

Schuylkill Haven SHS

School Level Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Schuylkill Haven SHS

501 East Main Street
Schuylkill Haven, PA 17972
(570)385-6717

Federal Accountability Designation: none
Title I Status: No
Schoolwide Status: No
Principal: Matthew Horoschak
Superintendent: Shawn Fitzpatrick

Stakeholder Involvement

Name	Role
Dennis Siket	Administrator : Schoolwide Plan
Scott Jacoby	Board Member : Schoolwide Plan
Matt Horoschak	Building Principal : Schoolwide Plan
Kim Umphrey	Business Representative : Schoolwide Plan
Crystal McGarry	Community Representative
Dave Pizzico	Ed Specialist - Other : Schoolwide Plan
Samantha Gilley	High School Teacher - Regular Education : Schoolwide Plan
Megan Lengle	High School Teacher - Special Education : Schoolwide Plan
Susan Morgan	Instructional Technology Director/Specialist : Schoolwide Plan
Eric Felty	Parent : Schoolwide Plan
Shawn Fitzpatrick	Parent : Schoolwide Plan
Melissa Strauch	Parent : Schoolwide Plan
Ken Rossi	Special Education Director/Specialist : Schoolwide Plan
Owen Felty	Student : Schoolwide Plan
Kayleigh Umphrey	Student : Schoolwide Plan

Needs Assessment

School Accomplishments

Accomplishment #1:

From SPP, PSAT Participation was 54.43%. As of the 2016-17 SPP PSAT participation is at 85.93%

Accomplishment #2:

Teachers across all classrooms consistently base lesson design on the competencies included in the established curricula.

Utilizing the Danielson Model, administration effectively monitors lesson desing in each classroom.

Accomplishment #3:

Professional development is based upon the needs assessments that are aligned with the school's instructional priorities.

An in-service committee has been created and a needs assessment survey for professional development is distributed bi-yearly. The results are reviewed and PD is developed.

Accomplishment #4:

The school district has increased awareness through vairous forms of communication for families and the community. The forms include increased website access, social media, school messenger (voice, email, text), electronic board and weekly newsletters.

School Concerns

Concern #1:

Safety goals:

More reliable and consistent internal communication system (phone system)

Consult with tech dept for equipment

Install system and train teachers appropriately

Implement team leaders, internal code system to alert teachers and students of particular emergencies

Present to teachers/ask for volunteers

Volunteers get together and develop a procedure

Practice procedures via drills

Parent and Family communication and training so that everyone is on the same page (police, teachers, admin, parents, students)

Create a set plan (administration)

Reach out to all involved as many ways as possible

Implement plan and follow up survey

Concern #2:

Technology goals:

New phone system

Consult tech dept. for equipment

Install system and train teachers appropriately

More student access and availability to various devices and programs (classes showing

Obtaining permission from tech and budget

Set up of devices and Internet

Teacher student training

Year-long video production resources available to student

Talk to all involved and determine plausibility

Training and obtaining subscriptions

Find more go to teachers

Students clock in and clock out automatically linked to PowerSchool.

Purchase, install and setup system

Introduce system and rules al back to school meetings

Utilize and monitor system and its use

Concern #3:

Curriculum Goals:

Continue and refine our current practices to ensure that struggling students receive the help and support that they need (team mtgs, renew, academic study, acceleration, tutoring, etc.)

Assign teachers to leadership roles

Create and distribute flow chart outlining responsibilities

Ensure proper placement of students

Develop lessons and activities per college readiness that focuses on and promotes success after high school.

Reviewing college readiness standards

Determine documentation process

Monitor process

Customize the learning experience to better meet the needs of the individual learner, rather than the age.

Evaluate students individually

District-wide buy-in cooperation

PDE training to prepare teachers

Concern #4:

Community awareness to address:

Community-shared and advertised videos of our accomplishments (year long video yearbook, snippets of events) and sharing these with other districts/people we want to come here (showing school spirit)

Parent involvement in the learning process to enhance our learning community and increase student support overall

Continue to improve our engagement with parents and the community through social media (possible PR rep)

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Safety goals:

More reliable and consistent internal communication system (phone system)

Consult with tech dept for equipment

Install system and train teachers appropriately

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Create a set plan (administration)

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Technology goals:**New phone system**

- Consult tech dept. for equipment

- Install system and train teachers appropriately

More student access and availability to various devices and programs (classes showing)

- Obtaining permission from tech and budget

- Set up of devices and Internet

- Teacher student training

Year-long video production resources available to student

- Talk to all involved and determine plausibility

- Training and obtaining subscriptions

- Find more go to teachers

Students clock in and clock out automatically linked to PowerSchool.

- Purchase, install and setup system

- Introduce system and rules at back to school meetings

- Utilize and monitor system and its use

Curriculum Goals:**Continue and refine our current practices to ensure that struggling students receive the help and support that they need (team mtgs, renew, academic study, acceleration, tutoring, etc.)**

- Assign teachers to leadership roles

- Create and distribute flow chart outlining responsibilities

- Ensure proper placement of students

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- Reviewing college readiness standards

- Determine documentation process

- Monitor process

Customize the learning experience to better meet the needs of the individual learner, rather than the age.

- Evaluate students individually

District-wide buy-in cooperation
 PDE training to prepare teachers

Community awareness to address:

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Parent involvement in the learning process to enhance our learning community and increase student support overall

Continue to improve our engagement with parents and the community through social media (possible PR rep)

Systemic Challenge #2 (Guiding Question #4) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Curriculum Goals:

Continue and refine our current practices to ensure that struggling students receive the help and support that they need (team mtgs, renew, academic study, acceleration, tutoring, etc.)

Assign teachers to leadership roles

Create and distribute flow chart outlining responsibilities

Ensure proper placement of students

Develop lessons and activities per college readiness that focuses on and promotes success after high school.

Reviewing college readiness standards

Determine documentation process

Monitor process

Customize the learning experience to better meet the needs of the individual learner, rather than the age.

Evaluate students individually

District-wide buy-in cooperation

PDE training to prepare teachers

Systemic Challenge #3 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

Technology goals:

New phone system

Consult tech dept. for equipment

Install system and train teachers appropriately

More student access and availability to various devices and programs (classes showing

Obtaining permission from tech and budget

Set up of devices and Internet

Teacher student training

Year-long video production resources available to student

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School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Needs assessment survey

Specific Targets: The principal, all other educators and the school community support and implement a safe and orderly learning environment. However, the internal communications necessary to support the plan are not in place. A new phone system is needed, internal communications need to be established, Visitor/student entrance policy is needed and continuous training provided by administration and local authorities.

Type: Annual

Data Source: Parent interest

Specific Targets: The principal and all other educators communicate educational opportunities to students and families through typical means of communication. However, The district needs to find ways to increase parent involvement in the learning process, advertise our accomplishments, and the accomplishments of the community through social media.

Type: Annual

Data Source: ESSA

Specific Targets: All teachers and building administrators demonstrate knowledge of content and pedagogy, and the resources needed to extend content. However there is a need to continue and refine our current practices, develop lessons and activities per the college readiness standards, and customize the learning experience for all students.

Strategies:

SAS: Safe and Supportive Schools

Description:

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. (Sources: [SAS: Safe and Supportive Schools](#))

SAS Alignment: Safe and Supportive Schools

Pennsylvania Career Education and Work Standards Toolkit

Description:

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Sources: [PA Career Standards](#))

SAS Alignment: Materials & Resources

SAS: Safe and Supportive Schools

Description:

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. (Sources: [SAS: Safe and Supportive Schools](#))

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Internal Communication

Description:

The principal, all other educators and the school community support and implement a safe and orderly learning environment. However, the internal communications necessary to support the plan are not in place. A new phone system is needed, internal communications need to be established, Visitor/student entrance policy is needed and continuous training provided by administration and local authorities.

Start Date: 10/24/2018 **End Date:** 6/28/2019

Program Area(s):

Supported Strategies:

- SAS: Safe and Supportive Schools

Career Readiness

Description:

All teachers and building administrators demonstrate knowledge of content and pedagogy, and the resources needed to extend content. However there is a need to continue and refine our current practices , develop lessons and activities per the college readiness standards, and customize the learning experience for all students.

Start Date: 11/1/2018 **End Date:** 6/28/2019

Program Area(s): Student Services

Supported Strategies:

- Pennsylvania Career Education and Work Standards Toolkit

Expanding Communication for Families and Community

Description:

The principal and all other educators communicate educational opportunities to students and families through course planning guides, the website, phone calls, emails, letters, meetings, local media reports, meetings with the community and families, newsletters, press releases, school calendar, and student handbook. However, The district needs to finds ways to increase parent involvement in the learning process, advertise our accomplishments, and the accomplishments of the community through social media.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies: None selected

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: Needs assessment survey

Specific Targets: All teachers and building administrators demonstrate knowledge of content and pedagogy, and the resources needed to extend content. However there is a need to continue and refine our current practices, develop lessons and activities per the college readiness standards, and customize the learning experience for all students.

Strategies:

SAS: Curriculum

Description:

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Customize Learning for all students

Description:

All teachers and building administrators demonstrate knowledge of content and pedagogy, and the resources needed to extend content. However there is a need to continue and refine our current practices, develop lessons and activities per the college readiness standards, and customize the learning experience for all students.

Start Date: 8/20/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- SAS: Curriculum

Goal #3: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Annual

Data Source: Needs assessment survey

Specific Targets: The principal and district administrators allocate funding to provide the resources needed to implement aligned standards, curriculum, instruction, and assessments. However, in the ever changing technology environment more funding is needed to support various devices and programs for students to grow academically.

Strategies:

Technology and Student Achievement

Description:

The International Society for Technology in Education (ISTE) cites research that indicates an increase in access to technology has a positive effect on student achievement. (Sources: [Edtech research: Explore the horizons of education technology](#))

SAS Alignment: Instruction

Implementation Steps:

Support of additional student access to technology devices

Description:

The principal and district administrators allocate funding to provide the resources needed to implement aligned standards, curriculum, instruction, and assessments. However, in the ever changing technology environment more funding is needed to support various devices and programs for students to grow academically.

Start Date: 7/1/2019 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Technology and Student Achievement

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Schuylkill Haven SHS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Schuylkill Haven SHS in the Schuylkill Haven Area SD has been duly reviewed by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Schuylkill Haven SHS in the Schuylkill Haven Area SD for the 2018-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director