

**ACADEMY PARK HS**

300 Calcon Hook Rd

ATSI Title 1 School Plan | 2020 - 2021

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**VISION FOR LEARNING**

The vision of Academy Park High School is to effectively prepare students to contribute to the global community through collaborative efforts involving students, staff, parents, guardians, and community members.

## STEERING COMMITTEE

Name	Position	Building/Group
Nathaniel Robinson	Principal	Academy Park High School
Damon Wade	Assistant Principal	Academy Park High School
Michael Hooven	Assistant Principal	Academy Park High School
Casey Newcomer	Assistant Principal	Knight Academy
Jeffrey Ryan	Assistant Superintendent	Southeast Delco School District
Yasir Roundtree	Acting Superintendent	Southeast Delco School District
Dr. Deborah Gibbs-Tapper	Supervisor of Special Education	Southeast Delco School District
Karen Manners	Special Education Department Head	Academy Park High School
Dina Keiser	School Counselor	Academy Park High School
Tyrone Rorie	Assistant Principal	Academy Park High School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Improving the school climate with a strong PBIS program that will improve attendance. We also need to identify additional strategies to encourage students to attend school at a greater rate.	Regular Attendance
Evaluating current practices and placing students and teachers in the best position for academic success and improved test scores will benefit our entire school.	Mathematics
Continued implementation of the PBIS and Restorative initiatives with fidelity will help the school climate concerns.	School climate and culture
Evaluating current practices and placing students and teachers in the best position for academic success and improved test scores will benefit our entire school.	English Language Arts

## ACTION PLAN AND STEPS

Evidence-based Strategy
Early Warning System

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Upon transitioning to Academy Park High School, students with a poor attendance history will be provided additional support from the EWS team including social workers, school counselors, administrators, teachers, parents and peer mentors.	2020-08-15 - 2021-06-12	Damon Wade/Assistant Principal	Data from grades 1-8 buildings Establishment of EWS Team
Use powerschool reports to track the data pertaining to student subgroups. -Edon. disadvantaged -Students with Disabilities -African-American students	2020-08-26 - 2021-01-22	Nate Robinson Damon Wade	Powerschool data SAIP data
The Attendance Clerk will run attendance data reports biweekly	2020-08-26 - 2021-06-11	Damon Wade/Assistant Principal Attendance Clerk	Powerschool Attendance Clerk Truancy officer
<b>Anticipated Outcome</b>			
Improving Student Attendance			
<b>Monitoring/Evaluation</b>			
Attendance data			
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## Evidence-based Strategy

Using Student Achievement Data to make informed instructional decisions

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Algebra Student  
Achievement Goal

The students in the Black, Economically. Disadvantaged, and students with special needs subgroups will achieve at a rate of 4% higher than the previous academic year on the Algebra Keystone Exam. Black subgroup will grow from 26.3% to at least 30.3% Student with disabilities will grow from 12.2% to at least 16.2% Economically disadvantaged will grow from 27.6% to at least 31.6%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Providing time for the teachers to analyze student achievement data in order to identify the students and the skills in which growth is needed.	2020-08-26 - 2021-06-12	Nate Robinson / Principal and Assistant Principal	Student Achievement Data Keystone/PVAAS and local assessments
Students in Algebra related courses will take a CDT / in-house benchmark assessment to establish baseline data.	2020-08-24 - 2020-09-11	Nate Robinson / Principal and Assistant Principal	Laptops for CDT exam
Administrators will set up CDT assessment groups for Algebra related courses	2020-08-24 - 2020-09-04	Damon Wade, Mike Hoover/Assistant Principals	Computers CDT assessment
Teachers will set up their classes on the DRC portal for the CDT assessments	2020-07-01 - 2020-08-28	Damon Wade and Mike Hoover/Assistant Principal Department Chairs and Content area	Computers DRC portal

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers			
The teachers will utilize PLC time and PD time to analyze the CDT data in order to make data driven decisions to support student achievement.	2020-09-04 - 2020-10-16	Nate Robinson, Damon Wade, Mike Hooven /APHS admin. team. Department Chairs and Teachers in Content areas	Computers CDT data State standards

Anticipated Outcome
Improved instruction and student achievement

Monitoring/Evaluation
Progress monitoring of student data Teacher observations

Evidence-based Strategy
Using Student Achievement Data to make informed instructional decisions

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Student Achievement Goal	The students in the Black, Economically Disadvantaged, and students with disabilities subgroups will achieve at a rate of 4% higher than the previous academic year on the Lit Keystone Exam Black subgroup will grow from 40.4% to at least 44.4% Student with disabilities will grow from 28.9% to at least 32% Economically

Goal Nickname	Measurable Goal Statement (Smart Goal)		
	disadvantaged will grow from 43.7% to at least 47.7%		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Providing time for the teachers to analyze student achievement data in order to identify the students and the skills in which growth is needed.	2020-08-26 - 2020-06-12	Nate Robinson and Damon Wade/Principal and Assistant Principal	Student Achievement Data Keystone/PVAAS and local assessments
Students in ELA related courses will take a CDT / in-house benchmark assessment to establish baseline data.	2020-08-24 - 2020-09-11	Nate Robinson / Principal and Assistant Principal	Laptops and CDT exams
Administrators will set up CDT assessment groups for ELA related courses	2020-08-24 - 2020-09-04	Damon Wade, Mike Hooven / Assistant Principals	Computers CDT assessments
Teachers will set up their classes on the DRC portal for the CDT assessments	2020-07-01 - 2020-08-28	Damon Wade and Mike Hooven/Assistant Principal Department Chairs and Content area Teachers	Computers DRC portal
The teachers will utilize PLC time and PD time to analyze the CDT data in order to make data driven decisions when creating benchmark exams.	2020-09-04 - 2020-10-16	Nate Robinson, Damon Wade, Mike Hooven /APHS admin. team. Department Chairs and Teachers in Content areas	Computers CDT data

**Anticipated Outcome**

Improved instruction and student achievement

**Monitoring/Evaluation**

Progress monitoring of student data Teacher observations

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Early Warning System	Upon transitioning to Academy Park High School, students with a poor attendance history will be provided additional support from the EWS team including social workers, school counselors, administrators, teachers, parents and peer mentors.	08/15/2020 - 06/12/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Early Warning System	Use powerschool reports to track the data pertaining to student subgroups. -Edon. disadvantaged - Students with Disabilities - African-American students	08/26/2020 - 01/22/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Early Warning System	The Attendance Clerk will run attendance data reports biweekly	08/26/2020 - 06/11/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The students in the Black, Economically. Disadvantaged, and students with special needs subgroups will achieve at a rate of 4% higher than the previous academic year on the Algebra Keystone Exam. Black subgroup will grow from 26.3% to at least 30.3% Student with disabilities will grow from 12.2% to at least 16.2% Economically disadvantaged will grow from 27.6% to at least 31.6% (Algebra Student Achievement Goal)	Using Student Achievement Data to make informed instructional decisions	The teachers will utilize PLC time and PD time to analyze the CDT data in order to make data driven decisions to support student achievement.	09/04/2020 - 10/16/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The students in the Black, Economically Disadvantaged, and students with disabilities subgroups will achieve at a rate of 4% higher than the previous academic year on the Lit Keystone Exam Black subgroup will grow from 40.4% to at least 44.4% Student with disabilities will grow from 28.9% to at least 32% Economically disadvantaged will grow from 43.7% to at least 47.7% (ELA Student Achievement Goal)	Using Student Achievement Data to make informed instructional decisions	Students in ELA related courses will take a CDT / in-house benchmark assessment to establish baseline data.	08/24/2020 - 09/11/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The students in the Black, Economically Disadvantaged, and students with disabilities subgroups will achieve at a rate of 4% higher than the previous academic year on the Lit Keystone Exam Black subgroup will grow from 40.4% to at least 44.4% Student with disabilities will grow from 28.9% to at least 32% Economically disadvantaged will grow from 43.7% to at least 47.7% (ELA Student Achievement Goal)	Using	Administrators will	08/24/2020
	Student Achievement Data to make informed instructional decisions	set up CDT assessment groups for ELA related courses	- 09/04/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The students in the Black, Economically Disadvantaged, and students with disabilities subgroups will achieve at a rate of 4% higher than the previous academic year on the Lit Keystone Exam Black subgroup will grow from 40.4% to at least 44.4% Student with disabilities will grow from 28.9% to at least 32% Economically disadvantaged will grow from 43.7% to at least 47.7% (ELA Student Achievement Goal)	Using Student Achievement Data to make informed instructional decisions	Teachers will set up their classes on the DRC portal for the CDT assessments	07/01/2020 - 08/28/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The students in the Black, Economically Disadvantaged, and students with disabilities subgroups will achieve at a rate of 4% higher than the previous academic year on the Lit Keystone Exam Black subgroup will grow from 40.4% to at least 44.4% Student with disabilities will grow from 28.9% to at least 32% Economically disadvantaged will grow from 43.7% to at least 47.7% (ELA Student Achievement Goal)	Using Student Achievement Data to make informed instructional decisions	The teachers will utilize PLC time and PD time to analyze the CDT data in order to make data driven decisions when creating benchmark exams.	09/04/2020 - 10/16/2020

## 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.**

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School Board Minutes or Affirmation Statement

2020-06-25

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

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Superintendent/Chief Executive Officer

Yasir N. Roundtree

2020-06-30

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School Improvement Facilitator Signature

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Building Principal Signature

Nathaniel D. Robinson

2020-06-30

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The White student group academic achievement in ELA, Math and Science/Biology increase

Students with Disabilities academic growth score in Mathematics improved by +17

Students with Disabilities attendance increase by 7.7%

Consistent benchmark assessments are in place for Biology instruction with an emphasis on making data based decisions for instructional strategies.

Implementation of the PBIS state initiative Improvement of the restorative practices pertaining to discipline as far as attendance is concerned.

Effective use of PVAAS data is in place for instruction of the Biology content area.

Continued emphasis on utilizing the Danielson Framework in making use of researched based instructional practices.

PBIS -The creation and implementation of Student Attendance

### Challenges

The Black student group academic achievement in ELA decreased by -10.6%

The Black student group academic achievement in Math decreased by -6.5%

The Black student group academic achievement in Science/Biology decreased by -10.3%

School attendance

ELA academic achievement and growth

Math academic achievement and growth

The academic achievement and academic growth overall for economically disadvantaged, Black, and special education students are all highly concerning; there are disparities in regard to the academic achievement gap for these subgroups with the exception of special education students demonstrating growth in the math.

School Attendance



## Strengths

Improvement Plans -Establishment of common language among the staff and students to school attendance.

Restorative Practices -Utilization of Restorative Discipline practices to decrease the number of student suspensions

Continued emphasis on utilizing the Danielson Framework in making use of researched based instructional practices.

PBIS -The creation and implementation of Student Attendance Improvement Plans -Establishment of common language among the staff and students to school attendance.

Restorative Practices -Utilization of Restorative Discipline practices to decrease the number of student suspensions

Data analysis

All student group in the area of Career Standards Benchmark achieved 98.9% which is an increase of 10%

More effective supervision and monitoring of instructional practices.

Continued implementation of the evidence-based PBIS schoolwide positive behavior interventions and supports

Consistent benchmarks are in place to monitor student progress.

## Challenges

Parental Involvement

School Climate

Academic Achievement of all subgroups

School Attendance

Significant progress is needed in regard to meeting the state's target score for the Biology keystone examination.

Parental Involvement

School Climate

Academic Achievement of all subgroups

The four year cohort graduation rate for the sub group of economically disadvantaged students decreased by -23.9%

The five year cohort graduation rate for the sub group of students with disabilities decreased by -19.2%

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

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

## Strengths

SLO's are utilized to monitor student progress.

Continued use of surveys for staff feedback on professional development needs.

## Challenges

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

Provide frequent, timely, and systematic feedback and support on instructional practices

Improving the academic achievement scores of Black students.

Improving the academic achievement scores of special education students

Improving the academic achievement scores of economically disadvantaged students.

Align curricular materials and lesson plans to the PA Standards in relation to developing benchmarks in the ELA and Math content areas. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based; in regard to the APHS PLC format. Continuously monitor implementation of the school improvement plan and adjust as needed. Implement evidence-based strategies to engage families to support learning.

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### Most Notable Observations/Patterns

-In order to identify and improve individual student needs, there needs to be a plan in place (i.e., MTSS) -Attendance is a continual concern (we need to be creative and implement additional strategies to improve student attendance) -If all of the curriculum is not aligned to state standards, that needs to be done ASAP -PD is needed to improve the teachers' use of data to make informed decisions with regard to scope and sequence. -ELA and Math achievement and growth continues to be a major concern.

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### Challenges

### Discussion Point

### Priority for Planning

School attendance

Improving the school climate with a strong PBIS program will improve attendance. We also need to identify additional strategies to encourage students to attend school at a greater rate.

ELA academic achievement and growth

Evaluating current practices and placing students and teachers in the best position for academic success and improved test scores will benefit our entire school.

Math academic achievement and growth

Evaluating current practices and placing students and teachers

Challenges	Discussion Point	Priority for Planning
	in the best position for academic success and improved test scores will benefit our entire school.	
<p>The academic achievement and academic growth overall for economically disadvantaged, Black, and special education students are all highly concerning: there are disparities in regard to the academic achievement gap for these subgroups with the exception of special education students demonstrating growth in the math.</p>		
School Attendance		
School Climate	Improvement of the PBIS program with fidelity will help the school climate concerns.	
Academic Achievement of all subgroups		
Parental Involvement		
Academic Achievement of all subgroups		
<p>The Black student group academic achievement in Science/Biology decreased by -10.3%</p>		
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		

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

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

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

Align curricular materials and lesson plans to the PA Standards in relation to developing benchmarks in the ELA and Math content areas. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based; in regard to the APHS PLC format. Continuously monitor implementation of the school improvement plan and adjust as needed. Implement evidence-based strategies to engage families to support learning.

## ADDENDUM B: ACTION PLAN

### Action Plan: Early Warning System

Action Steps	Anticipated Start/Completion Date
Upon transitioning to Academy Park High School, students with a poor attendance history will be provided additional support from the EWS team including social workers, school counselors, administrators, teachers, parents and peer mentors.	08/15/2020 - 06/12/2021
Monitoring/Evaluation	Anticipated Output
Attendance data	Improving Student Attendance
Material/Resources/Supports Needed	PD Step
Data from grades 1-8 buildings Establishment of EWS Team	yes

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**Action Steps****Anticipated Start/Completion Date**

Use powerschool reports to track the data pertaining to student subgroups. -Edon. disadvantaged -Students with Disabilities -African-American students

08/26/2020 - 01/22/2021

**Monitoring/Evaluation****Anticipated Output**

Attendance data

Improving Student Attendance

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

Powerschool data SAIP data

yes

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**Action Steps****Anticipated Start/Completion Date**

The Attendance Clerk will run attendance data reports biweekly

08/26/2020 - 06/11/2021

**Monitoring/Evaluation****Anticipated Output**

Attendance data

Improving Student Attendance

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

Powerschool Attendance Clerk Truancy officer

yes

**Action Plan: Using Student Achievement Data to make informed instructional decisions**



Action Steps	Anticipated Start/Completion Date
Providing time for the teachers to analyze student achievement data in order to identify the students and the skills in which growth is needed.	08/26/2020 - 06/12/2021
Monitoring/Evaluation	Anticipated Output
Progress monitoring of student data Teacher observations	Improved instruction and student achievement
Material/Resources/Supports Needed	PD Step
Student Achievement Data Keystone/PVAAS and local assessments	yes

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**Action Steps****Anticipated Start/Completion Date**

Students in Algebra related courses will take a CDT / in-house benchmark assessment to establish baseline data.

08/24/2020 - 09/11/2020

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of student data Teacher observations

Improved instruction and student achievement

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

Laptops for CDT exam

yes

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Action Steps	Anticipated Start/Completion Date
Administrators will set up CDT assessment groups for Algebra related courses	08/24/2020 - 09/04/2020
Monitoring/Evaluation	Anticipated Output
Progress monitoring of student data Teacher observations	Improved instruction and student achievement
Material/Resources/Supports Needed	PD Step
Computers CDT assessment	yes

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**Action Steps****Anticipated Start/Completion Date**

Teachers will set up their classes on the DRC portal for the CDT assessments

07/01/2020 - 08/28/2020

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of student data Teacher observations

Improved instruction and student achievement

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

Computers DRC portal

yes

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Action Steps	Anticipated Start/Completion Date
The teachers will utilize PLC time and PD time to analyze the CDT data in order to make data driven decisions to support student achievement.	09/04/2020 - 10/16/2020

Monitoring/Evaluation	Anticipated Output
Progress monitoring of student data Teacher observations	Improved instruction and student achievement

Material/Resources/Supports Needed	PD Step
Computers CDT data State standards	yes

**Action Plan: Using Student Achievement Data to make informed instructional decisions**

**Action Steps****Anticipated Start/Completion Date**

Providing time for the teachers to analyze student achievement data in order to identify the students and the skills in which growth is needed.

08/26/2020 - 06/12/2020

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of student data Teacher observations

Improved instruction and student achievement

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

Student Achievement Data Keystone/PVAAS and local assessments

yes

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**Action Steps****Anticipated Start/Completion Date**

Students in ELA related courses will take a CDT / in-house benchmark assessment to establish baseline data.

08/24/2020 - 09/11/2020

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of student data Teacher observations

Improved instruction and student achievement

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

Laptops and CDT exams

yes

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**Action Steps****Anticipated Start/Completion Date**

Administrators will set up CDT assessment groups for ELA related courses

08/24/2020 - 09/04/2020

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of student data Teacher observations

Improved instruction and student achievement

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

Computers CDT assessments

yes

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**Action Steps****Anticipated Start/Completion Date**

Teachers will set up their classes on the DRC portal for the CDT assessments

07/01/2020 - 08/28/2020

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of student data Teacher observations

Improved instruction and student achievement

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

Computers DRC portal

yes

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**Action Steps****Anticipated Start/Completion Date**

The teachers will utilize PLC time and PD time to analyze the CDT data in order to make data driven decisions when creating benchmark exams.

09/04/2020 - 10/16/2020

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of student data Teacher observations

Improved instruction and student achievement

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

Computers CDT data

yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Early Warning System	Upon transitioning to Academy Park High School, students with a poor attendance history will be provided additional support from the EWS team including social workers, school counselors, administrators, teachers, parents and peer mentors.	08/15/2020 - 06/12/2021
	Early Warning System	Use powerschool reports to track the data pertaining to student subgroups. -Edon.	08/26/2020 - 01/22/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		disadvantaged - Students with Disabilities - African-American students	
	Early Warning System	The Attendance Clerk will run attendance data reports biweekly	08/26/2020 - 06/11/2021
The students in the Black, Economically. Disadvantaged, and students with special needs subgroups will achieve at a rate of 4% higher than the previous academic year on the Algebra Keystone Exam. Black subgroup will grow from 26.3% to at least 30.3% Student with disabilities will grow from 12.2% to at least 16.2% Economically disadvantaged will grow from 27.6% to at least 31.6% (Algebra Student Achievement Goal)	Using Student Achievement Data to make informed instructional decisions	Providing time for the teachers to analyze student achievement data in order to identify the students and the skills in which growth is needed.	08/26/2020 - 06/12/2021
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	decisions	the skills in which growth is needed.	
The students in the Black, Economically. Disadvantaged, and students with special needs subgroups will achieve at a rate of 4% higher than the previous academic year on the Algebra Keystone Exam. Black subgroup will grow from 26.3% to at least 30.3% Student with disabilities will grow from 12.2% to at least 16.2% Economically disadvantaged will grow from 27.6% to at least 31.6% (Algebra Student Achievement Goal)	Using Student Achievement Data to make informed instructional decisions	Students in Algebra related courses will take a CDT / in-house benchmark assessment to establish baseline data.	08/24/2020 - 09/11/2020
The students in the Black, Economically. Disadvantaged, and students with special needs subgroups will achieve at a rate of 4% higher than the previous academic year on the Algebra Keystone Exam. Black subgroup will grow from 26.3% to at least 30.3% Student with disabilities will grow from 12.2% to at least 16.2% Economically disadvantaged will grow from 27.6% to at least 31.6% (Algebra Student Achievement Goal)	Using Student Achievement Data to make informed instructional decisions	Administrators will set up CDT assessment groups for Algebra related courses	08/24/2020 - 09/04/2020
The students in the Black, Economically. Disadvantaged, and students with special needs subgroups will achieve at a rate of 4% higher than the previous academic year on the Algebra Keystone Exam. Black subgroup will grow from 26.3% to at least 30.3% Student with disabilities will grow from 12.2% to at least 16.2% Economically disadvantaged will grow from 27.6% to at least 31.6% (Algebra Student Achievement Goal)	Using Student Achievement Data to make informed instructional	Teachers will set up their classes on the DRC portal for the CDT assessments	07/01/2020 - 08/28/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	decisions		
The students in the Black, Economically. Disadvantaged, and students with special needs subgroups will achieve at a rate of 4% higher than the previous academic year on the Algebra Keystone Exam. Black subgroup will grow from 26.3% to at least 30.3% Student with disabilities will grow from 12.2% to at least 16.2% Economically disadvantaged will grow from 27.6% to at least 31.6% (Algebra Student Achievement Goal)	Using Student Achievement Data to make informed instructional decisions	The teachers will utilize PLC time and PD time to analyze the CDT data in order to make data driven decisions to support student achievement.	09/04/2020 - 10/16/2020
The students in the Black, Economically Disadvantaged, and students with disabilities subgroups will achieve at a rate of 4% higher than the previous academic year on the Lit Keystone Exam Black subgroup will grow from 40.4% to at least 44.4% Student with disabilities will grow from 28.9% to at least 32% Economically disadvantaged will grow from 43.7% to at least 47.7% (ELA Student Achievement Goal)	Using Student Achievement Data to make informed instructional decisions	Students in ELA related courses will take a CDT / in-house benchmark assessment to establish baseline data.	08/24/2020 - 09/11/2020
The students in the Black, Economically Disadvantaged, and students with disabilities subgroups will achieve at a rate of 4% higher than the previous academic year on the Lit Keystone Exam Black subgroup will grow from 40.4% to at least 44.4% Student with disabilities will grow from 28.9% to at least 32% Economically disadvantaged will grow from 43.7% to at least 47.7% (ELA Student Achievement Goal)	Using Student Achievement Data to make informed	Administrators will set up CDT assessment groups for ELA related courses	08/24/2020 - 09/04/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	instructional decisions		
The students in the Black, Economically Disadvantaged, and students with disabilities subgroups will achieve at a rate of 4% higher than the previous academic year on the Lit Keystone Exam Black subgroup will grow from 40.4% to at least 44.4% Student with disabilities will grow from 28.9% to at least 32% Economically disadvantaged will grow from 43.7% to at least 47.7% (ELA Student Achievement Goal)	Using Student Achievement Data to make informed instructional decisions	Teachers will set up their classes on the DRC portal for the CDT assessments	07/01/2020 - 08/28/2020
The students in the Black, Economically Disadvantaged, and students with disabilities subgroups will achieve at a rate of 4% higher than the previous academic year on the Lit Keystone Exam Black subgroup will grow from 40.4% to at least 44.4% Student with disabilities will grow from 28.9% to at least 32% Economically disadvantaged will grow from 43.7% to at least 47.7% (ELA Student Achievement Goal)	Using Student Achievement Data to make informed instructional decisions	The teachers will utilize PLC time and PD time to analyze the CDT data in order to make data driven decisions when creating benchmark exams.	09/04/2020 - 10/16/2020

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Establishing an Early Warning System Team and explaining the purpose and process of supporting specific students.	Members of the EWS Team	How a student is identified for this process? What are the responsibilities of the EWS team? Purpose of the program is to Improve the student regular attendance rate for Academy Park High School.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Achieving quarterly benchmark goals	08/26/2020 - 06/12/2020	Damon Wade/Assistant Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting	
1b: Demonstrating Knowledge of Students		
4c: Communicating with Families		



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post a google form on the district website for stakeholders to submit questions or concerns regarding the School Improvement Plan.	Academy Park High School Improvement Plan	Google Form	All Stakeholders	June 2020
Send out a Global Connect message to all stakeholders informing them of the links posted on the district website pertaining to the Academy Park High School Improvement Plan	Academy Park High School Improvement Plan	Phone Message	All Stakeholders	June 2020
Post a copy of this plan on the district web page.	Academy Park High School Improvement Plan	Website	All stakeholders	June 2020

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