

BROWNSVILLE AREA HS

One Falcon Drive

ATSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Brownsville Area School District is committed in developing students academically, socially, and emotionally in order to meet the challenges of the 21st Century and to becoming a productive member of society. Every student will be able to demonstrate understanding and importance of school attendance. Students will be able to demonstrate the understanding of a quality education aligned to their future career.

STEERING COMMITTEE

Name	Position	Building/Group
Kellie Stout	Principal	High School
Dr. Keith Hartbauer	Chief School Administrator	High School
Jane Bock	Teacher	High School
William Karwatske	Teacher	High School
Christy Gulich	Teacher	High School
Melissa Rizzo	Teacher	High School
Caylee Balabon	Student	High School
Kylie Dennis	Student	High School
Terry Clark	Board Member	High School
Christina Clark	Parent	High School
Walinda Nicholson	District Level Leaders	High School

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Collection of Career Artifacts for state reporting.	Career Standards Benchmark
Increase ELA state assessment scores.	English Language Growth and Attainment
Develop an individual student attendance plan.	Regular Attendance
Student meetings to track graduation requirements.	Graduation rate

ACTION PLAN AND STEPS

Evidence-based Strategy	
Career Standards Benchmark	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Standard Benchmark for students with disabilities.	At the conclusion of the 2023-2024 school year, 40% of the student with disabilities, will have completed career standards benchmarks

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Learning Support Teachers will use data from Smart Futures to assist student in creating a career portfolio.	2023-08-28 - 2024-06-03	Kellie Stout/Principal Walinda Nicholson/Director of Special Education	Review Smart Future Software Smart Futures Technology Coach

Anticipated Outcome
At the conclusion of the 2023-2024 school year, 40% of the student with disabilities, will have completed career standards benchmarks

Monitoring/Evaluation
Progress monitoring monthly.

Evidence-based Strategy
ELA tutoring services

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA growth	At the conclusion of the 2023-2024 school year, we will move ELA from insufficient sample to 9% growth.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Teachers will administer the 1st benchmark test to students for baseline data. Teachers will administer a 2nd benchmark test to students for 3.0% improvement. Teachers will administer a 3rd benchmark test to students for 3.0% improvement. Teachers will administer the state assessment test to students for an additional 3.0% improvement for a total of 9.0% improvement.	2023-08-28 - 2024-06-03	Kellie Stout/Principal	CDT Testing Edmentum (Study Island) Benchmark Testing ELA collaboration time for data analysis
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Anticipated Outcome
At the conclusion of the 2023-2024 school year, we will move ELA from insufficient sample to 9% growth.

Monitoring/Evaluation
Progress monitoring quarterly.

Evidence-based Strategy
Attendance improvement plans

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular attendance with students with disabilities and economically disadvantaged.	At the conclusion of the 2023-2024 school year, regular attendance with students with disabilities and economically disadvantaged students will increase by 12%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
After review of weekly attendance date regular attendance with students with disabilities and economically disadvantaged students that falls below the 90% attendance rate will meet with their school counselor to create an attendance plan. ALMA student management system will contact families when students are absent.	2023-08-28 - 2024-06-03	Kellie Stout/Principal Walinda Nicholson/Director of Special Education	ALMA student management system Data analysis

Anticipated Outcome

At the conclusion of the 2023-2024 school year, regular attendance with students with disabilities and economically disadvantaged students will increase by 12%.

Monitoring/Evaluation

Progress monitoring weekly. We will monitor the students with disabilities and economically disadvantaged students to see if 80% of the population in is attendance 90% of the school year.

Evidence-based Strategy

Improve students with disabilities and economically disadvantaged students

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Graduation rate for students with disabilities and economically disadvantaged students.	At the conclusion of the 2023-2024 school year, graduation rate for students with disabilities and economically disadvantaged students will increase by 8%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
If students with disabilities and economically disadvantaged students are failing any course an academic plan will be created and tutoring services will be provided.	2023-08-28 - 2024-06-03	Kellie Stout/Principal Walinda Nicholson/Director of Special Education	Daily Tutors After school tutors ALMA student management system

Anticipated Outcome
At the conclusion of the 2023-2024 school year, graduation rate for students with disabilities and economically disadvantaged students will increase by 8%.

Monitoring/Evaluation
Progress monitor weekly with academic reports from ALMA student management system.

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).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Improved Career Standard Benchmarks 11th grade students 2020-2021 All Student Subgroup 57.1%

5 year Cohort 11th grade students 2020-2021 Economically Disadvantaged Subgroup 46.2% 2021-2022 Economically Disadvantaged Subgroup 60.0%

We improved from insufficient data to a percent. The ELA department is provided time to collaborate.

The Mathematics department is provided time to collaborate.

The science, technology, and engineering education department is provided time to collaborate.

Improved career standard benchmarks before and during the students 11th grade school year

Improved economically disadvantaged career standard benchmarks before and during the students 11th grade school year

SAP referral for poor attendance

Foster a culture of high expectations for success for all students,

Challenges

Regular Attendance Unlimited COVID medical and parental excuses and remote learning

Career Standard Benchmarks

ELA Academic Growth and attainment

Mathematics Academic Growth and attainment

Even though we saw growth, we are still 23.0% below the statewide average.

Gathering artifacts

Student/Parent commitment to follow graduation requirements

Identify and address individual student learning needs

Collectively shape the vision for continuous improvement of teaching and learning

Increase proficient and advanced state assessment scores within the subgroup of students with disabilities in science, technology, and engineering education.

Strengths

educators, families, and community members

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

Attendance meetings with students and parents.

Attendance improvement plan

Challenges

4 year cohort for economically disadvantaged and students with disabilities

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Regular Attendance Unlimited COVID medical and parental excuses and remote learning	Regular Attendance and attendance improvement plan.	✓
Career Standard Benchmarks	Data/Artifact collection	✓
ELA Academic Growth and attainment	8th to 9th grade transition focusing on students with disabilities Writing Workshops	✓
Mathematics Academic Growth and attainment	8th to 9th grade transition focusing on students with disabilities Math Applications	
4 year cohort for economically disadvantaged and students with disabilities	Improve graduation rate of economically disadvantaged and students with disabilities	✓

ADDENDUM B: ACTION PLAN

Action Plan: Career Standards Benchmark

Action Steps	Anticipated Start/Completion Date
Learning Support Teachers will use data from Smart Futures to assist student in creating a career portfolio.	08/28/2023 - 06/03/2024
Monitoring/Evaluation	Anticipated Output
Progress monitoring monthly.	At the conclusion of the 2023-2024 school year, 40% of the student with disabilities, will have completed career standards benchmarks
Material/Resources/Supports Needed	PD Step
Review Smart Future Software Smart Futures Technology Coach	no

Action Plan: ELA tutoring services

Action Steps		Anticipated Start/Completion Date	
Teachers will administer the 1st benchmark test to students for baseline data. Teachers will administer a 2nd benchmark test to students for 3.0% improvement. Teachers will administer a 3rd benchmark test to students for 3.0% improvement. Teachers will administer the state assessment test to students for an additional 3.0% improvement for a total of 9.0% improvement.		08/28/2023 - 06/03/2024	
Monitoring/Evaluation		Anticipated Output	
Progress monitoring quarterly.		At the conclusion of the 2023-2024 school year, we will move ELA from insufficient sample to 9% growth.	
Material/Resources/Supports Needed			PD Step
CDT Testing Edmentum (Study Island) Benchmark Testing ELA collaboration time for data analysis			no

Action Plan: Attendance improvement plans

Action Steps		Anticipated Start/Completion Date	
After review of weekly attendance date regular attendance with students with disabilities and economically disadvantaged students that falls below the 90% attendance rate will meet with their school counselor to create an attendance plan. ALMA student management system will contact families when students are absent.		08/28/2023 - 06/03/2024	
Monitoring/Evaluation		Anticipated Output	
Progress monitoring weekly. We will monitor the students with disabilities and economically disadvantaged students to see if 80% of the population in is attendance 90% of the school year.		At the conclusion of the 2023-2024 school year, regular attendance with students with disabilities and economically disadvantaged students will increase by 12%.	
Material/Resources/Supports Needed			PD Step
ALMA student management system Data analysis			no

Action Plan: Improve students with disabilities and economically disadvantaged students

Action Steps		Anticipated Start/Completion Date	
If students with disabilities and economically disadvantaged students are failing any course an academic plan will be created and tutoring services will be provided.		08/28/2023 - 06/03/2024	
Monitoring/Evaluation		Anticipated Output	
Progress monitor weekly with academic reports from ALMA student management system.		At the conclusion of the 2023-2024 school year, graduation rate for students with disabilities and economically disadvantaged students will increase by 8%.	
Material/Resources/Supports Needed			PD Step
Daily Tutors After school tutors ALMA student management system			no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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