

JAMES M COUGHLIN JSHS

80 N Washington St

ATSI non-Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Our vision is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success today and be prepared for tomorrow.

STEERING COMMITTEE

Name	Position	Building/Group
Harold Gabriel	Principal	James M. Coughlin High School
Michael Elias	Principal	James M. Coughlin High School
Michael Galli	Teacher	James M. Coughlin High School
Jennifer Perks	Teacher	James M. Coughlin High School
Heather Johnson	Teacher	James M. Coughlin High School
Joseph Giomboni	Parent	James M. Coughlin High Smith
James Geiger	Special Ed Director	Wilkes-Barre Area School SD
Dr. Robert Makaravage	Director of instruction	Wilkes-Barre Area SD
Michele Williams	Director of Federal Programs	Wilkes-Barre Area SD
Dr. Brian Costello	Superintendent	Wilkes-Barre Area SD
Michael Ward	Coughlin HS Activities Director	Wilkes-Barre Area SD
Corrine Drost	Math Supervisor	Wilkes-Barre Area SD
Thomas Zelina	ELA Supervisor	Wilkes-Barre Area SD
Michael Corcoran	Science Supervisor	Wilkes-Barre Area SD
Kimberly Jones	Guidance Counselor	James M. Coughlin High School
Sean McLaughlin	Social Studies Supervisor	James M. Coughlin High School
Genelle Hoban-Sedon	ELL Teacher	James M. Coughlin High School
Heather Crawford	Techology Instructor	Wilkes-Barre Area SD

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implement strategies to increase involvement and communication between parents and our school.	Parent and family engagement
Implement a Positive Behavioral Intervention and Supports (PBIS) system with a three tiered approach focusing and rewarding Tier 1 (all students) while identifying Tier 2 (targeted groups) and Tier 3 (individuals).	Regular Attendance
Implement an evidence-based system of schoolwide positive behavior interventions and supports to increase regular attendance.	Parent and family engagement Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy

Positive Recognition and Rewards for Attendance

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
All Groups Attendance	Increase regular attendance for all student groups by 3% quarterly compared to the 69% average during the 2018-19 school year.
EL Attendance	Increase English Learner regular attendance to 77% by the end of the 2020-21 school year

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Have a school assembly during the first week of	2020-09-08 - 2020-09-08	Harold Gabriel,	None

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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school explaining the attendance program and why it is important.		Principal	
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<p>Recognize students who miss 3 or less days per quarter by having a pizza party or other incentive. Attendance will be processed through our Skyward attendance system including the specific criteria for 3 days absent or less per quarter. In a 2017 study by Rachel E. Durham and Faith Connolly of Baltimore's Community Schools, they found that the schools that reward positive attendance instead of punishing poor attendance had better results in improving overall attendance.</p>	2020-11-18 - 2020-12-08	Michael Galli, Teacher	Money from General Fund
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Anticipated Outcome

1. Monitor attendance each quarter by identifying key individuals and dates for evaluation. First quarter attendance is anticipated to be the best due to the start of the new year 2. If there is a from 1st quarter to 2nd, remind students about the importance of the program and possibly adjust the reward.

Monitoring/Evaluation

Teachers will input attendance on a daily basis. At the end of each quarter, Mr. Gabriel will run the attendance report and identify the eligible students. Mr. Galli and Mrs. Perks will organize the reward incentive. Mrs Najera will announce to students the time and place for the reward.



Evidence-based Strategy

English Learners Attendance

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
EL Attendance	Increase English Learner regular attendance to 77% by the end of the 2020-21 school year

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Meet with EL teachers to discuss the 3-tiered system we will be using to boost EL attendance. This will consist of rewarding all students (whole school), English Learners (subgroup), and identifying EL individual students (Tier 3).

2020-09-07 -
2020-09-07

Hal Gabriel,
Principal

None

EL teacher along with faculty responsible for whole attendance program will implement the reward at the end of Quarter 1.

2020-11-18 -
2020-12-08

Genelle
Hoban-Sedon,
EL Teacher

Money from General Fund

EL teacher will distribute prize to EL subgroup (those who missed 3 days or less)

2020-11-18 -
2020-12-08

Genelle
Hoban-Sedon

Money from General Fund

Individual EL students that did not meet the reward criteria will have a post card sent home informing parents, based off the "Nudge Theory."

2020-11-18 -
2020-12-08

Genelle
Hoban-Sedon,
Harold Gabriel

None

Anticipated Outcome

1. Monitor attendance from 1st and 2nd Quarters. See what students made improvements and identify those that regressed and informally praise them. 2. Have a meeting monthly between administration, EL teachers, and appropriate staff to identify and resolve any possible problems.

Monitoring/Evaluation

Attendance will be analyzed each quarter via our Skyward system by Mr. Gabriel, Mrs. Sedon, Mr. Galli, Mrs. Perks, and Mrs. Jones (guidance) to create the list of eligible students and identify those that need a "nudge," (postcard home).

Evidence-based Strategy

Parental Form

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Parental Form

Have 100 entries on the new Parental Question Form (Google Forms) by the end of the 2020-21 school year

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a parental form that will allow parents to submit questions and concerns using Google Forms.	2020-08-25 - 2020-08-28	Michael Galli	Chromebook, internet access
Share information about the form through a Skylert to all parents and guardians in our school, describing where to find it and its purpose to increase communication between school and home.	2020-09-08 - 2020-09-12	Harold Gabriel	Skylert software

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Monitor form responses from parents and provide answers if possible or forward to the appropriate individuals.	2020-09-08 - 2021-06-15	Michael Galli, Jennifer Perks, Kim Jones, Halrold Gabriel	Computer/smart device with internet access

Anticipated Outcome

1. Have a quarterly reminder via email and/or Skylert about the new platform. 2. If there is not a minimum of 25 submissions by the end of November, 2020, send home a step-by-step set of instructions on how parents can access the form.

Monitoring/Evaluation

1. Create a survey that parents will be able to complete online or during parent-teacher conferences October, 2020. This will examine its effectiveness and implement any changes or additions, based on survey submissions. 2. Weekly view all responses to ensure that a submission was not reviewed

Evidence-based Strategy

Digital Newsletter

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Newsletter	Send out a digital newsletter (in English and Spanish) at least once quarterly and post the same newsletter on our website to keep parents informed on what is happening in our school.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Formulate students and staff responsible for creating and distributing the newsletters	2020-09-08 - 2020-09-18	Heather Johnson, School journal advisor.	
Develop and implement	2020-09-08 -	Heather	Chromebooks and/or

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
ideas for newsletter content, including school calendars, sport and academic achievements, as well as tips and strategies to increase student achievement.	2021-06-15	Johnson, School Journal Advisor.	computers.
Approve content of the newsletter and electronically distribute versions in English and Spanish as well as posting them on our school website.	2020-09-08 - 2021-06-15	Heather Johnson, Michael Galli, Hal Gabriel, Heather Crawford (technology coach).	Chromebooks and/or computers.

Anticipated Outcome

1. Have at least 2 newsletters created and distributed by January, 2021. 2. Establish a set of quarterly deadlines for planning, creating and distributing newsletters to ensure completion in a timely manner.

Monitoring/Evaluation

Mrs. Johnson and Student editor(s) and journal members will meet regularly to ensure deadlines are being followed. Mr. Galli and Mrs. Johnson will meet to translate documents in to Spanish and distribute via email. Mrs. Crawford or Mrs. Johnson will post finished versions to school website.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase regular attendance for all student groups by 3% quarterly compared to the 69% average during the 2018-19 school year. (All Groups Attendance)</p>	<p>Positive Recognition and Rewards for Attendance</p>	<p>Recognize students who miss 3 or less days per quarter by having a pizza party or other incentive. Attendance will be processed through our Skyward attendance system including the specific criteria for 3 days absent or less per quarter. In a 2017 study by Rachel E. Durham and Faith Connolly of Baltimore's Community Schools, they found that the schools that reward positive attendance instead of punishing poor attendance had better results in improving overall attendance.</p>	<p>11/18/2020 - 12/08/2020</p>
<p>Increase English Learner regular attendance to 77% by the end of the 2020-21 school year (EL Attendance)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Have 100 entries on the new Parental Question Form (Google Forms) by the end of the 2020-21 school year (Parental Form)	Parental Form	Develop a parental form that will allow parents to submit questions and concerns using Google Forms.	08/25/2020 - 08/28/2020

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

2020-06-29;

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

Superintendent/Chief Executive Officer

Brian Costello

2020-07-02

School Improvement
Facilitator Signature

Harold Gabriel

2020-06-08

Building Principal Signature

Harold Gabriel

2020-06-08

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student groups meet career standards benchmarks. Continue to implement the Choices 360 program for career readiness.

All student groups exceed the standard demonstrating growth in English Language Arts/ Literature. Continue to implement the current curriculum.

Career Standards Benchmark (Economically disadvantaged). This group went up 9% from prior year. This was also the first year implementing the Choices 360 program. School will continue to implement this program due to its success.

We continue to meet the state standard demonstrating growth. Teachers will continue to foster collaboration between one another and self reflect their lesson plans and strategies to improve learning.

2.3% of students with disabilities achieved advance, compared with 0% the prior year. This is an excellent statistic and will be used to give positive feedback to students to continue to work harder to meet and surpass goals.

Date from the prior year shows we can meet state goals for growth. Faculty and administration will collectively work together to identify changes that took place from 2017-2018, such as attendance and curriculum changes.

Economically disadvantaged students had a 13 point improvement from the 2017-2018 school year. This needs to be a focus and

Challenges

Regular Attendance (All groups). Group dropped 2.4% from 2017-18 school year to the 2019-2020 school year. School believes new attendance program will have positive improvement.

High School Graduation Rate (Students with disabilities). Student group four-year cohort dropped over 5% from prior school year.

An improvement in all students scoring proficient or advanced that met or surpasses the state goals would significantly help us meet our targets in state assessment measures.

The percentage of students scoring advanced is 6.9%. This is far too low and we need to motivate our students to give their best effort each and every day and implement successful teaching strategies that are proven to work.

All student groups score on Math assessment was a significant drop from prior year. We need to stress the importance of testing and identify individual needs to provide remediation and improvement. If increased, we would meet a key state assessment measure and show growth.

Hispanic subgroup performance had a 12 point drop in growth from the prior year. Many subgroups showed growth. White and economically disadvantaged students surpassed the state standard demonstrating growth. If this subgroup can

Strengths

see what changes or techniques may have been different for this subgroup.

The 13 point increase for economically disadvantaged students shows growth from the prior year, even though it fell short of the state standard. If this group can continue to improve, it will help increase our overall score and increase student confidence.

Students with disabilities had a 23 point increase from the prior year and surpassed the state standard. Making up nearly 19% of our student body, teachers can identify what techniques and strategies they used to achieve growth and share with all student groups.

Our students with disabilities subgroup showed growth and surpassed the state standard for demonstrating growth. If we are able to show the same improvement in our other groups and overall student performance, we will start moving in the right direction and meet state targets and goals.

We offer a dynamic curriculum with plenty of electives to compliment mandatory subjects. Classes like anatomy and physiology, career readiness, and innovations in society help introduce students to careers and skills necessary to be successful in the 21st Century.

Our career readiness partnership with the Choices 360 has allowed us to meet and surpass the benchmark for career readiness in the 2018-2019 school year and improve 7.5% from the prior year.

More seniors are entering industrial-based

Challenges

become a focus for improvement, this will bring up their scores and achieve growth and help our overall math scores showing growth and meeting interim targets.

We need to build off of our scores from the 2017-18 testing where all student group met the interim goal for proficient or advanced scoring. Our double-digit drop needs to be addressed to find concerns that might be impacting scores.

Student/school accountability needs to be addressed. Students and faculty need to take ownership of the drop in scores and have a school-wide goal to improve the scores through hard-work, self reflection, and collaboration.

Our 12.0% average of students meeting the criteria for industry-based learning is well below the state average and benchmark. If more students decided or were encourage to enroll in these types of programs we would come closer to the state goals.

There is still room for improvement in our students meeting the career readiness benchmark. Although it surpasses the state benchmark and average, there is room for improvement to ensure all students are ready for life and the skills needed after high school.

Attendance rate for students with disabilities was 69%, well short of the state average. If improved, it is highly likely that students will show growth on assessments, meet goals and targets, as well as prepare themselves for their careers and being a responsible member of society.

Strengths

learning as a percentage and have increased their scores on competency exams from the 2017-18 school year.

Student and faculty collaboration allowed us to meet our career readiness goal by being flexible and compliant. Technology sharing and volunteering prep times ensured that we achieved nearly a very dramatic increase in our career readiness performance.

Students with disabilities scored 100% on the career standards benchmark.

The high school graduation four-year cohort score for economically disadvantaged students increased by 5% to 85.5, only .3% from the statewide average.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school - Our school and district has a wide variety of organizations that provide drug, alcohol, and emotional behavior treatment and education, as well as others that discuss careers, educational opportunities, and life after high school. These agencies, coupled with in-school groups, such as the SAP team, provide a dynamic partnership to the needs of our students.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically- According to a 2019 student survey, 91% percent of our students felt

Challenges

According to a 2019 parent survey conducted by our school, 7.2% of parents disagree that document sent home are in a language they understand. We need to continue our commitment to foster better communication with our parents to increase their involvement in their child's academics and the school community.

English Learners decreased their attendance rate from 59.5% during the 2017-18 school year to 57.1% during the 2018-19 school year. This is very troubling, with students averaging over two absences a week. This makes it hard to have any continuity of the educational process.

Continuously monitor implementation of the school improvement plan and adjust as needed- This was interrupted by the COVID-19 outbreak. We are eager to see if some of the initiatives we have put in to place have yielded any success in improving attendance, test scores, student attitudes to ward school, as well as parental involvement.

Identify and address individual student learning needs- 35.8% of students answered rarely or never to this question- "My teachers make sure I understand lessons before teaching something new," (question 11e). If given more opportunities to provide voice their concerns and express their needs, students and teachers can work cooperatively to develop individual plans to keep up with the curriculum.

Strengths

safe with their teachers in our school (question 9a) and 86% feel they are treated with respect (9d).

Identify professional learning needs through analysis of a variety of data - Surveys and questionnaires are given to assess needs of faculty and students. Data is analyzed by school and district information and profession learning activities are planned to provide appropriate training.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school - Our school and district has a wide variety of organizations that provide drug, alcohol, and emotional behavior treatment and education , as well as others that discuss careers, educational opportunities, and life after high school. These agencies, coupled with in-school groups, such as the SAP team, provide a dynamic partnership to the needs of our students.

Based on the 2020 WIDA scores, the ELs at Coughlin High School showed growth in both comprehension and literacy skills. This growth will be continued into the 2020/2021 school year through ongoing reflection and continual assessment of student progress. The 2020 graduating ELs will all continue their learning opportunities to higher education or the military.

Challenges

Implement evidence-based strategies to engage families to support learning- Over 40% of parents donot believe they are notified of school events. 55% of parents did not receive emails, letters, or other communication about what their child is learning (Parent Survey5c). We began sending out electronic newsletters that include tips and strategies to boost student student performance and collaboration between school and parents. We wish too continue to implement it during the 2020-21 school year and see if it has an impact at the conclusion of the year based on a survey.

Implement a multi-tiered system of supports for academics and behavior - 2019-20 school year was the start of a 3-tier program to increase attendance. We began to monitor all students (tier 1), EL group (tier 2), and individual students (tier 3). We will continue using this for the upcoming year to see if it increases our regular attendance.

Collectively shape the vision for continuous improvement of teaching and learning - 39.1% of teachers in the school do not believe they much influence in establishing the curriculum and instructional program (2020 Educator Survey, question 12c). Teachers have the most knowledge of what is effective and ineffective in the classroom and having more of an input would likely help improve student performance.

Most Notable Observations/Patterns

The biggest issue that we see in our school is regular attendance. It is our belief that students can't perform their very best if they are missing so much time, especially our English Learners, whose attendance rate was 57.1% for the 2018-19 school year. If we can meet the state goals for attendance, we will be able to show growth on assessments for all groups and as a whole.

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

Regular Attendance (All groups). Group dropped 2.4% from 2017-18 school year to the 2019-2020 school year. School believes new attendance program will have positive improvement.

According to a 2019 school survey (question 7a) students responded that they believe only 40% of their peers think it is important to attend school.



English Learners decreased their attendance rate from 59.5% during the 2017-18 school year to 57.1% during the 2018-19 school year. This is very troubling, with students averaging over two absences a week. This makes it hard to have any continuity of the educational process.

The overall student attitude toward the importance of school coupled with a communication problem between school and parents.



Implement evidence-based strategies to engage families to support learning- Over 40% of parents donot believe they are notified of school events. 55% of parents did not receive emails, letters, or other communication about what their child is learning (Parent Survey 5c). We began sending out electronic newsletters that include tips and strategies to boost student student performance and collaboration between school and parents. We wish too continue to implement it during the 2020-21 school year and see if it has an impact at the conclusion of the year based on a survey.

Increasing parental involvement is essential and we could do more to ensure parents are knowledgeable of what is transpiring in our school.



ADDENDUM B: ACTION PLAN

Action Plan: Positive Recognition and Rewards for Attendance

Action Steps	Anticipated Start/Completion Date
Have a school assembly during the first week of school explaining the attendance program and why it is important.	09/08/2020 - 09/08/2020

Monitoring/Evaluation	Anticipated Output
Teachers will input attendance on a daily basis. At the end of each quarter, Mr. Gabriel will run the attendance report and identify the eligible students. Mr. Galli and Mrs. Perks will organize the reward incentive. Mrs Najera will announce to students the time and place for the reward.	1. Monitor attendance each quarter by identifying key individuals and dates for evaluation. First quarter attendance is anticipated to be the best due to the start of the new year 2. If there is a from 1st quarter to 2nd, remind students about the importance of the program and possibly adjust the reward.

Material/Resources/Supports Needed	PD Step
None	no

Action Steps

Anticipated Start/Completion Date

Recognize students who miss 3 or less days per quarter by having a pizza party or other incentive. Attendance will be processed through our Skyward attendance system including the specific criteria for 3 days absent or less per quarter. In a 2017 study by Rachel E. Durham and Faith Connolly of Baltimore's Community Schools, they found that the schools that reward positive attendance instead of punishing poor attendance had better results in improving overall attendance.

11/18/2020 - 12/08/2020

Monitoring/Evaluation

Anticipated Output

Teachers will input attendance on a daily basis. At the end of each quarter, Mr. Gabriel will run the attendance report and identify the eligible students. Mr. Galli and Mrs. Perks will organize the reward incentive. Mrs Najera will announce to students the time and place for the reward.

1. Monitor attendance each quarter by identifying key individuals and dates for evaluation. First quarter attendance is anticipated to be the best due to the start of the new year 2. If there is a from 1st quarter to 2nd, remind students about the importance of the program and possibly adjust the reward.

Material/Resources/Supports Needed

PD Step

Money from General Fund

yes

Action Plan: English Learners Attendance

Action Steps**Anticipated Start/Completion Date**

Meet with EL teachers to discuss the 3-tiered system we will be using to boost EL attendance. This will consist of rewarding all students (whole school), English Learners (subgroup), and identifying EL individual students (Tier 3).

09/07/2020 - 09/07/2020

Monitoring/Evaluation**Anticipated Output**

Attendance will be analyzed each quarter via our Skyward system by Mr. Gabriel, Mrs. Sedon, Mr. Galli, Mrs. Perks, and Mrs. Jones (guidance) to create the list of eligible students and identify those that need a "nudge," (postcard home).

1. Monitor attendance from 1st and 2nd Quarters. See what students made improvements and identify those that regressed and informally praise them. 2. Have a meeting monthly between administration, EL teachers, and appropriate staff to identify and resolve any possible problems.

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

None

no



Action Steps**Anticipated Start/Completion Date**

EL teacher along with faculty responsible for whole attendance program will implement the reward at the end of Quarter 1.

11/18/2020 - 12/08/2020

Monitoring/Evaluation**Anticipated Output**

Attendance will be analyzed each quarter via our Skyward system by Mr. Gabriel, Mrs. Sedon, Mr. Galli, Mrs. Perks, and Mrs. Jones (guidance) to create the list of eligible students and identify those that need a "nudge," (postcard home).

1. Monitor attendance from 1st and 2nd Quarters. See what students made improvements and identify those that regressed and informally praise them. 2. Have a meeting monthly between administration, EL teachers, and appropriate staff to identify and resolve any possible problems.

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

Money from General Fund

no



Action Steps**Anticipated Start/Completion Date**

EL teacher will distribute prize to EL subgroup (those who missed 3 days or less)

11/18/2020 - 12/08/2020

Monitoring/Evaluation**Anticipated Output**

Attendance will be analyzed each quarter via our Skyward system by Mr. Gabriel, Mrs. Sedon, Mr. Galli, Mrs. Perks, and Mrs. Jones (guidance) to create the list of eligible students and identify those that need a "nudge," (postcard home).

1. Monitor attendance from 1st and 2nd Quarters. See what students made improvements and identify those that regressed and informally praise them. 2. Have a meeting monthly between administration, EL teachers, and appropriate staff to identify and resolve any possible problems.

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

Money from General Fund

no

Action Steps

Anticipated Start/Completion Date

Individual EL students that did not meet the reward criteria will have a post card sent home informing parents, based off the "Nudge Theory."

11/18/2020 - 12/08/2020

Monitoring/Evaluation

Anticipated Output

Attendance will be analyzed each quarter via our Skyward system by Mr. Gabriel, Mrs. Sedon, Mr. Galli, Mrs. Perks, and Mrs. Jones (guidance) to create the list of eligible students and identify those that need a "nudge," (postcard home).

1. Monitor attendance from 1st and 2nd Quarters. See what students made improvements and identify those that regressed and informally praise them. 2. Have a meeting monthly between administration, EL teachers, and appropriate staff to identify and resolve any possible problems.

Material/Resources/Supports Needed

PD Step

None

no

Action Plan: Parental Form

Action Steps**Anticipated Start/Completion Date**

Develop a parental form that will allow parents to submit questions and concerns using Google Forms.

08/25/2020 - 08/28/2020

Monitoring/Evaluation**Anticipated Output**

1. Create a survey that parents will be able to complete online or during parent-teacher conferences October, 2020. This will examine its effectiveness and implement any changes or additions, based on survey submissions. 2. Weekly view all responses to ensure that a submission was not reviewed

1. Have a quarterly reminder via email and/or Skylert about the new platform. 2. If there is not a minimum of 25 submissions by the end of November, 2020, send home a step-by-step set of instructions on how parents can access the form.

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

Chromebook, internet access

yes

Action Steps**Anticipated Start/Completion Date**

Share information about the form through a Skylert to all parents and guardians in our school, describing where to find it and its purpose to increase communication between school and home.

09/08/2020 - 09/12/2020

Monitoring/Evaluation**Anticipated Output**

1. Create a survey that parents will be able to complete online or during parent-teacher conferences October, 2020. This will examine its effectiveness and implement any changes or additions, based on survey submissions. 2. Weekly view all responses to ensure that a submission was not reviewed

1. Have a quarterly reminder via email and/or Skylert about the new platform. 2. If there is not a minimum of 25 submissions by the end of November, 2020, send home a step-by-step set of instructions on how parents can access the form.

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

Skylert software

no



Action Steps

Anticipated Start/Completion Date

Monitor form responses from parents and provide answers if possible or forward to the appropriate individuals.

09/08/2020 - 06/15/2021

Monitoring/Evaluation

Anticipated Output

1. Create a survey that parents will be able to complete online or during parent-teacher conferences October, 2020. This will examine its effectiveness and implement any changes or additions, based on survey submissions. 2. Weekly view all responses to ensure that a submission was not reviewed

1. Have a quarterly reminder via email and/or Skylert about the new platform. 2. If there is not a minimum of 25 submissions by the end of November, 2020, send home a step-by-step set of instructions on how parents can access the form.

Material/Resources/Supports Needed

PD Step

Computer/smart device with internet access

no

Action Plan: Digital Newsletter

Action Steps**Anticipated Start/Completion Date**

Formulate students and staff responsible for creating and distributing the newsletters

09/08/2020 - 09/18/2020

Monitoring/Evaluation**Anticipated Output**

Mrs. Johnson and Student editor(s) and journal members will meet regularly to ensure deadlines are being followed. Mr. Galli and Mrs. Johnson will meet to translate documents in to Spanish and distribute via email. Mrs. Crawford or Mrs. Johnson will post finished versions to school website.

1. Have at least 2 newsletters created and distributed by January, 2021. 2. Establish a set of quarterly deadlines for planning, creating and distributing newsletters to ensure completion in a timely manner.

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

no



Action Steps**Anticipated Start/Completion Date**

Develop and implement ideas for newsletter content, including school calendars, sport and academic achievements, as well as tips and strategies to increase student achievement.

09/08/2020 - 06/15/2021

Monitoring/Evaluation**Anticipated Output**

Mrs. Johnson and Student editor(s) and journal members will meet regularly to ensure deadlines are being followed. Mr. Galli and Mrs. Johnson will meet to translate documents in to Spanish and distribute via email. Mrs. Crawford or Mrs. Johnson will post finished versions to school website.

1. Have at least 2 newsletters created and distributed by January, 2021. 2. Establish a set of quarterly deadlines for planning, creating and distributing newsletters to ensure completion in a timely manner.

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

Chromebooks and/or computers.

no



Action Steps

Anticipated Start/Completion Date

Approve content of the newsletter and electronically distribute versions in English and Spanish as well as posting them on our school website.

09/08/2020 - 06/15/2021

Monitoring/Evaluation

Anticipated Output

Mrs. Johnson and Student editor(s) and journal members will meet regularly to ensure deadlines are being followed. Mr. Galli and Mrs. Johnson will meet to translate documents in to Spanish and distribute via email. Mrs. Crawford or Mrs. Johnson will post finished versions to school website.

1. Have at least 2 newsletters created and distributed by January, 2021. 2. Establish a set of quarterly deadlines for planning, creating and distributing newsletters to ensure completion in a timely manner.

Material/Resources/Supports Needed

PD Step

Chromebooks and/or computers.

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase regular attendance for all student groups by 3% quarterly compared to the 69% average during the 2018-19 school year. (All Groups Attendance)</p>	<p>Positive Recognition and Rewards for Attendance</p>	<p>Recognize students who miss 3 or less days per quarter by having a pizza party or other incentive. Attendance will be processed through our Skyward attendance system including the specific criteria for 3 days absent or less per quarter. In a 2017 study by Rachel E. Durham and Faith Connolly of Baltimore's Community Schools, they found that the schools that reward positive attendance instead of punishing poor attendance had better results in improving overall attendance.</p>	<p>11/18/2020 - 12/08/2020</p>
<p>Increase English Learner regular attendance to 77% by the end of the 2020-21 school year (EL Attendance)</p>			
<p>Have 100 entries on the new Parental Question Form (Google Forms) by the end of the 2020-21 school year (Parental Form)</p>	<p>Parental Form</p>	<p>Develop a parental form that will allow parents to submit questions and concerns using Google Forms.</p>	<p>08/25/2020 - 08/28/2020</p>

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Attendance Program Training	School Faculty	1. Attendance data from the prior two school years and the need to improve. 2. Specifics of how the program works. 3. Recruitment of teachers to help plan and facilitate incentive rewards.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
A quiz will be created through google forms, testing faculty knowledge and highlighting any answers they may have answered incorrectly.	09/08/2020 - 06/08/2020	Michael Galli, Teacher

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Parental Form Training	School Faculty	1. Explain the purpose of the form, which is to boost communication and foster a better relationship between school and parents. 2. Demonstrate how to use the form to school staff 3. Give staff the opportunity to find the form location, explore its content, and create a sample submission.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
At the conclusion of the activity, teachers will be instructed to independently submit a form, showing they know how to find and use the form. This will allow teachers to train students so they can share with their parents.	09/08/2020 - 09/08/2020	Jennifer Perks, Teacher

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Review and approval of Plan by Board of Education	Introduction of Plan pending approval	Meeting	Board of Education and members of public present	June 29, 2020
Introduce Plan to school faculty and staff	Share school mission and introduce Plan components	Meeting	Faculty and staff	September 2020
Introduce Plan to Parents/Guardians	Share school mission and introduce Plan components	Back-to-School Event	Parents/Guardians	September-October 2020
Post Future Ready PA Index videos	Introduction to Future Ready Index	Videos on District website	Available to All Stakeholders	September 2020
Post School Improvement Plan	Introduce School Improvement Plan to public	Post on District website	Available to All Stakeholders	September 2020
