Academy Park HS
School Level Plan
07/01/2018 - 06/30/2019
School Profile

Demographics

Academy Park HS
300 Calcon Hook Rd
Sharon Hill, PA 19079
(610)522-4330

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: No
Principal: Mr. Nate Robinson
Superintendent: Dr. Stephen Butz

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jeffrey Esposito</td>
<td>Administrator : School Improvement Plan Schoolwide Plan</td>
</tr>
<tr>
<td>Michael Hooven</td>
<td>Administrator : School Improvement Plan Schoolwide Plan</td>
</tr>
<tr>
<td>Jaime Smyth</td>
<td>Administrator : School Improvement Plan Schoolwide Plan</td>
</tr>
<tr>
<td>Nate Robinson</td>
<td>Building Principal : School Improvement Plan Schoolwide Plan</td>
</tr>
<tr>
<td>Camile Jackson</td>
<td>Ed Specialist - School Counselor : School Improvement Plan Schoolwide Plan</td>
</tr>
<tr>
<td>Dina Keiser</td>
<td>Ed Specialist - School Counselor : School Improvement Plan Schoolwide Plan</td>
</tr>
<tr>
<td>Caitlin Parenti</td>
<td>Ed Specialist - School Counselor : School Improvement Plan Schoolwide Plan</td>
</tr>
<tr>
<td>Kevin Greto</td>
<td>High School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Shannon Boyd</td>
<td>High School Teacher - Special Education : School Improvement Plan</td>
</tr>
<tr>
<td>William Lighter</td>
<td>Parent : School Improvement Plan</td>
</tr>
</tbody>
</table>
Needs Assessment

School Accomplishments

Accomplishment #1:
The percentage of 11th grade students who scored advanced on the Algebra 1 Keystone exam during the 2017-2018 school year increased by 1.5% compared to the previous school year.

Accomplishment #2:
The percentage of 11th grade students who scored advanced on the ELA Keystone exam during the 2017-2018 school year increased by 2.2% compared to the previous school year.

Accomplishment #3:
67% of the students enrolled in the American Government Advanced Placement course passed the American Government advanced placement exam.

Accomplishment #4:
The number of students taking dual enrollment courses increased during the 2017-2018 academic year compared to the previous academic year.

Accomplishment #5:
There was a decrease in the amount of out of school suspensions during the 2017-2018 academic year compared to the previous school year.

Accomplishment #6:
There was a decrease in the number of students suspended from school during the 2017-2018 academic year compared to the previous school year.

Accomplishment #7:
Student attendance to school improved during the 2017-2018 academic year compared to the previous school year.

School Concerns

Concern #1:
School wide data analysis needs to take place in regard to making data driven decisions.

Concern #2:
Proficiency levels of all students in the keystone tested areas are in need of improvement.

**Concern #3:**
The school needs to develop a plan of action to increase parental/guardian involvement in the educational process.

**Concern #4:**
Student tardiness and poor attendance impede upon student achievement and school academic achievement.

**Concern #5:**
School climate related to disciplinary issues are a deterrent to student achievement.

**Prioritized Systemic Challenges**

**Systemic Challenge #1 (Guiding Question #1)** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Aligned Concerns:**

- School wide data analysis needs to take place in regard to making data driven decisions.
- Proficiency levels of all students in the keystone tested areas are in need of improvement.
- The school needs to develop a plan of action to increase parental/guardian involvement in the educational process.
- Student tardiness and poor attendance impede upon student achievement and school academic achievement.
- School climate related to disciplinary issues are a deterrent to student achievement.
**Systemic Challenge #2 (Guiding Question #2)** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Aligned Concerns:**

- School wide data analysis needs to take place in regard to making data driven decisions.

- Proficiency levels of all students in the keystone tested areas are in need of improvement.

- The school needs to develop a plan of action to increase parental/guardian involvement in the educational process.

- Student tardiness and poor attendance impede upon student achievement and school academic achievement.

- School climate related to disciplinary issues are a deterrent to student achievement.

**Systemic Challenge #3 (Guiding Question #4)** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

- School wide data analysis needs to take place in regard to making data driven decisions.

- Proficiency levels of all students in the keystone tested areas are in need of improvement.

- The school needs to develop a plan of action to increase parental/guardian involvement in the educational process.

- Student tardiness and poor attendance impede upon student achievement and school academic achievement.
School climate related to disciplinary issues are a deterrent to student achievement.

**Systemic Challenge #4 (Guiding Question #3)** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

School wide data analysis needs to take place in regard to making data driven decisions.

Proficiency levels of all students in the keystone tested areas are in need of improvement.

The school needs to develop a plan of action to increase parental/guardian involvement in the educational process.

Student tardiness and poor attendance impede upon student achievement and school academic achievement.

School climate related to disciplinary issues are a deterrent to student achievement.

**Systemic Challenge #5 (Guiding Question #5)** Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

**Aligned Concerns:**

School wide data analysis needs to take place in regard to making data driven decisions.

Proficiency levels of all students in the keystone tested areas are in need of improvement.

The school needs to develop a plan of action to increase parental/guardian involvement in the educational process.
Student tardiness and poor attendance impede upon student achievement and school academic achievement.

School climate related to disciplinary issues are a deterrent to student achievement.
School Level Plan

Action Plans

**Goal #1:** Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate.

**Indicators of Effectiveness:**
- Type: Interim
- Data Source: Student Management System
- Specific Targets: Decreased monthly referrals for discipline by 10% compared to last year's monthly data

**Strategies:**

*Rule Articulation*

**Description:**
District administration will clearly articulate school rules so that all students and staff are aware of and understand them. This articulation of school rules will be accomplished by posting those rules that are atypical to all schools. (i.e. - Rules such as keep electronic devices out of sight will be posted). Typical rules will be articulated via the student handbook and code of conduct.

**SAS Alignment:** None selected

**Implementation Steps:**

*Articulate school rules to teachers in opening faculty meetings*

**Description:**
School administration will conduct a faculty meeting which emphasizes the behavioral expectations for the school year. This meeting will inform teachers of the school expectations and their role in promoting a safe learning environment.

**Start Date:** 8/28/2013  **End Date:** 8/28/2013

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**
- Rule Articulation
Articulate to students in opening assemblies

Description:

Students will participate in school-wide assemblies to demonstrate the behavioral expectations for the school year. Part of these assemblies will be to go over the student agenda book which articulates the behavioral expectations and consequences for misbehavior.

Start Date: 9/3/2013   End Date: 9/4/2013

Program Area(s): Student Services

Supported Strategies:

• Rule Articulation

Posting of school-wide rules

Description:

The school will post graphic organizers to remind students of their behavioral expectations. The effectiveness of this strategy will be measured by analyzing monthly discipline data.

Start Date: 9/6/2012   End Date: 6/13/2015

Program Area(s): Student Services

Supported Strategies:

• Rule Articulation

Consistent application of rules

Description:

The high school administration will consistently apply consequence to behaviors which impede learning. Evidence of this application can be found through the analysis of suspension and detention data in the student information system.
**Start Date:** 9/6/2012     **End Date:** 6/13/2015

**Program Area(s):** Student Services

**Supported Strategies:**

- Rule Articulation

**Goal #2:** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Indicators of Effectiveness:**

- Type: Annual
- Data Source: PLC Meetings
- Benchmark Scores
- Keystone Scores
- Student Achievement Data
- Community Outreach
- Specific Targets: Increased parental participation
- Improved student academic achievement

**Strategies:**

**Rule Articulation**

**Description:**

District administration will clearly articulate school rules so that all students and staff are aware of and understand them. This articulation of school rules will be accomplished by posting those rules that are atypical to all schools. (i.e. - Rules such
as keep electronic devices out of sight will be posted). Typical rules will be articulated via the student handbook and code of conduct.

**SAS Alignment:** None selected

**Data Days**

**Description:**

Teachers and administrators will take time at district dedicated professional development days to review data from school based and benchmark assessments. Based on the review of the data, teachers will be expected to adjust their instruction. If students are falling short on particular skills, it will be expected that the teacher adjust instruction to address those particular skills. Instructional adjustments could be the length of time spent on the skill increasing or the adjusting the manner in which the skill is being taught.

**SAS Alignment:** Standards, Assessment, Instruction

**SASS**

**Description:**

Utilize a system where students are identified when they receive a C- or lower on a progress report and are remediated. Remediation will occur via Saturday School and after school extra help sessions. Early remediation is the most effective means of meeting the needs of a student in supporting them to a four year graduation.

**SAS Alignment:** None selected

**Active Leadership**

**Description:**

Walkthroughs
Observations
Communication via faculty meetings, PLCs, and via emails
Back To School Night
Parent Conferences
The School Website
Assemblies

Benchmarks

Instructional Strategies

**SAS Alignment:** Standards, Assessment, Curriculum Framework

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**Data Analysis**

**Description:**

Data analysis will take in the following capacities; for the school to become more strategic in making data driven decisions in to improve student achievement scores.

Student Achievement Data

Attendance Data

Discipline Data

Remediation Data

CDT Data

Keystone Data

PSSA Data

Formative Data

Summative Data

SLO Data

**SAS Alignment:** Standards, Assessment, Instruction

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**Strategy Focused PLCs**

**Description:**

Data analysis
Continuation of implementing instructional strategies to improve student achievement.

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

**Informal & Formal Observations along with PLCs**

**Description:**

Consistent checks on lesson plans

Informal & formal observations

PLC meetings

Professional development

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

**Charlotte Danielson Framework**

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: The Framework)

**SAS Alignment:** Instruction

**Implementation Steps:**

**Articulate school rules to teachers in opening faculty meetings**

**Description:**

School administration will conduct a faculty meeting which emphasizes the behavioral expectations for the school year. This meeting will inform teachers of the school expectations and their role in promoting a safe learning environment.

**Start Date:** 8/28/2013  **End Date:** 8/28/2013
**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Rule Articulation
- SASS

**Articulate to students in opening assemblies**

**Description:**

Students will participate in school-wide assemblies to demonstrate the behavioral expectations for the school year. Part of these assemblies will be to go over the student agenda book which articulates the behavioral expectations and consequences for misbehavior.

**Start Date:** 9/3/2013   **End Date:** 9/4/2013

**Program Area(s):** Student Services

**Supported Strategies:**

- Rule Articulation
- SASS

**Posting of school-wide rules**

**Description:**

The school will post graphic organizers to remind students of their behavioral expectations. The effectiveness of this strategy will be measured by analyzing monthly discipline data.

**Start Date:** 9/6/2012   **End Date:** 6/13/2015

**Program Area(s):** Student Services

**Supported Strategies:**

- Rule Articulation
**Consistent application of rules**

**Description:**

The high school administration will consistently apply consequence to behaviors which impede learning. Evidence of this application can be found through the analysis of suspension and detention data in the student information system.

**Start Date:** 9/6/2012    **End Date:** 6/13/2015

**Program Area(s):** Student Services

**Supported Strategies:**

- Rule Articulation

**Benchmark tests**

**Description:**

Building administrators will align the testing schedule to reflect an RtII process. This will include the use of a screening assessment at 6-8 week intervals. This alignment will allow for remediation based upon the data after each assessment. The district will utilize the Study Island readiness package for its assessments.

**Start Date:** 9/6/2012    **End Date:** 5/1/2014

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Data Days
- SASS

**Data sharing and goal setting**

**Description:**

Class goals and differentiated student goals will be developed based upon the data on Benchmark assessments. These goals will be analyzed at their conception and evaluated when more data becomes available. A final, more thorough analysis will be completed using the actual scores from the PA Keystone Exams.
Inform students of Saturday School

Description:
Inform students of the Success Academy Saturday School. This additional time for students provides tutoring and other social services for at-risk students.

Start Date: 9/6/2012   End Date: 6/14/2013

Program Area(s): Student Services
Supported Strategies: None selected

Student Mentoring Meetings

Description:
Staff will hold meetings with every student who receives a D or lower in a class after each progress notice or report card. The purpose of the meetings is to develop a plan of improvement for each student who requires one. The evidence of this need can be found in the report card and progress notice reports from the student information system.

Start Date: 10/12/2012   End Date: 5/10/2013

Program Area(s): Student Services
Supported Strategies: None selected

Monitoring of support services

Description:
Monitoring of student participation in various support programs will be emphasized. Students will be required to sign in for specific services such as a TEP plan, counseling by social workers, or mentoring time with selected staff.

**Start Date:** 10/12/2012  **End Date:** 6/13/2014

**Program Area(s):** Student Services

**Supported Strategies:** None selected

**Leadership Team Meetings**

**Description:**

Leadership team meetings to share, review, receive input and feedback in regards to the overall school program

**Start Date:** 8/27/2018  **End Date:** 6/13/2019

**Program Area(s):** Special Education, Student Services

**Supported Strategies:**

- Rule Articulation
- Data Days
- SASS

**School Wide Goals & Expectations**

**Description:**

Leadership meetings will take place during the summer of 2018. Faculty and staff members will be active members at the meetings. Input and feedback from the teachers are welcomed and encouraged. A total of six meetings will take place during the summer.

An opening faculty meeting will be facilitated in which the vision and expectations in regards to the school rules will be shared and reviewed. Faculty meetings will be facilitated though the school year in regards to the school rules

Student assemblies will be facilitated in regards to the school rules. Student assemblies will be facilitated throughout the school year in regards to the school rules
Goal #3: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PLC’s

Lesson Plans submitted and checked

Student centered based learning

Specific Targets: PLC collaboration and sharing & exchanging ideas

Improve student academic achievement

Strategies:

Rule Articulation

Description:

District administration will clearly articulate school rules so that all students and staff are aware of and understand them. This articulation of school rules will be accomplished by posting those rules that are atypical to all schools. (i.e. - Rules such as keep electronic devices out of sight will be posted). Typical rules will be articulated via the student handbook and code of conduct.

SAS Alignment: None selected
**Data Days**

**Description:**

Teachers and administrators will take time at district dedicated professional development days to review data from school based and benchmark assessments. Based on the review of the data, teachers will be expected to adjust their instruction. If students are falling short on particular skills, it will be expected that the teacher adjust instruction to address those particular skills. Instructional adjustments could be the length of time spent on the skill increasing or the adjusting the manner in which the skill is being taught.

**SAS Alignment:** Standards, Assessment, Instruction

**SASS**

**Description:**

Utilize a system where students are identified when they receive a C- or lower on a progress report and are remediated. Remediation will occur via Saturday School and after school extra help sessions. Early remediation is the most effective means of meeting the needs of a student in supporting them to a four year graduation

**SAS Alignment:** None selected

**Active Leadership**

**Description:**

Walkthroughs
Observations
Communication via faculty meetings, PLCs, and via emails
Back To School Night
Parent Conferences
The School Website
Assemblies
Benchmarks
Instructional Strategies
**SAS Alignment:** Standards, Assessment, Curriculum Framework

**Data Analysis**

**Description:**

Data analysis will take in the following capacities; for the school to become more strategic in making data driven decisions in to improve student achievement scores.

Student Achievement Data

Attendance Data

Discipline Data

Remediation Data

CDT Data

Keystone Data

PSSA Data

Formative Data

Summative Data

SLO Data

**SAS Alignment:** Standards, Assessment, Instruction

**Strategy Focused PLCs**

**Description:**

Data analysis

Continuation of implementing instructional strategies to improve student achievement.

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

**Informal & Formal Observations along with PLCs**
Description:

Consistent checks on lesson plans
Informal & formal observations
PLC meetings
Professional development

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

*Charlotte Danielson Framework*

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: [The Framework](#))

**SAS Alignment:** Instruction

**Implementation Steps:**

*Articulate school rules to teachers in opening faculty meetings*

**Description:**

School administration will conduct a faculty meeting which emphasizes the behavioral expectations for the school year. This meeting will inform teachers of the school expectations and their role in promoting a safe learning environment.

**Start Date:** 8/28/2013  **End Date:** 8/28/2013

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Data Days
- SASS
**Benchmark tests**

**Description:**

Building administrators will align the testing schedule to reflect an RtI process. This will include the use of a screening assessment at 6-8 week intervals. This alignment will allow for remediation based upon the data after each assessment. The district will utilize the Study Island readiness package for its assessments.

**Start Date:** 9/6/2012    **End Date:** 5/1/2014

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Data Days
- SASS

**Data sharing and goal setting**

**Description:**

Class goals and differentiated student goals will be developed based upon the data on Benchmark assessments. These goals will be analyzed at their conception and evaluated when more data becomes available. A final, more thorough analysis will be completed using the actual scores from the PA Keystone Exams.

**Start Date:** 10/3/2012    **End Date:** 5/30/2014

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Data Days
- SASS

**Student Mentoring Meetings**

**Description:**
Staff will hold meetings with every student who receives a D or lower in a class after each progress notice or report card. The purpose of the meetings is to develop a plan of improvement for each student who requires one. The evidence of this need can be found in the report card and progress notice reports from the student information system.

Start Date: 10/12/2012   End Date: 5/10/2013

Program Area(s): Student Services

Supported Strategies:

• Data Days

Monitoring of support services

Description:

Monitoring of student participation in various support programs will be emphasized. Students will be required to sign in for specific services such as a TEP plan, counseling by social workers, or mentoring time with selected staff.

Start Date: 10/12/2012   End Date: 6/13/2014

Program Area(s): Student Services

Supported Strategies:

• Data Days

PBIS

Description:

Continuation of a school-wide initiative serving as an incentive for the students to buy into the school culture and follow the school rules & behavioral expectations.

Start Date: 7/16/2018   End Date: 6/13/2019

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:
• Active Leadership
• Strategy Focused PLCs
• Informal & Formal Observations along with PLCs

Goal #4: 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: Interim


Specific Targets: Trend of increased scores on assessments and alignment between the sets of data

Strategies:

Data Days

Description:

Teachers and administrators will take time at district dedicated professional development days to review data from school based and benchmark assessments. Based on the review of the data, teachers will be expected to adjust their instruction. If students are falling short on particular skills, it will be expected that the teacher adjust instruction to address those particular skills. Instructional adjustments could be the length of time spent on the skill increasing or the adjusting the manner in which the skill is being taught.

SAS Alignment: Standards, Assessment, Instruction

Implementation Steps:
Benchmark tests

Description:

Building administrators will align the testing schedule to reflect an RtII process. This will include the use of a screening assessment at 6-8 week intervals. This alignment will allow for remediation based upon the data after each assessment. The district will utilize the Study Island readiness package for its assessments.

Start Date: 9/6/2012   End Date: 5/1/2014

Program Area(s): Professional Education, Student Services

Supported Strategies:

• Data Days

Data sharing and goal setting

Description:

Class goals and differentiated student goals will be developed based upon the data on Benchmark assessments. These goals will be analyzed at their conception and evaluated when more data becomes available. A final, more thorough analysis will be completed using the actual scores from the PA Keystone Exams.

Start Date: 10/3/2012   End Date: 5/30/2014

Program Area(s): Professional Education, Student Services

Supported Strategies:

• Data Days

Goal #5: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual
Data Source: P.B.I.S.

Resiliency

Classroom management support

PLC's

Building a rapport with students

Specific Targets: Less discipline referrals

Provide support and resources for teachers

Improving the overall school climate

**Strategies:**

**Rule Articulation**

**Description:**

District administration will clearly articulate school rules so that all students and staff are aware of and understand them. This articulation of school rules will be accomplished by posting those rules that are atypical to all schools. (i.e. - Rules such as keep electronic devices out of sight will be posted). Typical rules will be articulated via the student handbook and code of conduct.

**SAS Alignment:** None selected

**Data Days**

**Description:**

Teachers and administrators will take time at district dedicated professional development days to review data from school based and benchmark assessments. Based on the review of the data, teachers will be expected to adjust their instruction. If students are falling short on particular skills, it will be expected that the teacher adjust instruction to address those particular skills. Instructional adjustments could be the length of time spent on the skill increasing or the adjusting the manner in which the skill is being taught.

**SAS Alignment:** Standards, Assessment, Instruction
**SASS**

**Description:**

Utilize a system where students are identified when they receive a C- or lower on a progress report and are remediated. Remediation will occur via Saturday School and after school extra help sessions. Early remediation is the most effective means of meeting the needs of a student in supporting them to a four year graduation.

**SAS Alignment:** None selected

**Active Leadership**

**Description:**

Walkthroughs

Observations

Communication via faculty meetings, PLCs, and via emails

Back To School Night

Parent Conferences

The School Website

Assemblies

Benchmarks

Instructional Strategies

**SAS Alignment:** Standards, Assessment, Curriculum Framework

**Data Analysis**

**Description:**

Data analysis will take in the following capacities; for the school to become more strategic in making data driven decisions in to improve student achievement scores.

Student Achievement Data

Attendance Data
Discipline Data
Remediation Data
CDT Data
Keystone Data
PSSA Data
Formative Data
Summative Data
SLO Data

**SAS Alignment:** Standards, Assessment, Instruction

*Strategy Focused PLCs*

**Description:**

Data analysis

Continuation of implementing instructional strategies to improve student achievement.

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

*Informal & Formal Observations along with PLCs*

**Description:**

Consistent checks on lesson plans
Informal & formal observations
PLC meetings
Professional development

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources
**Charlotte Danielson Framework**

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: The Framework)

**SAS Alignment:** Instruction

**Implementation Steps:**

*Articulate school rules to teachers in opening faculty meetings*

**Description:**

School administration will conduct a faculty meeting which emphasizes the behavioral expectations for the school year. This meeting will inform teachers of the school expectations and their role in promoting a safe learning environment.

**Start Date:** 8/28/2013    **End Date:** 8/28/2013

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Rule Articulation
- Data Days
- SASS

*Articulate to students in opening assemblies*

**Description:**

Students will participate in school-wide assemblies to demonstrate the behavioral expectations for the school year. Part of these assemblies will be to go over the student agenda book which articulates the behavioral expectations and consequences for misbehavior.

**Start Date:** 9/3/2013    **End Date:** 9/4/2013
Program Area(s): Student Services

Supported Strategies:

- Rule Articulation
- Data Days
- SASS

Posting of school-wide rules

Description:

The school will post graphic organizers to remind students of their behavioral expectations. The effectiveness of this strategy will be measured by analyzing monthly discipline data.

Start Date: 9/6/2012   End Date: 6/13/2015

Program Area(s): Student Services

Supported Strategies:

- Rule Articulation
- Data Days
- SASS
- Informal & Formal Observations along with PLCs

Consistent application of rules

Description:

The high school administration will consistently apply consequence to behaviors which impede learning. Evidence of this application can be found through the analysis of suspension and detention data in the student information system.

Start Date: 9/6/2012   End Date: 6/13/2015

Program Area(s): Student Services
Supported Strategies:

- Rule Articulation
- Data Days
- SASS
- Informal & Formal Observations along with PLCs

Benchmark tests

Description:

Building administrators will align the testing schedule to reflect an RtII process. This will include the use of a screening assessment at 6-8 week intervals. This alignment will allow for remediation based upon the data after each assessment. The district will utilize the Study Island readiness package for its assessments.

Start Date: 9/6/2012  End Date: 5/1/2014

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Days
- SASS

Data sharing and goal setting

Description:

Class goals and differentiated student goals will be developed based upon the data on Benchmark assessments. These goals will be analyzed at their conception and evaluated when more data becomes available. A final, more thorough analysis will be completed using the actual scores from the PA Keystone Exams.

Start Date: 10/3/2012  End Date: 5/30/2014

Program Area(s): Professional Education, Student Services

Supported Strategies:
Inform students of Saturday School

Description:
Inform students of the Success Academy Saturday School. This additional time for students provides tutoring and other social services for at-risk students.

Start Date: 9/6/2012   End Date: 6/14/2013

Program Area(s): Student Services

Supported Strategies: None selected

Student Mentoring Meetings

Description:
Staff will hold meetings with every student who receives a D or lower in a class after each progress notice or report card. The purpose of the meetings is to develop a plan of improvement for each student who requires one. The evidence of this need can be found in the report card and progress notice reports from the student information system.

Start Date: 10/12/2012   End Date: 5/10/2013

Program Area(s): Student Services

Supported Strategies:

• Rule Articulation
• Data Days
• SASS

Monitoring of support services

Description:
Monitoring of student participation in various support programs will be emphasized. Students will be required to sign in for specific services such as a TEP plan, counseling by social workers, or mentoring time with selected staff.

**Start Date:** 10/12/2012  \hspace{1em} **End Date:** 6/13/2014

**Program Area(s):** Student Services

**Supported Strategies:**

- Data Days
- SASS

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**Goal #6:** (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:** Annual

**Data Source:** Graduation Data- October 2013 through October 2015

**Specific Targets:** Increased graduation rate among all groups (and subgroups) of students

**Strategies:**

**SASS**

**Description:**

Utilize a system where students are identified when they receive a C- or lower on a progress report and are remediated. Remediation will occur via Saturday School and after school extra help sessions. Early remediation is the most effective means of meeting the needs of a student in supporting them to a four year graduation

**SAS Alignment:** None selected

**Implementation Steps:**
Inform students of Saturday School

Description:
Inform students of the Success Academy Saturday School. This additional time for students provides tutoring and other social services for at-risk students.

Start Date: 9/6/2012   End Date: 6/14/2013

Program Area(s): Student Services

Supported Strategies:
- SASS

Student Mentoring Meetings

Description:
Staff will hold meetings with every student who receives a D or lower in a class after each progress notice or report card. The purpose of the meetings is to develop a plan of improvement for each student who requires one. The evidence of this need can be found in the report card and progress notice reports from the student information system.

Start Date: 10/12/2012   End Date: 5/10/2013

Program Area(s): Student Services

Supported Strategies:
- SASS

Monitoring of support services

Description:
Monitoring of student participation in various support programs will be emphasized. Students will be required to sign in for specific services such as a TEP plan, counseling by social workers, or mentoring time with selected staff.

Start Date: 10/12/2012   End Date: 6/13/2014
Program Area(s): Student Services

Supported Strategies:

- SASS

Goal #7: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Department PLC's Lesson Plans

Informal and Formal observations

Specific Targets: Data driven decision making at all levels

Strategies:

Rule Articulation

Description:

District administration will clearly articulate school rules so that all students and staff are aware of and understand them. This articulation of school rules will be accomplished by posting those rules that are atypical to all schools. (i.e. - Rules such as keep electronic devices out of sight will be posted). Typical rules will be articulated via the student handbook and code of conduct.

SAS Alignment: None selected

Data Days

Description:
Teachers and administrators will take time at district dedicated professional development days to review data from school based and benchmark assessments. Based on the review of the data, teachers will be expected to adjust their instruction. If students are falling short on particular skills, it will be expected that the teacher adjust instruction to address those particular skills. Instructional adjustments could be the length of time spent on the skill increasing or the adjusting the manner in which the skill is being taught.

**SAS Alignment:** Standards, Assessment, Instruction

**SASS**

**Description:**

Utilize a system where students are identified when they receive a C- or lower on a progress report and are remediated. Remediation will occur via Saturday School and after school extra help sessions. Early remediation is the most effective means of meeting the needs of a student in supporting them to a four year graduation.

**SAS Alignment:** None selected

**Active Leadership**

**Description:**

Walkthroughs
Observations
Communication via faculty meetings, PLCs, and via emails
Back To School Night
Parent Conferences
The School Website
Assemblies
Benchmarks
Instructional Strategies

**SAS Alignment:** Standards, Assessment, Curriculum Framework

**Data Analysis**
**Description:**

Data analysis will take in the following capacities; for the school to become more strategic in making data driven decisions in to improve student achievement scores.

- Student Achievement Data
- Attendance Data
- Discipline Data
- Remediation Data
- CDT Data
- Keystone Data
- PSSA Data
- Formative Data
- Summative Data
- SLO Data

**SAS Alignment:** Standards, Assessment, Instruction

**Strategy Focused PLCs**

**Description:**

Data analysis

Continuation of implementing instructional strategies to improve student achievement.

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

**Informal & Formal Observations along with PLCs**

**Description:**

Consistent checks on lesson plans
Informal & formal observations

PLC meetings

Professional development

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

**Charlotte Danielson Framework**

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: [The Framework](#))

**SAS Alignment:** Instruction

**Implementation Steps:**

**Articulate school rules to teachers in opening faculty meetings**

**Description:**

School administration will conduct a faculty meeting which emphasizes the behavioral expectations for the school year. This meeting will inform teachers of the school expectations and their role in promoting a safe learning environment.

**Start Date:** 8/28/2013  
**End Date:** 8/28/2013

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Data Days
- SASS

**Benchmark tests**
Description:

Building administrators will align the testing schedule to reflect an RtI process. This will include the use of a screening assessment at 6-8 week intervals. This alignment will allow for remediation based upon the data after each assessment. The district will utilize the Study Island readiness package for its assessments.

Start Date: 9/6/2012    End Date: 5/1/2014

Program Area(s): Professional Education, Student Services

Supported Strategies:

• Data Days
• SASS

Data sharing and goal setting

Description:

Class goals and differentiated student goals will be developed based upon the data on Benchmark assessments. These goals will be analyzed at their conception and evaluated when more data becomes available. A final, more thorough analysis will be completed using the actual scores from the PA Keystone Exams.

Start Date: 10/3/2012    End Date: 5/30/2014

Program Area(s): Professional Education, Student Services

Supported Strategies:

• Data Days
• SASS

Student Mentoring Meetings

Description:

Staff will hold meetings with every student who receives a D or lower in a class after each progress notice or report card. The purpose of the meetings is to develop a plan of improvement for each student who requires one. The evidence of this need can be found in the report card and progress notice reports from the student information system.
Start Date: 10/12/2012    End Date: 5/10/2013

Program Area(s): Student Services

Supported Strategies:

- Data Days
- SASS

Monitoring of support services

Description:

Monitoring of student participation in various support programs will be emphasized. Students will be required to sign in for specific services such as a TEP plan, counseling by social workers, or mentoring time with selected staff.

Start Date: 10/12/2012    End Date: 6/13/2014

Program Area(s): Student Services

Supported Strategies:

- Data Days
- SASS

Goal #8: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Annual

Data Source: Student Achievement Data

PVAAS

PLC

Performance Tracker
Progress Monitoring

Specific Targets: Improvement in student achievement data

**Strategies:**

**Rule Articulation**

**Description:**

District administration will clearly articulate school rules so that all students and staff are aware of and understand them. This articulation of school rules will be accomplished by posting those rules that are atypical to all schools. (i.e. - Rules such as keep electronic devices out of sight will be posted). Typical rules will be articulated via the student handbook and code of conduct.

**SAS Alignment:** None selected

**Data Days**

**Description:**

Teachers and administrators will take time at district dedicated professional development days to review data from school based and benchmark assessments. Based on the review of the data, teachers will be expected to adjust their instruction. If students are falling short on particular skills, it will be expected that the teacher adjust instruction to address those particular skills. Instructional adjustments could be the length of time spent on the skill increasing or the adjusting the manner in which the skill is being taught.

**SAS Alignment:** Standards, Assessment, Instruction

**SASS**

**Description:**

Utilize a system where students are identified when they receive a C- or lower on a progress report and are remediated. Remediation will occur via Saturday School and after school extra help sessions. Early remediation is the most effective means of meeting the needs of a student in supporting them to a four year graduation

**SAS Alignment:** None selected
Active Leadership

Description:

Walkthroughs
Observations
Communication via faculty meetings, PLCs, and via emails
Back To School Night
Parent Conferences
The School Website
Assemblies
Benchmarks
Instructional Strategies

SAS Alignment: Standards, Assessment, Curriculum Framework

Data Analysis

Description:

Data analysis will take in the following capacities; for the school to become more strategic in making data driven decisions in to improve student achievement scores.

Student Achievement Data
Attendance Data
Discipline Data
Remediation Data
CDT Data
Keystone Data
PSSA Data
Formative Data

Summative Data

SLO Data

**SAS Alignment:** Standards, Assessment, Instruction

**Strategy Focused PLCs**

**Description:**

Data analysis

Continuation of implementing instructional strategies to improve student achievement.

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

**Informal & Formal Observations along with PLCs**

**Description:**

Consistent checks on lesson plans

Informal & formal observations

PLC meetings

Professional development

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

**Charlotte Danielson Framework**

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and
76 smaller elements) clustered into four domains of teaching responsibility (Sources: The Framework)

**SAS Alignment:** Instruction

**Implementation Steps:**

**Data sharing and goal setting**

**Description:**

Class goals and differentiated student goals will be developed based upon the data on Benchmark assessments. These goals will be analyzed at their conception and evaluated when more data becomes available. A final, more thorough analysis will be completed using the actual scores from the PA Keystone Exams.

**Start Date:** 10/3/2012  **End Date:** 5/30/2014

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:** None selected

**Monitoring of support services**

**Description:**

Monitoring of student participation in various support programs will be emphasized. Students will be required to sign in for specific services such as a TEP plan, counseling by social workers, or mentoring time with selected staff.

**Start Date:** 10/12/2012  **End Date:** 6/13/2014

**Program Area(s):** Student Services

**Supported Strategies:** None selected

**Leadership Team Meetings**

**Description:**

Leadership team meetings to share, review, receive input and feedback in regards to the overall school program

**Start Date:** 8/27/2018  **End Date:** 6/13/2019
Program Area(s): Special Education, Student Services

Supported Strategies: None selected
Appendix: Professional Development Implementation
Step Details

No Professional Development Implementation Steps have been identified for Academy Park HS.
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Academy Park HS in the Southeast Delco 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 **ESSA 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 Academy Park HS in the Southeast Delco SD for the 2018-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director