

**STEEL VALLEY MS**

3114 Main St

ATSI non-Title 1 School Plan | 2020 - 2021

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**VISION FOR LEARNING**

The vision of the Steel Valley School District will continue to be viewed as community learning centers. Homes of students and residents will continue to be viewed as being part of the motivated learning community of students and adults. Academic standards and assessment anchors will function as the foundation of the educational program and students will be expected to master them. The standards and anchors will be integrated across the curriculum and students will be prepared to apply them in problematic situations. It is assumed in Steel Valley that as students acquire an understanding of the fundamental skills and content, they will display their talents as independent thinkers.

## STEERING COMMITTEE

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Maya Adams	School Board	Steel Valley School District
Ellen Baker	Security Officer	Steel Valley School District
Diana Borges	Director of Pupil Services	Steel Valley School District
Ebony Bowden	Teacher	Steel Valley School District
Chris Brown	Behavioral Specialist	Steel Valley School District
Alyson Fisher	Guidance Counselor	Steel Valley School District
Bryan Macuga	Secondary Campus Principal	Steel Valley School District
Edward Wehrer	Superintendent	Steel Valley School District
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Edward Wehrer	Superintendent	Steel Valley School District
Christine Furrick	Parent/Paraprofessional	Steel Valley School District
Brett Gilliam	Community Member	
Channing Griffin	Student	Steel Valley School District
Tiera Hughes	Community Member	
Aaron Johnson	Middle School Principal	Steel Valley School District
Keith Kaufold	Success Coach	Steel Valley School District
Sue Large	Guidance Counselor	Steel Valley School District
Wes Lyons	Local Business Owner	
Cynthia McEnheimer	Community Member	
Rob McEnheimer	Community Member/Parent	

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Increase and sustain student and family engagement	Regular Attendance
Implement a multi-tiered system of supports for academics.	Mathematics
Implement a multi-tiered system of supports for behaviors.	School climate and culture

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Engage instructional teams in assessing and monitoring.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MS Math	80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Unit pre-test and post-test results are reviewed by the Instructional Team.	2020-09-30 - 2020-10-01	Building Administration Math Teachers Academic Math Coach	CDT Data
Identify learning gaps within the Math curriculum	2020-10-31 - 2020-11-01	Building Administration Math Teachers Academic Math Coach	Math Curriculum
Instructional Teams review the results of unit pre-/posttests to make	2020-10-31 - 2020-11-01	Building Administration Math Teachers	CDT Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).		Academic Math Coach	

Administer and review CDT Math data for students in Algebra	2020-12-31 - 2021-06-30	Building Administration Math Teachers Academic Math Coach	CDT Assessment
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Identify students for additional support	2020-12-31 - 2021-03-31	Building Administration Math Teachers Academic Math Coach	CDT Assessment
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### Anticipated Outcome

Determine baseline for students enrolled in Math, identify gaps within the Math curriculum and identify students in need of additional support. Differentiated instructional support for identified students.

### Monitoring/Evaluation

Building administration and academic math coaches will conduct a quarterly review of progress and share information with Math department members. Building administration will conduct walk-throughs to look for differentiated teaching strategies.

### Evidence-based Strategy

Provide a tiered system of instructional and behavioral supports and interventions

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Behavior Referrals	Decrease office managed discipline referrals by 10% from the 2019-20 school by June 30th 2021.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
implements a reliable and valid systemwide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.	2020-10-05 - 2021-06-03	Building Administration/ PBIS Team/ SAP Team	Behavior Tracking System

**Anticipated Outcome****Monitoring/Evaluation****Evidence-based Strategy**

Explain and communicate the purpose and practices of the school community

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Goal	To improve overall regular attendance to 80% or better by June 30th 2021.
MS Math	80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Behavior Referrals	Decrease office managed discipline referrals by 10% from the 2019-20 school by June 30th 2021.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.	2020-08-20 - 2021-06-03	Building Administration/ Guidance Counselors/ Staff/ Success Coaches/ Community Organizations	A comprehensive services directory for parents and school community members

**Anticipated Outcome**

**Monitoring/Evaluation**

**Evidence-based Strategy**

Make Decisions to assist students based on data

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Goal	To improve overall regular attendance to 80% or better by June 30th 2021.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using	2020-08-20 - 2021-06-03	Building Administration/ SAP Team/ Success Coaches	Sapphire Early Warning system/ SAP referrals/ Parent Communication

**Action Step**

**Anticipated  
Start/Completion**

**Lead  
Person/Position**

**Materials/Resources/Supports  
Needed**

indicators (e.g.,  
attendance, academic,  
behavior)

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**Anticipated Outcome**

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**Monitoring/Evaluation**

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (MS Math )	Engage instructional teams in assessing and monitoring.	Unit pre-test and post-test results are reviewed by the Instructional Team.	09/30/2020 - 10/01/2020



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (MS Math )	Engage instructional teams in assessing and monitoring.	Identify learning gaps within the Math curriculum	10/31/2020 - 11/01/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (MS Math )	Engage instructional teams in assessing and monitoring.	Instructional Teams review the results of unit pre-/posttests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).	10/31/2020 - 11/01/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (MS Math )	Engage instructional teams in assessing and monitoring.	Administer and review CDT Math data for students in Algebra	12/31/2020 - 06/30/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (MS Math )	Engage instructional teams in assessing and monitoring.	Identify students for additional support	12/31/2020 - 03/31/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve overall regular attendance to 80% or better by June 30th 2021. (Attendance Goal )	Explain and communicate the purpose and practices of the school community	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.	08/20/2020 - 06/03/2021
80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (MS Math )			
Decrease office managed discipline referrals by 10% from the 2019-20 school by June 30th 2021. (Behavior Referrals )			

## 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 ;

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

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Superintendent/Chief Executive Officer

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School Improvement  
Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
Science/ Biology	OTM- Percent regular attendance
Career Standards Benchmark	SAM- Academic growth expectations in math/ algebra
Finding and implementing academic resources to increase the growth of all subgroups within the area of ELA	SAM- academic growth in ELA
Student assessment participation rates meet the acceptable levels for all subgroups.	Increasing the number of students advanced on the PA state Assessment
Student assessment participation rates meet the acceptable levels for all subgroups.	Finding and maintaining consistent domains for student growth in all subgroups.
Utilizing obtained data to discuss student strengths and areas of concerns for math practice	Finding and maintaining consistent domains for student growth in all subgroups.
Inclusion of special ed students into the regular ed curriculum for science	Increasing the number of students advanced on the PA state Assessment
Student electives that explore careers and career readiness	Finding and maintaining consistent domains for student growth in all subgroups.
Navience	inclusion of more of the non tested content areas in order to enhance student exposure to the necessary content
Student participation for all State Assessments is high for all groups	increasing Black student attendance
The District is continually working with outside entities such as the IU, Universities, and community organizations in order to provide frameworks to increase student success	Closing the achievement gap between student groups to show one year of academic growth for math and ELA
The Administration continues to meet in order review the progress and next steps of the ATSI plan	Fully Implementing an evidence based system for PBIS  Identifying PD that is meaningful and relevant for staff that meets the criteria for



**Strengths**

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**Challenges**

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the plan

systemic collaboration to ensure that instruction is consistent and focused for areas that can assist with closing the achievement gap and increasing student growth

Implementing evidence based practices to engage families to support learning

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**Most Notable Observations/Patterns**

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Increasing student all student attendance/ Finding and maintaining consistent domains for student growth in all subgroups/ Fully Implementing an evidence based system for PBIS

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Challenges	Discussion Point	Priority for Planning
OTM- Percent regular attendance	Student overall attendance has historically been an issue with our school.	✓
SAM- Academic growth expectations in math/ algebra	Math assessment has indicated a need to strengthen student academic growth.	✓
Finding and maintaining consistent domains for student growth in all subgroups.		
Finding and maintaining consistent domains for student growth in all subgroups.		
Finding and maintaining consistent domains for student growth in all subgroups.		
increasing Black student attendance		
Closing the achievement gap between student groups to show one year of academic growth for math and ELA		
Fully Implementing an evidence based system for PBIS	A review of student data, indicated a need for more implementation and student/staff participation.	✓
Identifying PD that is meaningful and relevant for staff that meets the criteria for the plan		
Implementing evidence based practices to engage families to support learning		

## ADDENDUM B: ACTION PLAN

**Action Plan: Engage instructional teams in assessing and monitoring.**

Action Steps	Anticipated Start/Completion Date
Unit pre-test and post-test results are reviewed by the Instructional Team.	09/30/2020 - 10/01/2020
Monitoring/Evaluation	Anticipated Output
Building administration and academic math coaches will conduct a quarterly review of progress and share information with Math department members. Building administration will conduct walk-throughs to look for differentiated teaching strategies.	Determine baseline for students enrolled in Math, identify gaps within the Math curriculum and identify students in need of additional support. Differentiated instructional support for identified students.
Material/Resources/Supports Needed	PD Step
CDT Data	yes

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

Identify learning gaps within the Math curriculum

10/31/2020 - 11/01/2020

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

Building administration and academic math coaches will conduct a quarterly review of progress and share information with Math department members. Building administration will conduct walk-throughs to look for differentiated teaching strategies.

Determine baseline for students enrolled in Math, identify gaps within the Math curriculum and identify students in need of additional support. Differentiated instructional support for identified students.

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

Math Curriculum

yes

Action Steps	Anticipated Start/Completion Date
Instructional Teams review the results of unit pre-/posttests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).	10/31/2020 - 11/01/2020

Monitoring/Evaluation	Anticipated Output
Building administration and academic math coaches will conduct a quarterly review of progress and share information with Math department members. Building administration will conduct walk-throughs to look for differentiated teaching strategies.	Determine baseline for students enrolled in Math, identify gaps within the Math curriculum and identify students in need of additional support. Differentiated instructional support for identified students.

Material/Resources/Supports Needed	PD Step
CDT Data	yes

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
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Administer and review CDT Math data for students in Algebra	12/31/2020 - 06/30/2021
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<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
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Building administration and academic math coaches will conduct a quarterly review of progress and share information with Math department members. Building administration will conduct walk-throughs to look for differentiated teaching strategies.

Determine baseline for students enrolled in Math, identify gaps within the Math curriculum and identify students in need of additional support. Differentiated instructional support for identified students.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
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CDT Assessment	yes
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<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
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Identify students for additional support	12/31/2020 - 03/31/2021
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<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
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Building administration and academic math coaches will conduct a quarterly review of progress and share information with Math department members. Building administration will conduct walk-throughs to look for differentiated teaching strategies.

Determine baseline for students enrolled in Math, identify gaps within the Math curriculum and identify students in need of additional support. Differentiated instructional support for identified students.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
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CDT Assessment	yes
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**Action Plan: Provide a tiered system of instructional and behavioral supports and interventions**

Action Steps	Anticipated Start/Completion Date
implements a reliable and valid systemwide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.	10/05/2020 - 06/03/2021

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
Behavior Tracking System	no

**Action Plan: Explain and communicate the purpose and practices of the school community**

Action Steps	Anticipated Start/Completion Date
Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.	08/20/2020 - 06/03/2021

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
A comprehensive services directory for parents and school community members	yes

**Action Plan: Make Decisions to assist students based on data**

**Action Steps**

**Anticipated Start/Completion Date**

The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior)

08/20/2020 - 06/03/2021

**Monitoring/Evaluation**

**Anticipated Output**

**Material/Resources/Supports Needed**

**PD Step**

Sapphire Early Warning system/ SAP referrals/ Parent Communication

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (MS Math )	Engage instructional teams in assessing and monitoring.	Unit pre-test and post-test results are reviewed by the Instructional Team.	09/30/2020 - 10/01/2020
80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (MS Math )	Engage instructional teams in assessing and monitoring.	Identify learning gaps within the Math curriculum	10/31/2020 - 11/01/2020
80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (MS Math )	Engage instructional teams in assessing and monitoring.	Instructional Teams review the results of unit pre-/posttests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).	10/31/2020 - 11/01/2020
80% of students taking Math during the 2020-21 school year to demonstrate	Engage instructional	Administer and review CDT Math	12/31/2020 - 06/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
improvement on the CDT assessment by June 30th 2021. (MS Math )	teams in assessing and monitoring.	data for students in Algebra	
80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (MS Math )	Engage instructional teams in assessing and monitoring.	Identify students for additional support	12/31/2020 - 03/31/2021
To improve overall regular attendance to 80% or better by June 30th 2021. (Attendance Goal )	Explain and communicate the purpose and practices of the school community	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.	08/20/2020 - 06/03/2021
80% of students taking Math during the 2020-21 school year to demonstrate improvement on the CDT assessment by June 30th 2021. (MS Math )			
Decrease office managed discipline referrals by 10% from the 2019-20 school by June 30th 2021. (Behavior Referrals )			

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CDT trainings conduct by staff and representatives from the Allegheny Intermediate Unit.	Students and Staff	Algebra Curriculum Differentiated Instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Differentiated Lesson Plans Department Meeting Agendas	09/01/2020 - 06/30/2021	Building Administration

**Danielson Framework Component Met in this Plan:**

**This Step meets the  
Requirements of State  
Required Trainings:**

1e: Designing Coherent Instruction

**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step      Topics of Message      Mode      Audience      Anticipated Timeline**

