **End Date:** 5/31/2014

Program Area(s): Professional Education

Supported Strategies:

- *Curriculum Analysis*
- *Instructional Maps*
- *Review of Curriculum*

Achievement Targets Sub-Group	Reading/Literature		Math	
	Achieved 2011	Target 2013	Achieved 2011	Target 2013
Students Overall	74.4%	85.0%	46.3%	80.0%
White non-Hispanic	75.9%	85.0%	48.1%	80.0%
Economically Disadvantaged	62.5%	85.0%	32.5%	80.0%
Sub-groups listed below are optional.				

Performance Targets

Test Participation for PSSA Reading and Math

2012 target for the minimum percentage of students participating in PSSA–Reading: 100.0%

2012 target for the minimum percentage of students participating in PSSA–Math: 100.0%

Attendance (K-8 Only)

2012 attendance rate target for the school: 95.0%

Graduation (High Schools Only)

2012 graduation rate target for the school: 85.0 Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Mahanoy Area HS in the Mahanoy Area SD has been duly reviewed by a *Quality Review Team* convened by the 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 **NCLB requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District 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 Mahanoy Area HS in the Mahanoy Area SD for the 2012-2013 school-year.

Affirmed by Joie Green on 11/20/2012

Superintendent of Schools

Affirmed by Thomas Bashinsky on 11/20/2012

School Board President