
Comprehensive Plan

WARWICK HIGH SCHOOL
WARWICK SCHOOL DISTRICT

301 West Orange Street
Lititz, PA 17543

July 2014 - June 2017



Warwick SHS

School Level Plan

07/01/2014 - 06/30/2017

School Profile

Demographics

Warwick SHS

301 W Orange St
Lititz, PA 17543
(717)626-3700

Federal Accountability Designation: none

Title I Status: No

Principal: Ryan Axe

Superintendent: April Hershey

Planning Committee

Name	Role
Ryan Axe	Administrator
William Bond	Secondary School Teacher - Regular Education
Brenda Crosetto	Secondary School Teacher - Regular Education
Kathy Deisley	Supervisor of Secondary English and Professional Development
Ron Hallett	Supervisor of Secondary Mathematics & Secondary Assessment Coordinator
Sydnor Harrison	Administrator
Janet Hoffman	Parent
Tim Hoffman	Parent
Shirley Kachelries	Secondary School Teacher - Regular Education
Heather Lefever	Secondary School Teacher - Regular Education
Lori McEntarfer	Community Representative
Tiffany Miller	Ed Specialist - School Counselor
Erica Rhodeside	Librarian
Diane Shirk	Secondary School Teacher - Regular Education
Kristine Szobocsan	Administrator
Steve Szobocsan	Administrator
Jaime Weiler	Secondary School Teacher - Special Education

Needs Assessment

School Accomplishments

Accomplishment #1:

According to 2012-2013 data, 57.5% of students go to 4-year colleges; 17.8% go to 2-year colleges

Accomplishment #2:

246 students in 2013 took the SAT

Accomplishment #3:

Approximately 300 students on average achieve Honor Roll status with their academics

Accomplishment #4:

Approximately 600 students achieve Distinguished Honor Roll status

Accomplishment #5:

2013 Biology Keystone Exam data - 37% proficient, 26% advanced (above state averages)

Accomplishment #6:

2013 Literature Keystone Exam data - 54% proficient, 18% advanced (above state averages)

Accomplishment #7:

2013 Algebra Keystone Exam data - 35% proficient, 16% advanced (above state averages)

Accomplishment #8:

Wide variety of community resources for students

Accomplishment #9:

2013 data shows decreased number of discipline referrals

Accomplishment #10:

Development of a new alternative education program

School Concerns

Concern #1:

Need for tracking success rate of students who enter post-secondary education

Concern #2:

Need to guide more students to opportunities beyond high school

Concern #3:

2013 Biology Keystone Exam data - 25% basic, 13% below basic

Concern #4:

2013 Literature Keystone Exam data - 23% basic, 4% below basic

Concern #5:

2013 Algebra Keystone Exam data - 40% basic, 9% below basic

Concern #6:

Need to access community resources for assisting in the educational programming for students

Concern #7:

Need to review and improve several existing procedures in the high school (eg. electronic device rules)

Prioritized Systemic Challenges

Systemic Challenge #1 (*System #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Need for tracking success rate of students who enter post-secondary education

Need to guide more students to opportunities beyond high school

2013 Biology Keystone Exam data - 25% basic, 13% below basic

2013 Literature Keystone Exam data - 23% basic, 4% below basic

2013 Algebra Keystone Exam data - 40% basic, 9% below basic

Need to access community resources for assisting in the educational programming for students

Need to review and improve several existing procedures in the high school (eg. electronic device rules)

Systemic Challenge #2 (*System #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

2013 Biology Keystone Exam data - 25% basic, 13% below basic

2013 Literature Keystone Exam data - 23% basic, 4% below basic

2013 Algebra Keystone Exam data - 40% basic, 9% below basic

Systemic Challenge #3 (*System #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:

2013 Biology Keystone Exam data - 25% basic, 13% below basic

2013 Literature Keystone Exam data - 23% basic, 4% below basic

2013 Algebra Keystone Exam data - 40% basic, 9% below basic

Need to access community resources for assisting in the educational programming for students

Systemic Challenge #4 (*System #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Need for tracking success rate of students who enter post-secondary education

Need to guide more students to opportunities beyond high school

2013 Biology Keystone Exam data - 25% basic, 13% below basic

2013 Literature Keystone Exam data - 23% basic, 4% below basic

2013 Algebra Keystone Exam data - 40% basic, 9% below basic

Need to access community resources for assisting in the educational programming for students

Need to review and improve several existing procedures in the high school (eg. electronic device rules)

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone Exams

Specific Targets: Increased percentage of students scoring proficient and advanced on all Keystone Exams

Type: Interim

Data Source: Common cornerstone assessments

Specific Targets: Increased percentage of students scoring a 75% or higher on established common cornerstone assessments

Type: Interim

Data Source: Attendance data and graduation data rates on School Performance Profile (SPP)

Specific Targets: Increased attendance and graduation rates on SPP

Type: Annual

Data Source: Discipline Tracking System

Specific Targets: Decreased discipline referrals and behavioral incidences

Type: Annual

Data Source: SAT

Specific Targets: Increased percentage of students scoring at or above the established College Ready Benchmark

Type: Annual

Data Source: Advanced Placement (AP) exams

Specific Targets: Increased percentage of students scoring 3 or higher on AP exams

Type: Annual

Data Source: PSAT

Specific Targets: Increased percentage of students taking the PSAT

Strategies:

After School Programs

Description: WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim. (Source:

http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf) A

Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact.

(Source: <http://americaspromise.org/~media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx>)

SAS Alignment: Safe and Supportive Schools

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher

Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments.

(Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and *Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.*)

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be “effective” and “have the most positive impact on the dropout rate;” the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: <http://www.dropoutprevention.org/effective->

[strategies](http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf) and
http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf)

SAS Alignment: Safe and Supportive Schools

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education).

<http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Credit Recovery Program

Description: Credit Recovery Programs provide a structured way for students to pass and receive credits for a course in which a student was previously unsuccessful in earning academic credit toward graduation, which is thought to increase the probability of school completion and graduation. While there is a large amount of inferential support for the institution of various approaches to credit recovery, insufficient empirical evidence is available to indicate that credit recovery has a positive effect on school completion. (Sources:

http://www.blackboard.com/resources/k12/Bb_K12_WP_CreditRecovery.pdf ;

http://www.centerii.org/handbook/Resources/4_C_h_Credit_recovery_programs_h_s.pdf ; and

http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf)

SAS Alignment: Safe and Supportive Schools

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study

by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:
<http://www.curriculummapping101.com/materials/curriculum-mapping-research>
 ; the following link provides an overview of curriculum mapping:
http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Positive Behavior Support

Description: “Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.” (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is

initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Implement data analysis using various assessment measures, and make instructional adjustments based on student achievement data

Description:

Teachers will be trained in how to interpret and analyze data gathered from multiple assessments. Teachers will learn how to use the achievement data to change instructional practices. Trainings will occur at the school level, embedded within the structure of established data teaming. Evidence of implementation will include meeting agendas and minutes, walkthroughs and observation data, and student achievement data.

Start Date: 10/31/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- After School Programs
- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Online Learning Opportunities
- Credit Recovery Program
- Curriculum Mapping
- Differentiating Instruction
- Positive Behavior Support

Goal #2: 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: Keystone Exams

Specific Targets: Increased percentages of students scoring proficient and advanced in the IEP and Economically Disadvantaged Subgroups and the Overall population

Type: Annual

Data Source: SAT

Specific Targets: Increased percentage of students scoring at the established College Ready Benchmark

Type: Annual

Data Source: PSAT

Specific Targets: Increased percentage of students participating in the PSAT

Type: Annual

Data Source: Advanced Placement (AP) tests

Specific Targets: Increased percentage of students scoring a 3 or higher on the AP exams

Type: Interim

Data Source: Common cornerstone assessments

Specific Targets: Increased percentage of students scoring a 75% or higher on common cornerstone assessments

Type: Annual

Data Source: Discipline Tracking System

Specific Targets: Decreased discipline referrals and behavioral incidences

Type: Annual

Data Source: Dual Enrollment participation rate on School Performance Profile (SPP)

Specific Targets: Increased number of students participating in Dual Enrollment program

Type: Annual

Data Source: Attendance rate and graduation rate on SPP

Specific Targets: Increased attendance and graduation rates

Type: Annual

Data Source: Community partnerships

Specific Targets: Increased number of community partnerships and resources that benefit educational programming at the high school

Type: Annual

Data Source: Surveys to graduates in post-secondary education

Specific Targets: Perceptual data from surveys that offer ideas and recommendations for future planning of educational programs

Strategies:

After School Programs

Description: WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim. (Source:

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http://www.centerii.org/handbook/Resources/4_C_h_Credit_recovery_programs_h_s.pdf; and
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SAS Alignment: Instruction

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are able and willing to use and that have an impact on the child's ability to participate in community and school activities.” (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)

SAS Alignment: Safe and Supportive Schools

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source: <http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Implement data analysis using various assessment measures, and make instructional adjustments based on student achievement data

Description:

Teachers will be trained in how to interpret and analyze data gathered from multiple assessments. Teachers will learn how to use the achievement data to change instructional practices. Trainings will occur at the school level, embedded within the structure of established data teaming. Evidence of implementation will include meeting agendas and minutes, walkthroughs and observation data, and student achievement data.

Start Date: 10/31/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dual Enrollment Opportunities
- Online Learning Opportunities
- Credit Recovery Program
- Differentiating Instruction

Implement the Link Crew program as a freshmen transition program.

Description:

The Link Crew freshmen transition program will be implemented for all incoming 9th graders and new high school students. This program links students with an upper-classman, providing mentorship through numerous planned activities that helps build an effective transition to the high school. Evidence of implementation will include a decreased dropout rate, along with decreased discipline referrals and failure rate.

Start Date: 8/29/2014 **End Date:** 8/31/2017

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion
- Social and Emotional Wellness Programs
- Positive Behavior Support

Create and implement a survey for graduates attending post-secondary educational institutions to collect information about the effectiveness of the high school programming for future planning.

Description:

Graduates will be given a survey in order to collect data on information relating to the effectiveness of the high school in preparing students for post-secondary education. Evidence of implementation will include a completed survey that is provided to graduates for gathering needed information.

Start Date: 9/30/2014 **End Date:** 9/30/2016

Program Area(s): Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Online Learning Opportunities
- Credit Recovery Program
- Differentiating Instruction

Create partnerships with local community organizations for establishing additional learning opportunities for students.

Description:

Effort will be placed on creating partnerships with local community organizations for establishing additional learning opportunities for students. Evidence of implementation will include partnerships with businesses, and student participation in the opportunities.

Start Date: 7/31/2014 **End Date:** 8/31/2017

Program Area(s): Student Services

Supported Strategies:

- Dropout Prevention Expansion
- Social and Emotional Wellness Programs

Provide professional development in differentiated instruction and the framework for the management and routines to use to maximize student growth

Description:

Teachers will learn how to implement research-based differentiated instructional practices in the middle school classroom with fidelity. Training will include how to build a learning environment conducive to implementation of instructional practices that maximize student growth. Evidence of implementation will include teacher survey data, student common assessment data, and walkthrough and observation data showing differentiated instructional practices.

Start Date: 6/30/2015 **End Date:** 9/29/2017

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion
- Online Learning Opportunities
- Social and Emotional Wellness Programs
- Curriculum Mapping
- Differentiating Instruction

Expand alternative learning programs to include a refined Warwick Virtual Academy and a new alternative education program.

Description:

The secondary level will continue to provide additional educational programming options through expansion of the Warwick Virtual Academy and implementation of the new alternative education program. Evidence of implementation will include students' rate of participation in the programs, and their acquisition of course requirements (and credits) for graduation.

Start Date: 6/2/2014 **End Date:** 8/31/2017

Program Area(s): Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion
- Online Learning Opportunities
- Social and Emotional Wellness Programs
- Credit Recovery Program
- Positive Behavior Support

Revise structure of the Learning Lab after-school tutoring program.

Description:

The existing Learning Lab structure will be revised in order to better meet the needs of students in an after-school tutoring environment. Evidence of implementation will include increased student participation in the after-school tutoring, as well as increased student achievement.

Start Date: 8/25/2014 **End Date:** 8/24/2015

Program Area(s): Special Education, Student Services

Supported Strategies:

- After School Programs
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	<p>#1 Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students</p>	<p>Strategy #1: After School Programs Strategy #2: Common Assessment within Grade/Subject Strategy #3: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #4: Dropout Prevention Expansion Strategy #5: Dual Enrollment Opportunities Strategy #6: Online Learning Opportunities Strategy #7: Credit Recovery Program Strategy #8: Curriculum Mapping Strategy #9: Differentiating Instruction Strategy #10: Positive Behavior Support</p>
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Start	End	Title	Description	Provider	Type	App.							
10/31/2014	6/30/2017	Implement data analysis using various assessment measures, and make instructional adjustments based on student achievement data	Teachers will be trained in how to interpret and analyze data gathered from multiple assessments. Teachers will learn how to use the achievement data to change instructional practices. Trainings will occur at the school level, embedded within the structure of established data teaming. Evidence of implementation will include meeting agendas and minutes, walkthroughs and observation data, and student achievement data.	Building principals, supervisors, department chairs, and other designated staff	School Entity	No							
		<table border="0"> <tr> <td>Person Responsible</td> <td>SH</td> <td>S</td> <td>EP</td> </tr> <tr> <td>Building principals, supervisors, department chairs,</td> <td>1.0</td> <td>25</td> <td>100</td> </tr> </table>	Person Responsible	SH	S	EP	Building principals, supervisors, department chairs,	1.0	25	100			
Person Responsible	SH	S	EP										
Building principals, supervisors, department chairs,	1.0	25	100										

and other designated
school staff

Knowledge

Teachers will learn how to interpret and analyze data in order to adjust instructional practices to maximize student growth. A framework will be used for facilitating collaborative dialogue and action planning that is focused on improving student performance.

B. McNulty and L. Besser (2011). *Leaders Make It Happen! An Administrator's Guide to Data Teams*. The Leadership and Learning Center, Englewood, CO; Lead + Learn Press;

**Supportive
Research**

Using Student Achievement Data to Support Instructional Decision Making -- National Association of Secondary School Principals, Best Practice for Better Schools excerpted from *Doing What Works*, U.S. Department of Education (2011);

Designed to Accomplish

For classroom teachers, school
counselors and education
specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district
administrators, and other
educators seeking leadership
roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on

learning.

Training Format
 School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities

Participant Roles
 Classroom teachers
 Principals / Asst. Principals
 School counselors
 New Staff
 Other educational specialists

Grade Levels
 High (grades 9-12)

Follow-up Activities
 Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 Analysis of student work, with administrator and/or peers

Evaluation Methods
 Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Standardized student assessment data other than the PSSA
 Classroom student assessment data
 Participant survey
 Review of participant lesson plans

LEA Goals Addressed: #1 Ensure that there is a system within the school that fully ensures a safe and Strategy #1: Common Assessment within Grade/Subject

supportive environment for all students.

Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Strategy #3: Dual Enrollment Opportunities

Strategy #4: Online Learning Opportunities

Strategy #5: Credit Recovery Program

Strategy #6: Differentiating Instruction

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
10/31/2014	6/30/2017	Implement data analysis using various assessment measures, and make instructional adjustments based on student achievement data	Teachers will be trained in how to interpret and analyze data gathered from multiple assessments. Teachers will learn how to use the achievement data to change instructional practices. Trainings will occur at the school level, embedded within the structure of established data teaming. Evidence of implementation will include meeting agendas and minutes, walkthroughs and observation data, and student achievement data.	Building principals, supervisors, department chairs, and other designated school staff	1.0	25	100	Building principals, supervisors, department chairs, and other designated staff	School Entity	No

Knowledge

Teachers will learn how to interpret and analyze data in order to adjust instructional practices to maximize student growth. A framework will be used for facilitating collaborative dialogue and action planning that is focused on improving student performance.

Supportive Research

B. McNulty and L. Besser (2011). *Leaders Make It Happen! An Administrator's Guide to Data Teams*. The Leadership and Learning Center, Englewood, CO; Lead + Learn Press;

Using Student Achievement Data to Support Instructional Decision Making -- National Association of Secondary School Principals, Best Practice for Better Schools excerpted from Doing What Works, U.S. Department of

Education (2011);

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format School Whole Group Presentation
 Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists	Grade Levels	High (grades 9-12)
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Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>
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LEA Goals Addressed:	<p>#1 Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</p>	<p>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</p> <p>Strategy #2: Dropout Prevention Expansion</p> <p>Strategy #3: Social and Emotional Wellness Programs</p> <p>Strategy #4: Positive Behavior Support</p>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/29/2014	8/31/2017	Implement the Link Crew program as a freshmen transition program.	The Link Crew freshmen transition program will be implemented for all incoming 9th graders and new high school students. This program links students with an upper-classman, providing mentorship through numerous planned activities that helps build an effective transition to the high school. Evidence of implementation will include a decreased dropout rate, along with decreased discipline referrals and failure rate.							

High School Administration and designated school staff

6.0

2

3

Boomerang Project

For Profit Company

Yes

Knowledge

- High School Orientation: Link Leaders and freshmen start building a mentor-mentee relationship, and freshmen receive information about how to be successful in high school;
- Academic Follow-Ups: Link Leaders support freshmen academic success and character development through structured classroom visits;
- Social Follow-Ups: Link Leaders and freshmen connect outside of the classroom at social events to increase student engagement and promote positive school climate; and,
- Leader Initiated Contacts: Link Leaders connect with their freshmen on a more individual basis.

Supportive Research

ASR 2011 report on Effectiveness of Link Crew Program;

ASR 2012 Freshmen Transition Study

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	Series of Workshops School Whole Group Presentation	
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists	Grade Levels High (grades 9-12)
Follow-up Activities	Creating student-student activities, team-building activities, mentoring leadership workshops	Evaluation Methods Participant survey

LEA Goals Addressed:	#1 Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.	Strategy #1: Common Assessment within Grade/Subject Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #3: Dropout Prevention Expansion Strategy #4: Online Learning Opportunities Strategy #5: Social and Emotional Wellness
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Programs
Strategy #6: Curriculum Mapping
Strategy #7: Differentiating Instruction

Start	End	Title				Description		
6/30/2015	9/29/2017	Provide professional development in differentiated instruction and the framework for the management and routines to use to maximize student growth				Teachers will learn how to implement research-based differentiated instructional practices in the middle school classroom with fidelity. Training will include how to build a learning environment conducive to implementation of instructional practices that maximize student growth. Evidence of implementation will include teacher survey data, student common assessment data, and walkthrough and observation data showing differentiated instructional practices.		
		Person Responsible Building principals, supervisors, department chairs, and other designated school staff	SH 6.0	S 6	EP 100	Provider Designated district staff members	Type School Entity	App. Yes

Knowledge Middle school teachers will gain knowledge to assist in the development of a learning environment to support differentiated instruction, including instructional strategies and classroom routines.

Supportive Research Hilebner, Tracy A. (Feb. 2010) *What Research Says About Differentiated Learning*. Educational Leadership: Vol. 67 Number 5.; and additional research and publications by Carol Ann Tomlinson, Anderson, Allan, Hall, Ellis, Worthington, Vygotsky, etc.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists	Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Analysis of student work,
with administrator and/or peers
Creating lessons to meet
varied student learning styles
Peer-to-peer lesson
discussion

Student PSSA data
Standardized student assessment
data other than the PSSA
Classroom student assessment data
Participant survey
Review of participant lesson plans

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Warwick SHS in the Warwick 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 Warwick SHS in the Warwick SD for the 2014-2015 school-year.

No signature has been provided

Superintendent/Chief Administrator

No signature has been provided

Board President

No signature has been provided

IU Executive Director