

**WEST PERRY SHS**

2608 Shermans Valley Road

ATSI non-Title 1 School Plan | 2023 - 2024

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**VISION FOR LEARNING**

We believe that partnership with our school community, positive school climate, aligned curriculum and data-informed instructional practices are essential for student engagement, learning, and preparedness.

## STEERING COMMITTEE

Name	Position	Building/Group
Jeff Kuhns	Chief School Administrator	West Perry School District
Cory Hoffman	District Level Leaders	West Perry School District
Paula Jones	Director of Student Services	West Perry School District
Carla May	Teacher - Special Ed. Math	West Perry High School
Jared Weibley	Teacher - Math	West Perry High School
Samantha Steppe	Teacher	West Perry High School
Nathan Grippin	Teacher - ELA	West Perry High School
Angie Grove	Parent	West Perry School District
Michele Dubaich	District Level Leaders	West Perry School District
Gabrielle Brandt	Community Member	West Perry School District
Hunter Brennan	Student	West Perry School District
Madelyn Weibley	Student	West Perry School District
Rylee Fuller	Student	West Perry School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Charles Kembring	Teacher	West Perry School District
Christopher Kasian	Principal	West Perry School District

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we ensure that all students have access to PA aligned curriculum and exposure to data driven instruction that addresses individual student needs then more students with disabilities and economically disadvantaged students will score proficient on state assessments.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If we implement specially designed instruction driven by present levels to meet individual needs and support a robust intervention program for at risk students, then more of our students with disabilities will earn credits towards graduation.	Graduation rate
If we provide a targeted attendance support system for students with disabilities and further develop overall positive school climate/culture then regular attendance rates for all students will increase.	Regular Attendance

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Preventing Dropout in Secondary Schools (September 2017)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Credits Earned	By June 2024, 85% of students with disabilities will be graduating or on track to graduate (5 year cohort) based on credits earned.

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Come to School

By June 2024, 75% of students with disabilities and economically disadvantaged students will attend on 90% of school days.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.

2023-08-24 -  
2024-06-15

Attendance Secretary Dean of Students School Counselors Spec. Ed. Case Manager

Attendance records  
PowerSchool reports (At Risk)  
Student Attendance Intervention Plan FlexTime

Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.

2023-08-24 -  
2024-06-15

Attendance Liaison Dean of Students "At Risk" Team

Attendance records  
PowerSchool reports (At Risk)  
Student Attendance Intervention Plan FlexTime

For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

2023-08-24 -  
2024-06-15

Advisors "At Risk" Team

Advisory, FlexTime, Attendance Liaison group, CC groups, "At Risk" intervention group

**Anticipated Outcome**

Regular review of "At Risk" student data.

**Monitoring/Evaluation**

"At Risk" team (Dean of Students, Spec. Ed. teachers, Attendance Liaison, School Counselors, Assistant Principal meets bi-weekly to discuss,

align interventions and define communication efforts (parents, other).

### Evidence-based Strategy

Using Student Achievement Data to Support Instructional Decision Making (September 2009)

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Aligned Instruction	By June 2024, 85% of students with disabilities and economically disadvantaged students will be passing ELA, Algebra and Biology in a PA aligned course that provides data driven instruction in the least restrictive environment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide supports that foster a data-driven culture within the school.	2023-08-24 - 2024-06-15	High School Principal Assistant Principal	Access to sources of data, time for understanding and support for interpreting relevant data using data to identify and implement appropriate interventions.
Make data part of an ongoing cycle of instructional improvement.	2023-08-24 - 2024-06-15	Principal Assistant Principal Instructional Coach Department Chairs	Define assessments to be used for data collection. Define timeframe for collection of data. Schedule collaboration Identify and implement a data collection warehouse
Provide opportunity for regular,	2023-08-24 -	Administration,	Department collaboration, faculty meetings, PLCs or

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
structured review of PA standards and course content alignment by staff.	2024-06-15	Department Chairpersons	common department time during Flex.

### Anticipated Outcome

Ongoing evaluation and alignment of course content to PA standards and use of data to inform decision-making becomes engrained practice within the culture of the building.

### Monitoring/Evaluation

Department Chairpersons and administration meet regularly in various formats (collaboration, faculty meetings, common department time, other) to review available data and progress to include revised course content documents.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, 85% of students with disabilities and economically disadvantaged students will be passing ELA, Algebra and Biology in a PA aligned course that provides data driven instruction in the least restrictive environment. (Aligned Instruction)	Using Student Achievement Data to Support Instructional Decision Making (September 2009)	Make data part of an ongoing cycle of instructional improvement.	08/24/2023 - 06/15/2024



## 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.**

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

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Chief School Administrator

Jeffrey A. Kuhns

2023-09-21

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School Improvement Facilitator Signature

Susan Voigt

2023-09-21

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Building Principal Signature

Christopher M. Kasian

2023-09-21

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

ELA and Algebra achievement higher than State average

ELA, Math, Biology exceed standard demonstrating growth.

Graduation Rate exceeds State average.

Common assessments available.

Common assessments available.

Developed and consistent curriculum. (JF)

The 4-year cohort graduation rates exceed the statewide goal and/or average.

The percent of students achieving the Career Standards Benchmark Standard exceeds the state average

The percent of students who achieve industry based credentials exceeds the statewide performance standard.

ELA Growth measures for students who are economically disadvantaged equals those of all students.

Identify professional learning needs through analysis of a variety

### Challenges

Regular Attendance is below the state target

Economically Disadvantaged and Students with Disabilities achieving below State average in ELA, Algebra and Biology.

Graduation Rate of Students with Disabilities

Local data unavailable and/or underutilized.

Local data unavailable and/or underutilized.

Pacing (JF)

Time for "chunking", review and test taking skills.

New Biology standards and test.

The number of students completing the WPSHS Agriscience CTE program is too small to report

4 year cohort graduation rate dipped slightly from prior year.

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

## Strengths

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of data

Use multiple professional learning designs to support the learning needs of staff

Align curricular materials and lesson plans to the PA Standards

Growth measures for Students with Disabilities exceeded State average in all content areas.

Growth measures for Economically Disadvantaged students exceeded State average in all content areas.

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## Challenges

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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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

Proficiency on all three Keystone Exams is lower for students with disabilities as compared to overall WPHS scores and Statewide average.

Proficiency on all three Keystone Exams is lower for Economically Disadvantaged students as compared to overall WPHS scores and Statewide average.

Regular attendance rates are lower for students with disabilities and those who are economically disadvantaged when compared to the all student group.

4-year graduation rates are lower for students with disabilities and those who are economically disadvantaged when compared to the all student group.

Foster a culture of high expectations for success for all students, educators, families, and community members

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**Most Notable Observations/Patterns**

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The most important needs are attendance, Keystone proficiency and graduation rate particularly with regard to the economically disadvantaged and students with disabilities sub groups.

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Challenges	Discussion Point	Priority for Planning
Regular Attendance is below the state target		
Economically Disadvantaged and Students with Disabilities achieving below State average in ELA, Algebra and Biology.		✓
Graduation Rate of Students with Disabilities		✓
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community		
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		
Continuously monitor implementation of the school improvement plan and adjust as needed		
Regular attendance rates are lower for students with disabilities and those who are economically disadvantaged when compared to the all student group.		✓

## ADDENDUM B: ACTION PLAN

### Action Plan: Preventing Dropout in Secondary Schools (September 2017)

Action Steps	Anticipated Start/Completion Date
Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.	08/24/2023 - 06/15/2024
Monitoring/Evaluation	Anticipated Output
"At Risk" team (Dean of Students, Spec. Ed. teachers, Attendance Liaison, School Counslors, Assistant Principal meets bi-weekly to discuss, align interventions and define communication efforts (parents, other).	Regular review of "At Risk" student data.
Material/Resources/Supports Needed	PD Step
Attendance records PowerSchool reports (At Risk) Student Attendance Intervention Plan FlexTime	no

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

Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.

08/24/2023 - 06/15/2024

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

"At Risk" team (Dean of Students, Spec. Ed. teachers, Attendance Liaison, School Counslors, Assistant Principal meets bi-weekly to discuss, align interventions and define communication efforts (parents, other).

Regular review of "At Risk" student data.

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

Attendance records PowerSchool reports (At Risk) Student Attendance Intervention Plan FlexTime

no





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

For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

08/24/2023 - 06/15/2024

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

"At Risk" team (Dean of Students, Spec. Ed. teachers, Attendance Liaison, School Counslors, Assistant Principal meets bi-weekly to discuss, align interventions and define communication efforts (parents, other).

Regular review of "At Risk" student data.

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

Advisory, FlexTime, Attendance Liaison group, CC groups, "At Risk" intervention group

no

**Action Plan: Using Student Achievement Data to Support Instructional Decision Making (September 2009)**

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

Provide supports that foster a data-driven culture within the school.

08/24/2023 - 06/15/2024

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

Department Chairpersons and administration meet regularly in various formats (collaboration, faculty meetings, common department time, other) to review available data and progress to include revised course content documents.

Ongoing evaluation and alignment of course content to PA standards and use of data to inform decision-making becomes engrained practice within the culture of the building.

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

Access to sources of data, time for understanding and support for interpreting relevant data using data to identify and implement appropriate interventions.

no



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Make data part of an ongoing cycle of instructional improvement.	08/24/2023 - 06/15/2024
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Department Chairpersons and administration meet regularly in various formats (collaboration, faculty meetings, common department time, other) to review available data and progress to include revised course content documents.	Ongoing evaluation and alignment of course content to PA standards and use of data to inform decision-making becomes engrained practice within the culture of the building.
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
Define assessments to be used for data collection. Define timeframe for collection of data. Schedule collaboration Identify and implement a data collection warehouse	yes



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

Provide opportunity for regular, structured review of PA standards and course content alignment by staff.

08/24/2023 - 06/15/2024

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

Department Chairpersons and administration meet regularly in various formats (collaboration, faculty meetings, common department time, other) to review available data and progress to include revised course content documents.

Ongoing evaluation and alignment of course content to PA standards and use of data to inform decision-making becomes engrained practice within the culture of the building.

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

Department collaboration, faculty meetings, PLCs or common department time during Flex.

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, 85% of students with disabilities and economically disadvantaged students will be passing ELA, Algebra and Biology in a PA aligned course that provides data driven instruction in the least restrictive environment. (Aligned Instruction)	Using Student Achievement Data to Support Instructional Decision Making (September 2009)	Make data part of an ongoing cycle of instructional improvement.	08/24/2023 - 06/15/2024

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data-informed decisions	All staff	Data-informed decision making to include accessing sources of data, understanding and interpreting relevant data, using data to identify and implement appropriate interventions.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
At the conclusion of the professional development, participants will navigate to various sources of data relevant to their students, articulate the meaning of said data and identify at least one potential intervention/change in practice to affect positive change in at least one identified area of concern.	08/17/2023 - 06/07/2024	HS Principal, Asst Superintendent, Instructional Coach,

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	
1b: Demonstrating Knowledge of Students	
4d: Participating in a Professional Community	



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Community Presentation	Comprehensive review of plan and process.	Online	Core Team members Committee members Student Advisory Leaders All parents of student with IEPs	June 22, 2023, 6:00 PM - 7:15 PM
Board Presentation	Presentation of plan.	In Person	School Board and all public in attendance (in person and/or online).	July 10, 2023 7:30 PM
Posting of Plan for public review.	Opportunity to review plan.	Online	All public who choose to review.	July 11, 2023 - August 13, 2023
Mustang Leadership Team meetings	Discussions of how to support students and plan to use instructional time to target areas for increased student achievement.	In person	West Perry High School Staff	July 20, 2023 and August 17, 2023

