

TRUMAN SHS

3001Green Lane

ATSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Develop a culture of mutual respect and academic excellence through rigorous instruction and data-driven practices that produces college and career-ready graduates.

STEERING COMMITTEE

Name	Position	Building/Group
Randy Godin	Para Educator	Bristol Township School District
Rachel Holler	Director of Programs and Services	Bucks IU
Alexis McCullough	TAC Specialist	Bucks IU
Phil Gravuer	Teacher	Truman HS
Linda Carmona Bell	Parent	Bristol Township School District
Kelly Buchanan	Parent	Bristol Township School District
Al Oberman	Director of Special Education and Pupil Services	Bristol Township School
Jonathan Craig	Principal	Harry S Truman High School
Jessica Kelch	Supervisor of Special Education	Bristol Township SD
Ilayda Akbayrak	Student	Truman HS
Shayla Simmons	Student	Truman HS
Jordan Mostofizadeh-Hricko	Student	Truman HS
Aliyah Moore	Student	Truman HS

Name	Position	Building/Group
Tim Monaghan	Teacher	Truman HS
Mike Diaz	Teacher	Truman HS

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will continue to prioritize differentiation in our instruction, led by data-driven decisions. We will support these efforts through professional development, individual coaching, and prioritizing those roles in our instructional conversations.	Regular Attendance Graduation rate
Staff will access and utilize data from a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and make informed decisions to adjust programs and instructional practices, from the individual to the school-wide level.	Mathematics English Language Arts Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Exact Path Training/Coaching

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Exact Path - Math

90% of our 9th & 10th graders will complete 3 diagnostic test & create a math learning path in Exact Path. 60% of our 9th & 10th graders will average 20+ minutes per week on their math learning path in Exact Path, per quarter. Our 9th & 10th graders will make a total of 5% combined growth over the entire year in the top 2 quartiles of Exact Path's National Percentile Ranks

Exact Path - Reading

90% of our 9th and 10th graders will complete 3 diagnostic test & create a reading learning path in Exact Path. 60% of our 9th, and 10th graders will average 20+ minutes per week on their reading learning path in Exact Path, per quarter. Our 9th & 10th graders will make a total of 5% combined growth over the entire year in the top 2 quartiles of Exact Path's National Percentile Ranks

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Job-embedded professional learning opportunities with Exact Path

2022-08-29 -
2023-06-09

Building Administrator
Edmentum Trainers
Instructional Coach

Exact Path student Licenses and professional development training provided by Title I funds

Anticipated Outcome

Data embedded within Exact Path for quarterly reports Reflection and feedback forms after PD session

Monitoring/Evaluation

Administration and instructional coach will collaborate to collect data and information. Exact Path data reports will be pulled.

Evidence-based Strategy

Data Coaching

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Data Coaching	100% of our English, Math, & Special Education teachers will receive professional learning session on implementing and utilizing Exact Path. 100% of our Algebra 1A, Algebra 1B, Algebra 1, English 9, English 10, and related Special Education course teachers will have a minimum of 3 data coaching sessions with our instructional coach, which will focus on making data-driven decisions and grouping/differentiating within their whole group instruction.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Job embedded 1on1 and small group coaching sessions based around Exact Path data will be conducted with staff.	2022-08-29 - 2023-06-09	Building Administrator Instructional Coach	Data conferencing documentation

Anticipated Outcome

Teacher/coach data conferencing documentation

Monitoring/Evaluation

Building administrators and instructional coach will collaborate

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>90% of our 9th & 10th graders will complete 3 diagnostic test & create a math learning path in Exact Path. 60% of our 9th & 10th graders will average 20+ minutes per week on their math learning path in Exact Path, per quarter. Our 9th & 10th graders will make a total of 5% combined growth over the entire year in the top 2 quartiles of Exact Path's National Percentile Ranks (Exact Path - Math)</p>	<p>Exact Path Training/Coaching</p>	<p>Job-embedded professional learning opportunities with Exact Path</p>	<p>08/29/2022 - 06/09/2023</p>
<p>90% of our 9th and 10th graders will complete 3 diagnostic test & create a reading learning path in Exact Path. 60% of our 9th, and 10th graders will average 20+ minutes per week on their reading learning path in Exact Path, per quarter. Our 9th & 10th graders will make a total of 5% combined growth over the entire year in the top 2 quartiles of Exact Path's National Percentile Ranks (Exact Path - Reading)</p>			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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 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 the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Melanie Gehrens, Ed.D.

2022-07-05

School Improvement Facilitator Signature

Building Principal Signature

Jon Craig

2022-06-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

A greater reliance on using ExactPath and other available data to drive instructional practices and assessment.

Students are given an opportunity for master learning and multiple opportunities to demonstrate understanding of concepts.

Alignment of scope and sequence of curriculum across content areas through the curriculum mapping process.

Exact Path's learning paths programming allows students to receive what they need, when they need it. Each student receives a custom plan designed to help them close the skill gaps that are specific to them. Exact Path's diagnostic reports give us a consistent measuring stick throughout the year, which we can gather immediately.

Students are given an opportunity for master learning and multiple opportunities to demonstrate understanding of concepts

Alignment of scope and sequence of curriculum across content areas

Exact Path's learning paths programming allows students to

Challenges

Use of data sources to identify students and groupings with similar needs and differentiate instruction relative to those needs.

In regards to College and Career Ready Standards, we continue to struggle to embed activities and artifacts into our curricular practices.

We need to emphasize the importance of Exact Path in not only our diagnostic windows, but in all the learning path opportunities.

We need to work further with helping teachers allow the data to drive their instruction. Working with them to develop a model where students take more ownership of their data and how it will help them as they move forward with their learning.

We need to emphasize the importance of Exact Path in not only our diagnostic windows, but in all the learning path opportunities.

We need to work further with helping teachers allow the data to drive their instruction. Working with them to develop a model where students take more ownership of their data and how it will help them as they move forward with their learning.

Turning student data from CDT into actionable steps for students

Strengths

receive what they need, when they need it. Each student receives a custom plan designed to help them close the skill gaps that are specific to them. Exact Path's diagnostic reports give us a consistent measuring stick throughout the year, which we can gather immediately.

Students are given an opportunity for master learning and multiple opportunities to demonstrate understanding of concepts

Alignment of scope and sequence of curriculum across content areas

CDT provides very specific assessment of student skills.

Alignment of scope and sequence of curriculum across content areas

When students are given consistent opportunities to master learning and multiple opportunities to demonstrate understanding of concepts, they have show success.

A greater reliance on using ExactPath and other available data to drive instructional practices and assessment.

Alignment of scope and sequence of curriculum across content areas

Challenges

has remained difficult.

In regards to College and Career Ready Standards, we continue to struggle to embed activities and artifacts into our curricular practices

Use of data sources to identify students with similar needs and differentiate instruction relative to those needs.

In regards to College and Career Ready Standards, we continue to struggle to embed activities and artifacts into our curricular practices.

Our students with disabilities are struggling the most in all of the areas where interim targets were not met.

Attendance is our biggest problem across the board and we're struggling to connect with our chronically absent students and

Completing simple tasks within Naviance to meet more Career Standards benchmarks needs to be a priority and simple area to address.

The school needs to work to utilize the data to support the development of evidence based strategies to support student development. The school needs to work toward using PVASS and

Strengths

Students are given an opportunity for master learning and multiple opportunities to demonstrate understanding of concepts

EL teachers have created an environment of a welcoming community and have moved their subgroup students to meeting interim targets.

Students are given an opportunity for master learning and multiple opportunities to demonstrate understanding of concepts.

The school has developed a variety of assessments and become proficient in the review of data to make informed decisions. They have created a mission of high expectations for all students and staff. They are also emerging in the development of support systems through SWPBIS and MTSS.

Most Notable Observations/Patterns

Challenges

student centered data to identify the strengths and needs of each teachers instructional practices and provide professional development to help each teacher improve their practice.

Challenges**Discussion Point****Priority for Planning**

Use of data sources to identify students and groupings with similar needs and differentiate instruction relative to those needs.

In regards to College and Career Ready Standards, we continue to struggle to embed activities and artifacts into our curricular practices.

We need to emphasize the importance of Exact Path in not only our diagnostic windows, but in all the learning path opportunities.

Our students with disabilities are struggling the most in all of the areas where interim targets were not met.

Time needs to be provided for staff to review data

Completing simple tasks within Naviance to meet more Career Standards benchmarks needs to be a priority and simple area to address.

Special Education teachers need to use data from common assessments to generate goals, monitor progress, and explore evidence based instructional practices. Time needs to be provided for staff to review data

Turning student data from CDT into actionable steps for students has remained difficult.

We need to work further with helping teachers allow the data to drive their instruction. Working with them to develop a model where students take more ownership of their data and how it will help them as they move forward with their

Exact Path, coaching, and focusing our priorities on these areas can help us improve in this challenge.

Challenges

Discussion Point

Priority for Planning

learning.

ADDENDUM B: ACTION PLAN

Action Plan: Exact Path Training/Coaching

Action Steps	Anticipated Start/Completion Date
Job-embedded professional learning opportunities with Exact Path	08/29/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
Administration and instructional coach will collaborate to collect data and information. Exact Path data reports will be pulled.	Data embedded within Exact Path for quarterly reports Reflection and feedback forms after PD session
Material/Resources/Supports Needed	PD Step
Exact Path student Licenses and professional development training provided by Title I funds	yes
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Action Plan: Data Coaching

Action Steps

Anticipated Start/Completion Date

Job embedded 1on1 and small group coaching sessions based around Exact Path data will be conducted with staff.

08/29/2022 - 06/09/2023

Monitoring/Evaluation

Anticipated Output

Building administrators and instructional coach will collaborate

Teacher/coach data conferencing documentation

Material/Resources/Supports Needed

PD Step

Data conferencing documentation

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>90% of our 9th & 10th graders will complete 3 diagnostic test & create a math learning path in Exact Path. 60% of our 9th & 10th graders will average 20+ minutes per week on their math learning path in Exact Path, per quarter. Our 9th & 10th graders will make a total of 5% combined growth over the entire year in the top 2 quartiles of Exact Path's National Percentile Ranks (Exact Path - Math)</p>	<p>Exact Path Training/Coaching</p>	<p>Job-embedded professional learning opportunities with Exact Path</p>	<p>08/29/2022 - 06/09/2023</p>
<p>90% of our 9th and 10th graders will complete 3 diagnostic test & create a reading learning path in Exact Path. 60% of our 9th, and 10th graders will average 20+ minutes per week on their reading learning path in Exact Path, per quarter. Our 9th & 10th graders will make a total of 5% combined growth over the entire year in the top 2 quartiles of Exact Path's National Percentile Ranks (Exact Path - Reading)</p>			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Exact Path Coaching/Training	English, Math, & Special Education Teachers Instructional Coach Supervising administrators	Implementing Exact Path Pulling data & conferencing with colleagues and students Differentiating and making data-driven decisions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Exact Path Data Data conferencing documentation	08/29/2022 - 06/09/2023	Instructional Coach Exact Path Trainers Building administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting
4a: Reflecting on Teaching	
3d: Using Assessment in Instruction	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
ATSI Plan on display on district website and local school website	To provide the public with information regarding the need for targeted assistance and the district's plan to address the goals in the coming year.	Digital	School community	By end of June 2022
Present to Harry S Truman Staff	To provide the faculty and staff with information regarding the need for targeted assistance and the district's plan to address the goals in the coming year.	Faculty Meeting	Truman faculty and staff	August-September 2022
Present ATSI Plan to the Board of School Directors for approval at the June 30, 2021 board meeting	To provide the public with information regarding the need for targeted assistance and the district's plan to address the goals in the coming year.	In-person	School board, community, and participating parties	August 2022 Board meeting

