

WILLIAM PENN SHS

101 W College Ave

ATSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Through the cultivation of meaningful relationships, William Penn Senior High School embraces the diversity of all students while providing a rigorous learning environment where community pride, relevant instruction, and student ownership foster readiness for postsecondary success.

STEERING COMMITTEE

Name	Position	Building/Group
Kijuan Felder	Assistant Principal	William Penn Senior High School
Melanie Still	Principal of Special Education	William Penn Senior High School
Steve Patrick	Data Supervisor	School District of the City of York
Jennifer Pahl	Assistant Principal	William Penn Senior High School
Jill Koser	Director of Curriculum & Instruction	School District of the City of York
Vlonda Kearse	Teacher	William Penn Senior High School
Alex Gibson	Teacher	William Penn Senior High School
Maurice Jones	Assistant Principal	William Penn Senior High School
Dr. Phil Livelsberger	Assistant Principal	William Penn Senior High School
Lisa Albright	School Counselor	William Penn Senior High School
Sarah Hudak	Teacher	William Penn Senior High School
Brandon Carter	Principal	William Penn Senior High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Identify and address individual learning needs of students (EP4). Educators exhibit instructional flexibility and responsiveness that allows for timely adjustments based on student needs.	English Language Arts Mathematics Other
Leadership and staff will develop and sustain practices related to national school climate standards at the Tier 1 level of Social/Emotional supports. Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. (EP11)	School climate and culture
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based (P2). School leaders and teachers collaborate to design learning pathways to meet the needs of targeted student groups.	Graduation rate

ACTION PLAN AND STEPS

Evidence-based Strategy
High Impact Instructional Strategies (Tier 1)

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
EP4 - Instructional Strategies at Tier 1	The percentage of students that achieve proficiency on the Literature Keystone during the 2020-2021 school will increase by at least 10% annually over the next 5 years. (Determined by taking the 2018-2019 proficiency avg. of 17.2% and subtracting it from the 2024-2025 ESSA target of 62.1% and then dividing by 5.)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Continue from Year 1: Create WP SHS High Impact Instructional Strategies Handbook. Incorporate educational technology resources into established instructional strategies.	2020-05-25 - 2020-08-10	Director of Curriculum & Instruction Kijuan Felder	Google Drive summaries from grade level teams
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Continue from Year 1: Complete curriculum writing and common assessments for English 10, Biology, and Algebra II. Incorporate the use of educational technology when designing units of student and lesson plans.	2020-07-01 - 2020-12-18	IU12 TAC/ATSI Support	District curriculum information
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Continue from Year 1: Increase access to blended learning opportunities in the core. Increase utilization of educational technology to deliver planned instruction.	2020-05-18 - 2020-12-18	High School Principal Data & Cyber Supervisor	Odysseyware information Schedule revamp
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Continue from Year 1: Provide instructional coaching based on high impact instructional strategies.	2020-09-01 - 2021-06-04	IU12 Team Members Director of Curriculum & Instruction	Coaching handbook/guidance
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Anticipated Outcome

Teachers and administrators have clear pathways to improving instruction across all grade levels and content areas. Students are able to access multiple methods of learning based on their individualized needs.

Monitoring/Evaluation

Monthly School Improvement Leadership Team meetings to review action plans. Distributed Leadership Team will review highlights and updates monthly with high school

administration.

Evidence-based Strategy

Positive Behavior Intervention and Supports (PBIS)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue from Year 1: PBIS - Fidelity to Tier 1 Practices - Obtain recognition during 2020-2021 school year.	2020-05-18 - 2021-05-28	Dr. Maurice Jones	TA from IU12 and SPEC Team
School Climate Transformation Grant Implementation	2020-07-01 - 2021-06-25	Dr. Maurice Jones	TA from IU12 Team

Anticipated Outcome

PBIS Recognition for Fidelity to Tier 1 Practices

Monitoring/Evaluation

Monthly School Improvement Leadership Team meetings to review action plans. Distributed Leadership Team will review highlights and updates monthly with high school administration.

Evidence-based Strategy

Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.

Measurable Goals

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Prior to Start of 2020 School Year: Evaluate current Tier 1, 2, and 3 Programs offered to Students with Disabilities and ELs. Clarify pathways to course completion for these students.	2020-06-08 - 2020-07-31	High School Principal Special Education Principal Data & Cyber Supervisor IU12 TAC Consultants	Evaluate: System 44, iLit, Read 180, Math 180, Cyber Options, Credit Recovery

2nd Semester 2020/2021: Program audit for SWD support services and EL instructional delivery. Determine primary methods for supporting academic growth and proficiency of these students.	2020-10-01 - 2021-05-28	Director of Curriculum & Instruction EL Supervisor Mrs. Jennifer Pahl, Assistant Principal Special Education Assistant Principal	IU12 TAC (or outside consultant) Audit of current program structure
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Anticipated Outcome

Clear documentation of pathways for support for these two student groups. Recommendations and proposals for improved instructional programming.

Monitoring/Evaluation

Monthly School Improvement Leadership Team meetings to review action plans. Distributed Leadership Team will review highlights and updates monthly with high school administration.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students that achieve proficiency on the Literature Keystone during the 2020-2021 school will increase by at least 10% annually over the next 5 years. (Determined by taking the 2018-2019 proficiency avg. of 17.2% and subtracting it from the 2024-2025 ESSA target of 62.1% and then dividing by 5.) (EP4 - Instructional Strategies at Tier 1)	High Impact Instructional Strategies (Tier 1)	Continue from Year 1: Create WP SHS High Impact Instructional Strategies Handbook. Incorporate educational technology resources into established instructional strategies.	05/25/2020 - 08/10/2020

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

Dr. Andrea Berry

2020-06-30

School Improvement
Facilitator Signature

Laura McCusker

2020-06-30

Building Principal Signature

Brandon Carter

2020-06-30

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Maintaining achievement in at least 3 of the 5 quintile groups (students in quintiles 2, 3, 4).

Students in the White demographic subgroup is trending up for proficiency. This group is at least meeting the statewide achievement growth goal (with a 72).

Students in quintile 4 have made more growth in 2019 compared to previous years. In addition, the students in this group were very close to exceeding growth expectations.

Hispanic subgroup is the only subgroup trending upward compared to last year in terms of growth. There were fewer subgroups that declined proficiency.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Continuously monitor implementation of the school improvement plan and adjust as needed

Students meeting career benchmarks consistently

Quintile 1 was light blue for growth.

EL subgroup was dark blue for growth.

Challenges

All but one subgroup (white) in FRPAI is trending down for performance. There is a notable achievement gap between race/demographic groups. ELL's are significantly underperforming compared to other subgroups.

The students in quintile 1 on PVAAS (bottom 20th percentile) is losing ground/not growing.

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

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

Identify and address individual student learning needs

Black student subgroup - lowest percentage of students meeting benchmark

Proficiency for all subgroups was red with the exception of the hispanic subgroup.

All Student Group/Literature Keystone: Proficiency rate declined and did not meet statewide goal

Literature PVAAS: Disproportionate data - White student group demonstrated a growth rate of 70.0 on the Literature Keystone in 18-19. All other subgroups by race demonstrated a growth rate in the 50s.

Strengths

All subgroups trending upward with the exception of students w/disabilities.

Value added for 2019 was light blue & 3 yr. rolling avg. was dark blue.

Algebra PVAAS/All Student Group:
Exceeded statewide growth score standard

PVAAS - Algebra, Literature, Biology: SWD student group met/exceeded growth targets of the ALL student group in all 3 areas. Literature: SWD (54.0), ALL (50.0) Algebra: SWD (87.0), ALL (87.0) Biology: SWD (79.0), ALL (74.0)

Literature PVAAS Scores - Students with Disabilities and English Learners: Growth rates for these subgroups were similar to ALL group/school average. (No disproportionate data here!)

Biology PVAAS -Black, Hispanic, White, Econ Disadvantaged, EL: Student groups increased growth scores from 17-18 to 18-19.

EL Student Group: High School Graduation Rate: 46.9% for 4 yr cohort; Increases to 72% for 5 year cohort

Hispanic Student Group: Hispanic student group outperformed the ALL student group in the following areas: Biology Keystone Proficiency, Literature PVAAS Growth, Algebra PVAAS Growth, Biology PVAAS Growth, Career Standards Benchmark, 4 Year Graduation Cohort Rate, 5-year Graduation Cohort Rate

SWD demonstrated a 66.9% regular attendance rate compared to the ALL

Challenges

Algebra, Literature, and Biology Keystone/Proficiency: EL student group demonstrated the lowest proficiency percentages of all student groups on Literature, Algebra, and Biology Keystone exams.

Alg, Lit, Bio - Proficiency and Lit, Bio - PVAAS: Students with Disabilities demonstrated a positive trend in data ONLY in Algebra PVAAS/Growth.

All Student Group/Algebra Keystone: Lowest percentage proficient of 3 tested subjects

Black Student Group demonstrated data below the ALL group in the following areas: Literature Keystone Proficiency (-0.4%), Algebra Keystone Proficiency (-3.8%), Biology Keystone Proficiency (-4.2%), Algebra Growth (-11%), Career Standards (1.9%)

EL Student Group underperforms the ALL Student Group in these areas - High School Graduation Rate, Rigorous Courses of Study, Post-Secondary Education, ELA Proficiency, Algebra Proficiency, Science Proficiency, Algebra PVAAS

Students with Disabilities demonstrated a positive trend in data ONLY in Algebra PVAAS/Growth. SWD student group declined in all other areas from 17-18 to 18-19.

State Assessment Measures: All subgroups are trending down in red compared to previous years

Strengths

student group at 65.3%.

Most Notable Observations/Patterns

EL Performance, SWD Performance, Algebra and Literature Proficiency

Challenges

Discussion Point

Priority for Planning

All but one subgroup (white) in FRPAI is trending down for performance. There is a notable achievement gap between race/demographic groups. ELL's are significantly underperforming compared to other subgroups.

All Student Groups - Overall instruction at Tier 1

All Student Group/Literature Keystone: Proficiency rate declined and did not meet statewide goal

All Student Group - Overall climate and culture

Literature PVAAS: Disproportionate data - White student group demonstrated a growth rate of 70.0 on the Literature Keystone in 18-19. All other subgroups by race demonstrated a growth rate in the 50s.

Algebra, Literature, and Biology Keystone/Proficiency: EL student group demonstrated the lowest proficiency percentages of all student groups on Literature, Algebra, and Biology Keystone exams.

EL & SWD Student Groups: Instructional strategies and program design - need to revisit PA Essential Practices for deeper dive into root cause.

Alg, Lit, Bio - Proficiency and Lit, Bio - PVAAS: Students with Disabilities demonstrated a positive trend in data ONLY in Algebra PVAAS/Growth.

SWD - Effective instructional practices, options for course completion and support

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

All Student Group/Algebra Keystone:
Lowest percentage proficient of 3 tested subjects

Black Student Group demonstrated data below the ALL group in the following areas:
Literature Keystone Proficiency (-0.4%),
Algebra Keystone Proficiency (-3.8%),
Biology Keystone Proficiency (-4.2%),
Algebra Growth (-11%), Career Standards (1.9%)

EL Student Group underperforms the ALL Student Group in these areas - High School Graduation Rate, Rigorous Courses of Study, Post-Secondary Education, ELA Proficiency, Algebra Proficiency, Science Proficiency, Algebra PVAAS

Students with Disabilities demonstrated a positive trend in data ONLY in Algebra PVAAS/Growth. SWD student group declined in all other areas from 17-18 to 18-19.

ADDENDUM B: ACTION PLAN

Action Plan: High Impact Instructional Strategies (Tier 1)

Action Steps	Anticipated Start/Completion Date
Continue from Year 1: Create WP SHS High Impact Instructional Strategies Handbook. Incorporate educational technology resources into established instructional strategies.	05/25/2020 - 08/10/2020
Monitoring/Evaluation	Anticipated Output
Monthly School Improvement Leadership Team meetings to review action plans. Distributed Leadership Team will review highlights and updates monthly with high school administration.	Teachers and administrators have clear pathways to improving instruction across all grade levels and content areas. Students are able to access multiple methods of learning based on their individualized needs.
Material/Resources/Supports Needed	PD Step
Google Drive summaries from grade level teams	yes

Action Steps**Anticipated Start/Completion Date**

Continue from Year 1: Complete curriculum writing and common assessments for English 10, Biology, and Algebra II. Incorporate the use of educational technology when designing units of student and lesson plans.

07/01/2020 - 12/18/2020

Monitoring/Evaluation**Anticipated Output**

Monthly School Improvement Leadership Team meetings to review action plans. Distributed Leadership Team will review highlights and updates monthly with high school administration.

Teachers and administrators have clear pathways to improving instruction across all grade levels and content areas. Students are able to access multiple methods of learning based on their individualized needs.

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

District curriculum information

no

Action Steps

Anticipated Start/Completion Date

Continue from Year 1: Increase access to blended learning opportunities in the core. Increase utilization of educational technology to deliver planned instruction.

05/18/2020 - 12/18/2020

Monitoring/Evaluation

Anticipated Output

Monthly School Improvement Leadership Team meetings to review action plans. Distributed Leadership Team will review highlights and updates monthly with high school administration.

Teachers and administrators have clear pathways to improving instruction across all grade levels and content areas. Students are able to access multiple methods of learning based on their individualized needs.

Material/Resources/Supports Needed

PD Step

Odysseyware information Schedule revamp

no



Action Steps**Anticipated Start/Completion Date**

Continue from Year 1: Provide instructional coaching based on high impact instructional strategies.

09/01/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output**

Monthly School Improvement Leadership Team meetings to review action plans. Distributed Leadership Team will review highlights and updates monthly with high school administration.

Teachers and administrators have clear pathways to improving instruction across all grade levels and content areas. Students are able to access multiple methods of learning based on their individualized needs.

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

Coaching handbook/guidance

no



Action Plan: Positive Behavior Intervention and Supports (PBIS)

Action Steps	Anticipated Start/Completion Date
Continue from Year 1: PBIS - Fidelity to Tier 1 Practices - Obtain recognition during 2020-2021 school year.	05/18/2020 - 05/28/2021

Monitoring/Evaluation	Anticipated Output
Monthly School Improvement Leadership Team meetings to review action plans. Distributed Leadership Team will review highlights and updates monthly with high school administration.	PBIS Recognition for Fidelity to Tier 1 Practices

Material/Resources/Supports Needed	PD Step
TA from IU12 and SPEC Team	no

Action Steps	Anticipated Start/Completion Date
School Climate Transformation Grant Implementation	07/01/2020 - 06/25/2021

Monitoring/Evaluation	Anticipated Output
Monthly School Improvement Leadership Team meetings to review action plans. Distributed Leadership Team will review highlights and updates monthly with high school administration.	PBIS Recognition for Fidelity to Tier 1 Practices

Material/Resources/Supports Needed	PD Step
TA from IU12 Team	no

Action Plan: Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school.

Action Steps**Anticipated Start/Completion Date**

Prior to Start of 2020 School Year: Evaluate current Tier 1, 2, and 3 Programs offered to Students with Disabilities and ELs. Clarify pathways to course completion for these students.

06/08/2020 - 07/31/2020

Monitoring/Evaluation**Anticipated Output**

Monthly School Improvement Leadership Team meetings to review action plans. Distributed Leadership Team will review highlights and updates monthly with high school administration.

Clear documentation of pathways for support for these two student groups. Recommendations and proposals for improved instructional programming.

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

Evaluate: System 44, iLit, Read 180, Math 180, Cyber Options, Credit Recovery

no

Action Steps**Anticipated Start/Completion Date**

2nd Semester 2020/2021: Program audit for SWD support services and EL instructional delivery. Determine primary methods for supporting academic growth and proficiency of these students.

10/01/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Monthly School Improvement Leadership Team meetings to review action plans. Distributed Leadership Team will review highlights and updates monthly with high school administration.

Clear documentation of pathways for support for these two student groups. Recommendations and proposals for improved instructional programming.

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

IU12 TAC (or outside consultant) Audit of current program structure

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The percentage of students that achieve proficiency on the Literature Keystone during the 2020-2021 school will increase by at least 10% annually over the next 5 years. (Determined by taking the 2018-2019 proficiency avg. of 17.2% and subtracting it from the 2024-2025 ESSA target of 62.1% and then dividing by 5.) (EP4 - Instructional Strategies at Tier 1)</p>	<p>High Impact Instructional Strategies (Tier 1)</p>	<p>Continue from Year 1: Create WP SHS High Impact Instructional Strategies Handbook. Incorporate educational technology resources into established instructional strategies.</p>	<p>05/25/2020 - 08/10/2020</p>



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Instructional Strategies Handbook	All Teachers	Identification of Instructional Strategies, summary of work completed by teachers in 19-20, examples of strategies, connectivity to Danielson domains, inclusion of educational technology resources to support

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher feedback in PA-EETEP system for Domain 3	05/18/2020 - 08/14/2020	Kijuan Felder

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3e: Demonstrating Flexibility and Responsiveness
 1d: Demonstrating Knowledge of Resources

Teaching Diverse Learners in an Inclusive Setting



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share plan with Distributed Leadership Team and WP Faculty	Overview of 20-21 Plan changes	Presentation	Teachers and WP Staff	May 2020
Share Plan with Cabinet and School Board	Overview of 20-21 Plan Changes	Presentation	District leadership	
Post plan on district website for review	Overview of plan	Website/Social Media	Parents and community members	June 2020
