

WOODLAND HILLS INTERMEDIATE SCH

7600 Evans St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Dickson staff will provide every student a meaningful educational experience that is rigorous and engaging based on data analysis of each student to ensure that all students demonstrate academic achievement and growth. Staff will provide students with a creative and safe environment, excellent educational experiences that increase intellectual skills, collegiality, and respect for diversity, which will promote resilient and independent lifelong learners. We will promote a positive school culture through communication and collaboration among all key stakeholders.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Kristina Peart	Principal	Dickson
Terrence Smith	Assistant Principal	Dickson
Charmayne Gather	Assitant Principal	Dickson
Albert Willson	Director of Curriculum	Woodland Hills School District
Joann Krett	Instructional Coach	Dickson
Melissa Broadwater	Teacher-Math	Dickson
Andrea Sisk	Teacher-Math	Dickson
Lori McDowell	Rti Coach	Dickson
Amber Mesko	Teacher- Math-RTi	Dickson
Bridgett Creach	Parent	Dickson
Sarah Michalski	Teacher- 6th grade	Dickson
Pedro Valles	Sergeant	Dickson
Raymond Milligan	Teacher	Dickson
Ebony Taylor	Social Worker	Dickson

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Increase student performance in ELA by 10% percent over the school year.	English Language Arts
Increase student performance in Math by 10% percent over the school year.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
RTI intervention

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal	Increase student academic achievement by 10% over the school year on the PSSAs. On average, students will reach 50th percentile or higher in growth in the winter and spring administration of the MAP test.
Math Goal	Increase student academic achievement by 10% over the school year on the PSSAs. On average, students will reach 50th percentile or higher in growth in the winter and spring administration of the MAP test.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students will receive intervention based on benchmark data and teacher identification.	2020-08-18 - 2021-05-17	RTI Interventionist	MAP Data Learning Continuum
Identify students in need of intervention.	2020-08-18 - 2021-05-17	RTI Interventionist	MAP Data Learning Continuum
Train staff on data analysis to drive	2020-08-18 - 2021-05-17	Instructional Coach	MAP Data PSSA Data Identify trainers to present

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
instruction and differentiated instruction.			

Anticipated Outcome

Providing students with interventions will increase student achievement on the NWEA Map assessment and on the state assessments. Students will reach 50th percentile or higher in growth in the winter and spring administration of the MAP test.

Monitoring/Evaluation

Progress monitoring of student data by RTI interventionist, teachers, and administrators. Review and analyze student MAP scores and benchmarks. Providing students with interventions will increase student achievement on the NWEA Map assessment and on the state assessments.

Evidence-based Strategy

Implementing Differentiated Instruction practices.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal	Increase student academic achievement by 10% over the school year on the PSSAs. On average, students will reach 50th percentile or higher in growth in the winter and spring administration of the MAP test.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will use instructional strategies learned through	2020-08-18 - 2021-05-17	Administration	ELA Curriculum/Math Curriculum

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>professional development and provide instruction to students based on best practices aligned to PA common core.</p>	<p>2020-08-18 - 2021-05-17</p>	<p>Administrators</p>	<p>Access to high quality professional development Identify trainers to present</p>
<p>Teachers attend PD from as assigned by school and district leadership regarding data-driven, differentiated instruction.</p>	<p>2020-08-18 - 2021-05-17</p>	<p>Instructional Coach</p>	<p>Assessment Scores</p>
<p>Train staff on data analysis to drive instruction and implementation of differentiated instruction.</p>	<p>2020-08-18 - 2021-05-17</p>	<p>Instructional Coach</p>	<p>Assessment Scores</p>

Anticipated Outcome

Students will actively engage in instruction and growth goals will be met. Standards and curriculum aligned to PA common core. Lesson planning using the NWEA Map data for math and ELA instruction will increase student performance.

Monitoring/Evaluation

Administrators will conduct regular classroom instructional rounds and engage in professional dialogue with staff members to improve instruction through the use of PA common core. Administrators will review lesson plans and observe classroom instruction. Administrators will attend teacher team meetings to monitor and participate in discussion of analyzing student data to drive instruction with implementation of best practices aligned to PA common core.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase student academic achievement by 10% over the school year on the PSSAs. On average, students will reach 50th percentile or higher in growth in the winter and spring administration of the MAP test. (ELA Goal)	RTI intervention	Students will receive intervention based on benchmark data and teacher identification.	08/18/2020 - 05/17/2021
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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

2020-08-19;

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

Superintendent/Chief Executive Officer

James Harris

2020-08-26

School Improvement
Facilitator Signature

Kristina Peart

2020-08-25

Building Principal Signature

Kristina Peart

2020-08-25

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Mathematics/Algebra: 78% students demonstrated growth

Science: 51.4% were proficient or advanced, student groups met interim goal improvement targets

College and Career Measures: 98.3% of students demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards

In grades 6, 7, and 8 students demonstrated significant gains in the areas of reading and language RIT scale scores

In grades 6, 7, and 8 students demonstrated significant gains in the areas of math RIT scale scores

Staff participated in cultural competency training with University of Pittsburgh to address bias and conducting community circles which focused on building positive rapport with students to increase academic achievement.

Math: 11.5% students with disabilities proficient or advanced while 72% demonstrated growth on the PSSA.

Science: 27.9% students with disabilities are proficient or advanced while 50% demonstrated growth on the PSSA.

78% demonstrated growth

Challenges

Attendance: 67.2% attendance

ELA: Many student groups did not meet the standards demonstrating academic growth expectations in English Language Arts/Literature on the PSSA. 50% of students demonstrated growth.

Science 50% of students demonstrated growth.

Exposing and engaging students in career readiness remotely

Staff needs to be professionally developed on data analysis, data interpretation, and implementation of instructional strategies.

Staff needs to be professionally developed on differentiated instruction.

ELA: 15.2% students with disabilities are proficient or advanced while 50% demonstrated growth on the PSSA.

Math: 18.5% of students are proficient or advanced. Many student groups did not meet interim goal/improvement target.

Special Education Science: 27.9% students with disabilities are proficient or advanced while 50% demonstrated growth on the PSSA.

ELA: Many student groups did not meet the standards demonstrating academic growth expectations in English Language Arts/Literature on the PSSA. 50% of students demonstrated growth.

Challenges

18.5% of students are proficient or advanced all student group did not meet interim goal/improvement target on the PSSA.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Attendance: 67.2% attendance	In a virtual setting maintain our student attendance rate to engage students in academics. Reduce chronic absenteeism.	
ELA: Many student groups did not meet the standards demonstrating academic growth expectations in English Language Arts/Literature on the PSSA. 50% of students demonstrated growth.	On average, student's will demonstrate growth of 10% during the 20/21 school year.	✓
Staff needs to be professionally developed on data analysis, data interpretation, and implementation of instructional strategies.	Teachers will receive PD on how to interpret data to drive instruction.	
Staff needs to be professionally developed on differentiated instruction.	Teachers will receive PD on how to differentiate instruction with fidelity to meet the needs of all students.	
Math: 18.5% of students are proficient or advanced. Many student groups did not meet interim goal/improvement target.	On average, students will demonstrate growth of 10% during the 20/21 school year.	✓

ADDENDUM B: ACTION PLAN

Action Plan: RTI intervention

Action Steps	Anticipated Start/Completion Date
Students will receive intervention based on benchmark data and teacher identification.	08/18/2020 - 05/17/2021
Monitoring/Evaluation	Anticipated Output
Progress monitoring of student data by RTI interventionist, teachers, and administrators. Review and analyze student MAP scores and benchmarks. Providing students with interventions will increase student achievement on the NWEA Map assessment and on the state assessments.	Providing students with interventions will increase student achievement on the NWEA Map assessment and on the state assessments. Students will reach 50th percentile or higher in growth in the winter and spring administration of the MAP test.
Material/Resources/Supports Needed	PD Step
MAP Data Learning Continuum	yes

Action Steps	Anticipated Start/Completion Date
Identify students in need of intervention.	08/18/2020 - 05/17/2021
Monitoring/Evaluation	Anticipated Output
Progress monitoring of student data by RTI interventionist, teachers, and administrators. Review and analyze student MAP scores and benchmarks. Providing students with interventions will increase student achievement on the NWEA Map assessment and on the state assessments.	Providing students with interventions will increase student achievement on the NWEA Map assessment and on the state assessments. Students will reach 50th percentile or higher in growth in the winter and spring administration of the MAP test.
Material/Resources/Supports Needed	PD Step
MAP Data Learning Continuum	yes

Action Steps	Anticipated Start/Completion Date
Train staff on data analysis to drive instruction and differentiated instruction.	08/18/2020 - 05/17/2021
Monitoring/Evaluation	Anticipated Output
Progress monitoring of student data by RTI interventionist, teachers, and administrators. Review and analyze student MAP scores and benchmarks. Providing students with interventions will increase student achievement on the NWEA Map assessment and on the state assessments.	Providing students with interventions will increase student achievement on the NWEA Map assessment and on the state assessments. Students will reach 50th percentile or higher in growth in the winter and spring administration of the MAP test.
Material/Resources/Supports Needed	PD Step
MAP Data PSSA Data Identify trainers to present	yes

Action Plan: Implementing Differentiated Instruction practices.

Action Steps	Anticipated Start/Completion Date
Teachers will use instructional strategies learned through professional development and provide instruction to students based on best practices aligned to PA common core.	08/18/2020 - 05/17/2021

Monitoring/Evaluation	Anticipated Output
Administrators will conduct regular classroom instructional rounds and engage in professional dialogue with staff members to improve instruction through the use of PA common core. Administrators will review lesson plans and observe classroom instruction. Administrators will attend teacher team meetings to monitor and participate in discussion of analyzing student data to drive instruction with implementation of best practices aligned to PA common core.	Students will actively engage in instruction and growth goals will be met. Standards and curriculum aligned to PA common core. Lesson planning using the NWEA Map data for math and ELA instruction will increase student performance.

Material/Resources/Supports Needed	PD Step
ELA Curriculum/Math Curriculum	yes

Action Steps	Anticipated Start/Completion Date
Teachers attend PD from as assigned by school and district leadership regarding data-driven, differentiated instruction.	08/18/2020 - 05/17/2021

Monitoring/Evaluation	Anticipated Output
Administrators will conduct regular classroom instructional rounds and engage in professional dialogue with staff members to improve instruction through the use of PA common core. Administrators will review lesson plans and observe classroom instruction. Administrators will attend teacher team meetings to monitor and participate in discussion of analyzing student data to drive instruction with implementation of best practices aligned to PA common core.	Students will actively engage in instruction and growth goals will be met. Standards and curriculum aligned to PA common core. Lesson planning using the NWEA Map data for math and ELA instruction will increase student performance.

Material/Resources/Supports Needed	PD Step
Access to high quality professional development Identify trainers to present	yes



Action Steps**Anticipated Start/Completion Date**

Train staff on data analysis to drive instruction and implementation of differentiated instruction.

08/18/2020 - 05/17/2021

Monitoring/Evaluation**Anticipated Output**

Administrators will conduct regular classroom instructional rounds and engage in professional dialogue with staff members to improve instruction through the use of PA common core. Administrators will review lesson plans and observe classroom instruction. Administrators will attend teacher team meetings to monitor and participate in discussion of analyzing student data to drive instruction with implementation of best practices aligned to PA common core.

Students will actively engage in instruction and growth goals will be met. Standards and curriculum aligned to PA common core. Lesson planning using the NWEA Map data for math and ELA instruction will increase student performance.

Material/Resources/Supports Needed**PD Step**

Assessment Scores

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>Increase student academic achievement by 10% over the school year on the PSSAs. On average, students will reach 50th percentile or higher in growth in the winter and spring administration of the MAP test. (ELA Goal)</p>	<p>Implementing Differentiated Instruction practices.</p>	<p>Teachers will use instructional strategies learned through professional development and provide instruction to students based on best practices aligned to PA common core.</p>	<p>08/18/2020 - 05/17/2021</p>
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Dickson PD	RTI Interventionist and content teachers	The MAP Learning Continuum and student score profile.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Review of instructional strategies to be implemented in the classroom.	08/24/2020 - 05/28/2021	Instructional Coach and Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
1c: Setting Instructional Outcomes	
4e: Growing and Developing Professionally	
3b: Using Questioning and Discussion Techniques	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Present the school plan at the Legislative Board meeting in August	Over view of Plan's Vision, Goals, and Action Steps.	Power Point Presentation	Woodland Hills School Board and broadcast to Woodland Community.	August 19, 2020
The plan will be posted on the school web page, school Facebook page, and PTA school Facebook page.	Entire plan will be available for review.	Social Media and School Web Page	Woodland Hills Stakeholders	September 2019- August 2020
Present the plan to Dickson staff	Over view of Plan's Vision, Goals, and Action Steps.	Power Point Presentation	Dickson Staff	August 18, 2020
Present the plan to Dickson families.	Over view of Plan's Vision, Goals, and Action Steps.	Power Point Presentation, Virtual Welcome Back Night, Title I Meeting, PTA News letter, Opening school letter, Open House	Dickson Families	August 22- October 1, 2020
