

## **TROY AREA JSHS**

150 High St

TSI non-Title 1 School Plan | 2022 - 2023

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## **VISION FOR LEARNING**

Every student will be an: innovative and creative individual, empowered designer of their own future, independent and collaborative thinker, owner of their own learning.



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We need to set in place a system where student have access to English language arts instruction in school and where parents are given resources to assist their students.	English Language Arts Parent and family engagement
We need to set in place a system where student have access to English language arts instruction in school and where parents are given resources to assist their students.	Essential Practices 1: Focus on Continuous Improvement of Instruction
We need to set in place a system where student have access to Math instruction in school and where parents are given resources to assist their students.	Mathematics Parent and family engagement
We need to create a system of continuous monitoring and improvement for our students.	Parent and family engagement

## ACTION PLAN AND STEPS

Evidence-based Strategy	
CDT's, iReady, MAP testing	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Math Economically Disadvantaged	Surpass the Statewide average by greater than four percent in the area of: Proficient / Advanced in Mathematics Grades 7, 8, Keystone: Economically Disadvantaged.
Parent resources	Parents will be provided with resources based on the results of the diagnostic testing to assist their students.
ELA Students with Disabilities	Surpass the Statewide average by greater than four percent in the area of: Proficient / Advanced in English Language Arts / Literature Grades 7, 8, Keystone: Students with Disabilities
Parent Resources	Parents will be provided with resources based on the results of the diagnostic testing to assist their students.
Parent Conferences	We will increase parent attendance for Conferences by 25%
Data Metrics	Using a nationally normed assessment (MAP) to identify student lexiles, ELA teachers will provide at least 20 book titles to parents of students identified as performing more than 2 years below average.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Administer testing throughout the year during testing windows established by the Superintendent.	2022-08-22 - 2023-06-02	Steve Brion/Principal	CDT's, iReady, and MAP testing/One to one iPads.

<b>Anticipated Outcome</b>
Demonstrate 4% growth by targeted students on 7-11 statewide assessments.

<b>Monitoring/Evaluation</b>
Results from Assessments



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Surpass the Statewide average by greater than four percent in the area of: Proficient / Advanced in Mathematics Grades 7, 8, Keystone: Economically Disadvantaged. (Math Economically Disadvantaged)</p>	<p>CDT's, iReady, MAP testing</p>	<p>Administer testing throughout the year during testing windows established by the Superintendent.</p>	<p>08/22/2022 - 06/02/2023</p>
<p>Parents will be provided with resources based on the results of the diagnostic testing to assist their students. (Parent resources)</p>			
<p>Surpass the Statewide average by greater than four percent in the area of: Proficient / Advanced in English Language Arts / Literature Grades 7, 8, Keystone: Students with Disabilities (ELA Students with Disabilities)</p>			
<p>Using a nationally normed assessment (MAP) to identify student lexiles, ELA teachers will provide at least 20 book titles to parents of students identified as performing more than 2 years below average. (Data Metrics)</p>			
<p>Parents will be provided with resources based on the results of the diagnostic testing to assist their students. (Parent Resources)</p>			
<p>We will increase parent attendance for Conferences by 25% (Parent Conferences)</p>			

## 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.**

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School Board Minutes or Affirmation Statement

2022-09-27

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

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Chief School Administrator

Dr. Janilyn Elias

2022-08-31

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School Improvement Facilitator Signature

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Building Principal Signature

Steve Brion

2022-08-30

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Growth English Language Arts / Literature Grades 7, 8, Keystone: Economically Disadvantaged

Growth English Language Arts / Literature Grades 7, 8, Keystone: Students with Disabilities

Growth Science Grades 7, 8, Keystone: Economically Disadvantaged

Growth Science Grades 7, 8, Keystone: Students with Disabilities

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

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

We have an experienced group of teachers who are teaching English Language arts.

Our special education department in addressing students with disabilities has transitioned to supporting students using a model

### Challenges

Proficient / Advanced in English Language Arts / Literature Grades 7, 8, Keystone: Economically Disadvantaged

Proficient / Advanced in English Language Arts / Literature Grades 7, 8, Keystone: Students with Disabilities

Proficient / Advanced Mathematics Grades 7, 8, Keystone: Economically Disadvantaged

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

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

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

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

A challenge relating to ELA in the Troy Area school district is access to literature. We do not currently have an active library or a librarian to share literature resources, and to provide support to

## Strengths

of co-teaching, resource rooms, and self-contained classrooms to meet the needs of diverse student learners.

We recently adjusted our math schedule in order to double the amount of math that our seventh and eighth grade students are receiving.

We have a strong veteran group of science teachers. They are willing to provide mentorship, teacher-leadership, and are very skilled at their profession.

Our science teachers as a whole have and promote good relationships with students.

We have a strong agriculture program and offer many agriculture courses and opportunities.

We are a community that supports agriculture. There are many agricultural businesses and farms in the area who are supportive of our agricultural program.

We have added an additional math teacher to our staff in order to help to improve the math instruction. We believe that the additional instruction will help.

## Challenges

the teachers in the area of English Language Arts.

In order to double the math that our students are receiving, some teachers are now teaching grade levels which they have not previously taught. These teachers will need to become proficient and gain experience teaching these new grade levels.

We have science teachers who are either in new positions or are new to our school.

We have a new agriculture teacher who will need to develop skills necessary to run a complex program.

We have some teachers who are new to their content areas, and will need to develop their practice for new areas.



**Most Notable Observations/Patterns**

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We are working on developing a new schedule which will help us to overcome many of our challenges.

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**Challenges**

**Discussion  
Point**

**Priority for Planning**

Proficient / Advanced in English Language Arts / Literature Grades 7, 8, Keystone: Economically Disadvantaged

Proficient / Advanced in English Language Arts / Literature Grades 7, 8, Keystone: Students with Disabilities

Proficient / Advanced Mathematics Grades 7, 8, Keystone: Economically Disadvantaged

In order to double the math that our students are receiving, some teachers are now teaching grade levels which they have not previously taught. These teachers will need to become proficient and gain experience teaching these new grade levels.

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

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

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

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

A challenge relating to ELA in the Troy Area school district is access to literature. We do not currently have an active library or a librarian to share literature resources, and to provide support to the teachers in the area of English Language Arts.

We have science teachers who are either in new positions or are new to our school.

## ADDENDUM B: ACTION PLAN

### Action Plan: CDT's, iReady, MAP testing

Action Steps	Anticipated Start/Completion Date
Administer testing throughout the year during testing windows established by the Superintendent.	08/22/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
Results from Assessments	Demonstrate 4% growth by targeted students on 7-11 statewide assessments.
Material/Resources/Supports Needed	PD Step
CDT's, iReady, and MAP testing/One to one iPads.	yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Surpass the Statewide average by greater than four percent in the area of: Proficient / Advanced in Mathematics Grades 7, 8, Keystone: Economically Disadvantaged. (Math Economically Disadvantaged)</p> <p>Parents will be provided with resources based on the results of the diagnostic testing to assist their students. (Parent resources)</p>	<p>CDT's, iReady, MAP testing</p>	<p>Administer testing throughout the year during testing windows established by the Superintendent.</p>	<p>08/22/2022 - 06/02/2023</p>
<p>Surpass the Statewide average by greater than four percent in the area of: Proficient / Advanced in English Language Arts / Literature Grades 7, 8, Keystone: Students with Disabilities (ELA Students with Disabilities)</p> <p>Parents will be provided with resources based on the results of the diagnostic testing to assist their students. (Parent Resources)</p>			
<p>We will increase parent attendance for Conferences by 25% (Parent Conferences)</p>			
<p>Using a nationally normed assessment (MAP) to identify student lexiles, ELA teachers will provide at least 20 book titles to parents of students identified as performing more than 2 years below average. (Data Metrics)</p>			



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
iReady/MAP training to better understand scoring of tests	All staff that give iReady/MAP tests	Creating an understanding of iReady/MAP and how they can be used to increase student learning.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will be able to determine next steps to increase student achievement using iReady/ MAP scores.	08/17/2022 - 06/30/2023	Steve Brion/Principal Jr/Sr HS
<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>	

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Letting parents and staff know the focus and plan that we will be implementing.	Make sure all understand the focus of the plan and how it affects them.	Informational night for the public	Parents, staff, and community.	A series of meetings to be completed by Feb 2023.

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