

VISION FOR LEARNING

The Old Forge High School will be an educational leader for tomorrow's achievers, empowering our students to become productive members of a global society in the 21st century. We will prepare all students regardless of ability, socioeconomic status, ethnic background or English Language proficiency.

STEERING COMMITTEE

Name	Position	Building/Group
Christopher Gatto	Principal	Old Forge School District
Erin Keating	Superintendent	Old Forge School District
Alisha Hudak	School Board Member	Old Forge School District
Michele Sickle	Parent	Old Forge School District
Brandon Zlotek	Teacher	Old Forge School District
Sara Peperno	Parent	Old Forge School District
Nicholas DeMarco	Parent	Old Forge School District
Joe Sylvester	Teacher	Old Forge School District
Aimee Thomas	Teacher	Old Forge School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Root Cause: Text Dependent Analysis has been identified as a weakness of our students globally. Priority Statement: Embedding text dependent analysis will occur in all curriculum.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction Professional learning</p>
<p>Root Cause: The transition from 6th grade to 7th grade has been identified as a problem for students and an impediment to success. Priority Statement: Spiraling of middle school curriculum has been successful in science and we would like to expand that to the other subject areas. A goal will also be to develop a true middle school experience for 6th, 7th and 8th grade students.</p>	<p>Community school model Professional learning</p>
<p>Root Cause: Our economically disadvantaged student may not have access to the necessary supports outside of school. Priority Statement: The district is moving to a 1:1 initiative to ensure students have access to the technology they need both inside and outside of the building.</p>	<p>Other</p>
<p>Root Cause: Family support for the education that is occurring in our school tends to be an issue for some members of our population. Priority Statement: Community outreach will be a priority to educate families on the importance of solid education.</p>	<p>Parent and family engagement</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
Parent Engagement Project	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Parent Engagement	By the end of the 3 year cycle, community outreach programs

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

will be increased by 50%.

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

The Parent Engagement Project (PEP) was a school-level intervention designed to improve pupil outcomes by engaging parents in their children's learning. . . . Texts informed parents about dates of upcoming tests, whether homework was submitted on time, and what their children were learning at school" (Miller et al., 2016, p. 4). Using text messaging of critical information throughout the school year, PEP improves student performance through increased parent involvement (Miller et al., 2016).

2020-08-31 -
2023-06-09

Christopher
Gatto/Principal

Platforms with messaging capabilities

Anticipated Outcome

Continuous communication with families will increase engagement.

Monitoring/Evaluation

Monitoring of the platform for responses as well as knowing if messages are being received is vital.

Evidence-based Strategy

Spiraling Curriculum

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Spiral Curriculum

By the end of the 3 year cycle, each of the 4 major subject areas will be transitioned into a spiral curriculum in grades 6th, 7th and 8th grades.

Spiraling Professional Development

By the end of the 3 year cycle, the professional staff will take part in 16 hours of professional development on the use of spiraling the curriculum.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Each major subject area will move to a spiral curriculum in grades 6th, 7th and 8th where the topics are covered more and more in depth as you move through each grade.

2020-08-24 -
2023-06-16

Erin
Keating/Superintendent

Textbooks and technology supports.

Anticipated Outcome

Spiral curriculum will ease the transition from the elementary school to the high school.

Monitoring/Evaluation

Monitoring will be conducted using classroom assessments as well as CDT results and standardized test results.

Evidence-based Strategy

1:1 Initiative

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Electronic Device Access	By the end of the 3 year cycle, 100% of our students will have a school issued electronic device for use both inside and outside of school.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students will be given access to an electronic device that they will be able to utilize both inside and outside of the building.	2020-08-31 - 2023-06-09	Christopher Gatto/Principal	We will need approximately 500 ChromeBooks.

Anticipated Outcome
Every student in grades 7 through 12 will have an electronic device.

Monitoring/Evaluation
The use and replacement of the devices will need to be monitored by the IT department. The educational use will be monitored by classroom teachers and administration.

Evidence-based Strategy
TDA Use Across the Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
TDA Incorporation	By the end of the 3 year cycle, each class, no matter the subject, will incorporate text dependent analysis strategies 50% of the time.
TDA Professional Development	By the end of the 2020-2021 school year, the professional staff will take part in 4 hours of professional development on the use of TDAs across the curriculum.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Text Dependent Analysis will be a priority in every class taught at Old Forge High School.	2020-08-31 - 2023-06-09	Jillian DeStefano and Tia Dorunda/ELA Teachers	Time will be needed from outside professional development from the NEIU 19 as well as in house PD.

Anticipated Outcome
 Every class will have TDA component to them.

Monitoring/Evaluation
 This will be monitored through observations and submission of lesson plans.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 3 year cycle, each of the 4 major subject areas will be transitioned into a spiral curriculum in grades 6th, 7th and 8th grades. (Spiral Curriculum)</p> <p>By the end of the 3 year cycle, the professional staff will take part in 16 hours of professional development on the use of spiraling the curriculum. (Spiraling Professional Development)</p>	<p>Spiraling Curriculum</p>	<p>Each major subject area will move to a spiral curriculum in grades 6th, 7th and 8th where the topics are covered more and more in depth as you move through each grade.</p>	<p>08/24/2020 - 06/16/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 3 year cycle, each class, no matter the subject, will incorporate text dependent analysis strategies 50% of the time. (TDA Incorporation)	TDA Use Across the Curriculum	Text Dependent Analysis will be a priority in every class taught at Old Forge High School.	08/31/2020 - 06/09/2023
By the end of the 2020-2021 school year, the professional staff will take part in 4 hours of professional development on the use of TDAs across the curriculum. (TDA Professional Development)			

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

2020-06-24;

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

Superintendent/Chief Executive Officer

Erin Keating Ed.D.

2020-06-25

School Improvement
Facilitator Signature

Building Principal Signature

Christopher J. Gatto

2020-06-25

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Meeting annual growth expectations in mathematics.

Meeting annual growth expectations in science/biology.

The standard for academic growth was met for the Literature Keystone Exam in 2019.

The three year average showed evidence that the school did meet the standard for academic growth in grade 8 ELA PSSA and Literature Keystone Exam.

Economically Disadvantaged students showed evidence that they met the standard for academic growth in 7th grade ELA PSSA.

The school showed significant evidence that the school exceeded the standard for academic growth in grade 8 Mathematics PSSA in 2019.

The school showed significant evidence that the school exceeded the standard for academic growth in the Algebra I Keystone Exam in 2019.

The three year average showed significant evidence that the school exceeded the standard for academic growth in grade 8 Mathematics PSSA.

The three year average showed significant evidence that the school exceeded the standard for academic growth in the Algebra I Keystone Exam.

The school showed significant evidence

Challenges

Meeting annual growth expectations in English Language Arts/Literature.

Proficient or Advanced on the Mathematics/Algebra state assessment.

The school showed significant evidence that the school did not meet the standard for academic growth in grade 8 ELA PSSA in 2019.

The school showed moderate evidence that the school did not meet the standard for academic growth in grade 7 ELA PSSA in 2019.

The three year average showed significant evidence that the school did not meet the standard for academic growth in grade 7 ELA PSSA.

Economically Disadvantaged students showed moderate evidence that they did not meet the standard for academic growth in 8th grade ELA PSSA and Literature Keystone Exam.

The school showed significant evidence that the school did not meet the standard for academic growth in grade 7 Mathematics PSSA in 2019.

The three year average showed significant evidence that the school did not meet the standard for academic growth in grade 7 Mathematics PSSA.

The school showed evidence that it met the standard for academic growth in the Biology Keystone Exam in 2019.

Strengths

that the school exceeded the standard for academic growth in grade 8 Science PSSA in 2019.

The three year average showed significant evidence that the school exceeded the standard for academic growth in grade 8 Science PSSA.

Staff members participated in the Educator in the Workplace program.

We had students attend Industry Week field trips.

Economically Disadvantaged students showed evidence that they met the standard for academic growth in 7th grade ELA PSSA.

Economically Disadvantaged students showed moderate evidence that they exceeded the standard for academic growth in 8th grade Mathematics PSSA.

Economically Disadvantaged students showed significant evidence that they exceeded the standard for academic growth in the Algebra I Keystone Exam.

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Align curricular materials and lesson plans to the PA Standards

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Build leadership capacity and empower

Challenges

The three year average showed evidence that the school met the standard for academic growth in the Biology Keystone Exam.

Achieving 100% lesson completion in the Xello platform.

Locate funding to increase the number of career exposure opportunities for our students.

Economically Disadvantaged students showed moderate evidence that they did not meet the standard for academic growth in 8th grade ELA PSSA and Literature Keystone Exam.

Economically Disadvantaged students showed evidence that they met the standard for academic growth in 7th grade Mathematics PSSA.

Economically Disadvantaged students showed moderate evidence that they did not meet the standard for academic growth in the Biology Keystone Exam.

Implement a multi-tiered system of supports for academics and behavior

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Foster a culture of high expectations for success for all students, educators, families, and community members

Collectively shape the vision for continuous improvement of teaching and learning

Strengths

staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

Implement evidence-based strategies to engage families to support learning

Most Notable Observations/Patterns

Our focus is on the achievement and growth of students that are economically disadvantaged. With this in mind, we need to focus on family engagement in learning as well as identifying community and budgetary resources to improve the access of economically disadvantaged students to the resources they need to be successful.

Challenges

Discussion Point

Priority for Planning

Meeting annual growth expectations in English Language Arts/Literature.

We have identified the transition from 6th grade to 7th grade as being difficult for our students to overcome.



Proficient or Advanced on the Mathematics/Algebra state assessment.

The school showed significant evidence that the school did not meet the standard for academic growth in grade 8 ELA PSSA in 2019.

The school showed moderate evidence that the school did not meet the standard for academic growth in grade 7 ELA PSSA in 2019.

Students are not meeting their potential due to an increase in the number of courses they are taking as 7th graders.



Challenges

Discussion Point

Priority for Planning

The three year average showed significant evidence that the school did not meet the standard for academic growth in grade 7 ELA PSSA.

Economically Disadvantaged students showed moderate evidence that they did not meet the standard for academic growth in 8th grade ELA PSSA and Literature Keystone Exam.

The school showed significant evidence that the school did not meet the standard for academic growth in grade 7 Mathematics PSSA in 2019.

The three year average showed significant evidence that the school did not meet the standard for academic growth in grade 7 Mathematics PSSA.

The school showed evidence that it met the standard for academic growth in the Biology Keystone Exam in 2019.

The three year average showed evidence that the school met the standard for academic growth in the Biology Keystone Exam.

Achieving 100% lesson completion in the Xello platform.

Locate funding to increase the number of career exposure opportunities for our students.

Economically Disadvantaged

Economically disadvantaged



Challenges

Discussion Point

Priority for Planning

students showed moderate evidence that they did not meet the standard for academic growth in 8th grade ELA PSSA and Literature Keystone Exam.

students face even greater hurdles due to a lack of resources outside of school.

Economically Disadvantaged students showed evidence that they met the standard for academic growth in 7th grade Mathematics PSSA.

Economically Disadvantaged students showed moderate evidence that they did not meet the standard for academic growth in the Biology Keystone Exam.

Implement a multi-tiered system of supports for academics and behavior

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Foster a culture of high expectations for success for all students, educators, families, and community members

Collectively shape the vision for continuous improvement of teaching and learning

Implement evidence-based strategies to engage families to support learning

Engaging families, particularly economically disadvantaged families, in the educational process will increase the performance of students. Ownership is key.



ADDENDUM B: ACTION PLAN

Action Plan: Parent Engagement Project

Action Steps	Anticipated Start/Completion Date
The Parent Engagement Project (PEP) was a school-level intervention designed to improve pupil outcomes by engaging parents in their children's learning. . . . Texts informed parents about dates of upcoming tests, whether homework was submitted on time, and what their children were learning at school" (Miller et al., 2016, p. 4). Using text messaging of critical information throughout the school year, PEP improves student performance through increased parent involvement (Miller et al., 2016).	08/31/2020 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
Monitoring of the platform for responses as well as knowing if messages are being received is vital.	Continuous communication with families will increase engagement.

Material/Resources/Supports Needed	PD Step
Platforms with messaging capabilities	no

Action Plan: Spiraling Curriculum

Action Steps	Anticipated Start/Completion Date
Each major subject area will move to a spiral curriculum in grades 6th, 7th and 8th where the topics are covered more and more in depth as you move through each grade.	08/24/2020 - 06/16/2023

Monitoring/Evaluation	Anticipated Output
Monitoring will be conducted using classroom assessments as well as CDT results and standardized test results.	Spiral curriculum will ease the transition from the elementary school to the high school.

Material/Resources/Supports Needed	PD Step
Textbooks and technology supports.	yes

Action Plan: 1:1 Initiative

Action Steps	Anticipated Start/Completion Date
Students will be given access to an electronic device that they will be able to utilize both inside and outside of the building.	08/31/2020 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
The use and replacement of the devices will need to be monitored by the IT department. The educational use will be monitored by classroom teachers and administration.	Every student in grades 7 through 12 will have an electronic device.

Material/Resources/Supports Needed	PD Step
We will need approximately 500 ChromeBooks.	no

Action Plan: TDA Use Across the Curriculum

Action Steps	Anticipated Start/Completion Date
Text Dependent Analysis will be a priority in every class taught at Old Forge High School.	08/31/2020 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
This will be monitored through observations and submission of lesson plans.	Every class will have TDA component to them.

Material/Resources/Supports Needed	PD Step
Time will be needed fro outside professional development from the NEIU 19 as well as in house PD.	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 3 year cycle, each of the 4 major subject areas will be transitioned into a spiral curriculum in grades 6th, 7th and 8th grades. (Spiral Curriculum)</p> <p>By the end of the 3 year cycle, the professional staff will take part in 16 hours of professional development on the use of spiraling the curriculum. (Spiraling Professional Development)</p>	Spiraling Curriculum	Each major subject area will move to a spiral curriculum in grades 6th, 7th and 8th where the topics are covered more and more in depth as you move through each grade.	08/24/2020 - 06/16/2023
<p>By the end of the 3 year cycle, each class, no matter the subject, will incorporate text dependent analysis strategies 50% of the time. (TDA Incorporation)</p> <p>By the end of the 2020-2021 school year, the professional staff will take part in 4 hours of professional development on the use of TDAs across the curriculum. (TDA Professional Development)</p>	TDA Use Across the Curriculum	Text Dependent Analysis will be a priority in every class taught at Old Forge High School.	08/31/2020 - 06/09/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step**Audience****Topics of Prof. Dev**

Incorporating Spiraling Curriculum in the Middle School

6th, 7th and 8th grade teachers.

How to change each subject area's curriculum from compartmentalized to a spiral curriculum. 1. Establish departmental curriculum teams to address new curriculum. A through review of the goal of a spiral curriculum should be addressed with these team to ensure a consist pattern and goal is reached in the curricular development. 2. Establish template for curriculum, including key elements to be used across all departments. 3. Establish time for teams to work on curricular development. 4. Review progress and final document with administration. 5. Submit completed curriculum to the Curriculum Council for Review; if approved, submit curriculum for board approval. 6. Establish profession development scheduled for all department members on the new curriculum. 7. Establish review points during implementation to address concerns and fix pacing if necessary. 8. Establish year end revving of curricular initiative and make all necessary adjustment.

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Evidence of learning will be demonstrated by the successful creation and implementation of a spiral curriculum.

08/24/2020 - 06/09/2023

Erin Keating/Superintendent

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

1a: Demonstrating Knowledge of Content and Pedagogy
1e: Designing Coherent Instruction
1c: Setting Instructional Outcomes

Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
Incorporating TDA Use Across the Curriculum	All teachers in grades 7 through 12.	<p>How to incorporate TDAs in every class. 1. Contract with NEIU 19 TAC- Mary Lou Herron, Ph.D. to establish guidance in supporting teachers in TDAs. 2. Develop key training team in District to take information from Dr. Herron and disseminate it at faculty meetings and scheduled professional development days. 3. Establish PD schedule for writing curriculum and training in TDAs. 4. Work with Department Chairmen to embed TDAs in all curriculum., 5. Develop an administrative too for reviewing implementation of TDA in walk-throughs and formal observations. 6. Establish rubrics fro grading TDAs, and train all teachers in use of rubrics. 7. All time for evaluation of curriculum and sample student work to be discussed, relevant the to curricular work completed.</p>

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The utilization of text dependent strategies in each class.	08/24/2020 - 06/09/2023	Jillian DeStefano/Teacher Tia Dorunda/Teacher Mary Lou Heron/NEIU

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

4a: Reflecting on Teaching

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

Language and Literacy Acquisition for All Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Release the plan to the school community.	The release will inform members of the school community on the reason why the plan was developed and how the plan will rectify the issues that made the plan necessary.	School district website and social media.	All members of the Old Forge School District community.	July 2020
