

School Plan – Template

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	Lebanon High School	School/Branch	113384603/5155
Address 1	1000 South 8 th Street		
Address 2			
City	Lebanon	State	PA
		Zip Code	17042
Principal Name	William Giovino		
Principal Email	wgiovino@lebanon.k12.pa.us		
Principal Phone Number	717-270-6718	Ext	
Superintendent/CEO/Executive Director Name	Arthur Abrom		
Superintendent/CEO/Executive Director Email	aabrom@lebanon.k12.pa.us		
School Improvement Facilitator Name	Rachael Haverstick		
School Improvement Facilitator Email	rachael_haverstick@iu13.org		

B. Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Or ganization	Email
William Giovino	Principal	Lebanon HS	wgiovino@lebanon.k12.pa.us
Michael Murphy	Assistant to the Superintendent	Lebanon SD	mmurphy@lebanon.k12.pa.us
Amber Abreu	Director of ELD	Lebanon SD	aabreu@lebanon.k12.pa.us
Joshua Coatsworth	Director of Special Education	Lebanon SD	jcoatsworth@lebanon.12.pa.us
David Bentz	Assistant Principal	Lebanon HS	dbentz@lebanon.k12.pa.us
Robert Nordall	Assistant Principal	Lebanon HS	rnordall@lebanon.k12.pa.us
Betty Miller	Supervisor of Special Education	Lebanon SD	bmiller@lebanon.k12.pa.us
Glenn Meck	CTC Director Community Member	Lebanon County Career & Tech.	GMeck@lcctc.k12.pa.us
Edwin Montijo	ELD Mathematics Teacher	Lebanon HS	emontijo@lebanon.k12.pa.us
Kyle Bensing	Chemistry Teacher	Lebanon HS	kbensing@lebanon.k12.pa.us
Rebecca Brown	Mathematics Teacher Parent	Lebanon HS	rbrown@lebanon.k12.pa.us
Naomi Hernandez- Fields	Counselor	Lebanon HS	nhernandez- fields@lebanon.k12.pa.us

Name	Position/Role	Building/Group/Or ganization	Email
Christopher Koehler	Parent	Lebanon HS	cmkoehler31@yahoo.com
Tiffany Downs	Parent	Lebanon HS	tymic@comcast.net
Debra Ohl	ELD/ELA Teacher	Lebanon HS	dohl@lebanon.k12.pa.us

C. Vision for Learning

Vision- What is your School’s vision (i.e., a picture of the “preferred future”; a statement that describes how the future will look if the district fulfills its mission.)

Lebanon High School will provide an educational experience that will optimize success for all students. Lebanon High School graduates will rely on their strong sense of character, enabling them to make ethical decisions in an ever-changing world.

II. Set- Complete a Needs Assessment

A. Future Ready PA Index:

Review of the School Level Performance

Strengths

Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
Career Standards Benchmarks	Currently at 95% which is greater than the state average of 89.8%.
Meeting Annual Academic Growth Expectations (PVAAS) in Literature	Currently at 75 which exceeds the statewide growth standard of 70 and also meets the statewide average growth score.
Advanced on Industry-Based Competency Assessments	Percentage of all student group being advanced on Industry-Based Competency Assessments is 2.1% higher than the statewide average. Our students scored at 7.9% compared to 5.8% for the state.

Challenges

Based on the overall school level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments (Literature)	All Student Group did not meet the Interim Goal/Improvement Target (48.3%). English Learners (24.6%) and Students with Disabilities (10.2%) are far behind the Statewide Average of 62.1%.
Proficient or Advanced on Pennsylvania State Assessments (Algebra)	All Student Group did not meet the Interim Goal/Improvement Target (31.2%). English Learners (11.3%) and Students with Disabilities (3.5%) are far behind the Statewide Average of 45.2%.
Proficient or Advanced on Pennsylvania State Assessments (Biology)	All Student Group did not meet the Interim Goal/Improvement Target (30.7%). English Learners (9.8%) and Students with Disabilities (5.3%) are far behind the Statewide Average of 66.0%.
High School Graduation Rate	All Student Group did not meet the Interim Goal/Improvement Target (76%). English Learners (55.7%) and Students with Disabilities (53.6%) are far behind the Statewide Average of 86.5%.
Regular Attendance	All Student Group did not meet the Interim Goal/Improvement Target (74,8%). English Learners (70.9%) and Students with Disabilities (57.8%) are far behind the Statewide Average of 85.7%.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Meeting Literature Growth Expectations (PVAAS)	English Learners	Exceeded the Statewide Growth Standard of 70 with a score of 75.
Meeting Mathematics Growth Expectations (PVAAS)	English Learners Students with Disabilities	English Learners exceeded the Statewide Growth Standard by 7 points. Student with Disabilities exceeded the Statewide Growth Standard by 17 points.
Meeting Biology Growth Expectations (PVAAS)	English Learners Students with Disabilities	English Learners exceeded the Statewide Growth Standard by 12 points. Student with Disabilities exceeded the Statewide Growth Standard by 13 points.

Four-Year Cohort High School Graduation Rate	Students with Disabilities	Students with Disabilities reported an increase in Four-Year Cohort Graduation performance based on last year.
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Challenges

Based on the individual student group’s or grade level’s performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments in Literature, Algebra, & Biology.	English Learners Students with Disabilities	Both of our A-TSI targeted sub-groups are demonstrating a lack of progress for improvement in Keystone Proficiency.
Meeting Annual Literature Academic Growth Expectations (PVAAS)	Students with Disabilities	Students with Disabilities are scoring 20 points below the Statewide Average Growth Standard.
Regular Attendance	English Learners Students with Disabilities	English Learners are attending 3.9% less than our School's All Student Group attendance standard. Students with Disabilities are attending 17% less than our School's All Student Group
Four-Year Cohort High School Graduation Rate	English Learners	English Learners are graduating at a rate of 16.5% less than our School's All Student Group 4-year cohort graduation rate.

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Meeting Literature Growth Expectations (PVAAS) for English Learners.
Meeting Algebra Growth Expectations (PVAAS) for English Learners and Students with Disabilities.
Meeting Biology Growth Expectations (PVAAS) for English Learners and Students with Disabilities.
Exceeding the Career Standards Benchmarks Standard (95% which is greater than the state average of 89.8%).

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets? Please enter one challenge per line.
Proficient or Advanced on Pennsylvania State Assessments in Literature.

Proficient or Advanced on Pennsylvania State Assessments in Algebra.
Proficient or Advanced on Pennsylvania State Assessments in Biology.
Regular Attendance
Four-Year Cohort High School Graduation Rate

B. Future Ready PA Academics

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
Future Ready PA Academics	Keystone Proficient or Advanced - Whole student group is 48.3 % English Learners is 24.6% Students with Disabilities is 10.2%
Future Ready PA Academics	PVAAS - Whole student group is 75 English Learners is 70 Students with Disabilities is 50
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
Literature PVAAS growth for the All Student Group and English Learners is at or above the Statewide Standard.	
Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.	
Align Curriculum, Assessment, and Instruction to the PA Standards.	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	
Implement a multi-tiered system of supports for academics and behavior.	

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
Future Ready PA Academics	Keystone Proficient or Advanced - Whole student group is 31.2% English Learners is 11.3% Students with Disabilities is 3.5%
Future Ready PA Academics	PVAAS - Whole student group is 57 English Learners is 77 Students with Disabilities is 87
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your	

efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

Algebra PVAAS growth for the English Learners and Students with Disabilities exceeds the Statewide Standard.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

Align Curriculum, Assessment, and Instruction to the PA Standards.

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

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

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
Future Ready PA Academics	Keystone Proficient or Advanced - Whole student group is 30.7% English Learners is 9.8% Students with Disabilities is 5.3%
Future Ready PA Academics	PVAAS - Whole student group is 50 English Learners is 82 Students with Disabilities is 83

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

Biology PVAAS growth for the English Learners and Students with Disabilities exceeds the Statewide Standard.

We received one of the Advancing PA Smart Grants for \$500,000.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

Align Curriculum, Assessment, and Instruction to the PA Standards.

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

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

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
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Future Ready PA Index	95% Career Standards Benchmarks (state average was 89.8%)
Future Ready PA Index	Graduation Rate is 69.5%
Future Ready PA Index	Rigorous Course of Study is 37.2%

Career and Technical Education Programs (Required if School offers CTE programs)
(Please enter one Data source per line)

Data	Comments/Notable Observations
	This content area is not a focus in this plan.

Arts and Humanities (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
	This content area is not a focus in this plan.

Environment and Ecology (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
	This content area is not a focus in this plan.

Family and Consumer Sciences (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
	This content area is not a focus in this plan.

Health, Safety and Physical Education (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
	This content area is not a focus in this plan.

Social Studies (Civics and Government, Economics, Geography, History) - (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
	This content area is not a focus in this plan.

Summary

<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p> <p>Percentage of students meeting the career standards benchmark exceeds the state standard by 5.2%.</p>
<p>Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.</p> <p>Implement a multi-tiered system of supports for academics and behavior.</p> <p>Partner with local businesses, community organizations, and other agencies, to meet the needs of the school.</p>

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
PA Future Ready Index	Percent English Language Growth and Attainment is 20.9%.
PA Future Ready Index	Graduation rate is 65.5%.
PA Future Ready Index	Met or exceeded the PVAAS Literature, Algebra, and Biology Growth standards.
PA Future Ready Index	Did not meet the Achievement standards in Literature, Algebra, or Biology.

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
PA Future Ready Index	Did not meet the Achievement standards in Literature, Algebra, or Biology.
PA Future Ready Index	Exceeded the PVAAS Algebra and Biology Growth standards.
PA Future Ready Index	Did not meet the Literature Growth standards.
PA Future Ready Index	Graduation rate is 47.5%.

Students Considered Economically Disadvantaged (Please enter one Data source per line)

Data	Comments/Notable Observations
	This student group is not a focus in this plan.

Student Groups by Race/Ethnicity (Please enter one Data source per line)

Student Groups	Comments/Notable Observations
Choose an item.	These student groups are not a focus in this plan.

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
English Learners met or exceeded the PVAAS Literature, Algebra, and Biology Growth standards.
Students with Disabilities reported an increase in Four-Year Cohort Graduation performance based on last year.
Students with Disabilities exceeded the PVAAS Algebra and Biology Growth standards.
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
English Learner and Students with Disabilities did not meet the Achievement standards in Literature, Algebra, or Biology.
English Learners are graduating at a rate of 16.5% less than our School's All Student Group 4-year cohort graduation rate.

E. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards			√	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		√		
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices			√	
Identify and address individual student learning needs		√		
Provide frequent, timely, and systematic feedback and support on instructional practices			√	
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members			√	
Collectively shape the vision for continuous improvement of teaching and learning			√	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school			√	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community				√
Continuously monitor implementation of the school improvement plan and adjust as needed			√	

Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically			√	
Implement an evidence-based system of schoolwide positive behavior interventions and supports			√	
Implement a multi-tiered system of supports for academics and behavior			√	
Implement evidence-based strategies to engage families to support learning		√		
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA			√	
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data			√	
Use multiple professional learning designs to support the learning needs of staff			√	
Monitor and evaluate the impact of professional learning on staff practices and student learning			√	

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Provide frequent, timely, and systematic feedback and support on instructional practices.
Foster a culture of high expectations for success for all students, educators, families, and community members.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Monitor and evaluate the impact of professional learning on staff practices and student learning.

Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
Align curricular materials and lesson plans to the PA Standards.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Implement a multi-tiered system of supports for academics and behavior.

F. Summary of Strengths and Challenges from the Needs Assessments

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges and concerns? Please enter one strength statement in each line.
Meeting Literature Growth Expectations (PVAAS) for English Learners.
Meeting Algebra Growth Expectations (PVAAS) for English Learners and Students with Disabilities.
Meeting Biology Growth Expectations (PVAAS) for English Learners and Students with Disabilities.
Exceeding the Career Standards Benchmarks Standard (95% which is greater than the state average of 89.8%).
Literature PVAAS growth for the All Student Group and English Learners is at or above the Statewide Standard.
Algebra PVAAS growth for the English Learners and Students with Disabilities exceeds the Statewide Standard.
Biology PVAAS growth for the English Learners and Students with Disabilities exceeds the Statewide Standard.
We received one of the Advancing PA Smart Grants for \$500,000.
Provide frequent, timely, and systematic feedback and support on instructional practices.
Foster a culture of high expectations for success for all students, educators, families, and community members.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Monitor and evaluate the impact of professional learning on staff practices and student learning.
Students with Disabilities reported an increase in Four-Year Cohort Graduation performance based on last year.

Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

Proficient or Advanced on Pennsylvania State Assessments in Literature.

Proficient or Advanced on Pennsylvania State Assessments in Algebra.

Proficient or Advanced on Pennsylvania State Assessments in Biology.

Regular Attendance

Four-Year Cohort High School Graduation Rate

Align Curriculum, Assessment, and Instruction to the PA Standards.

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

Align curricular materials and lesson plans to the PA Standards.

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

Partner with local businesses, community organizations, and other agencies, to meet the needs of the school.

English Learner and Students with Disabilities did not meet the Achievement standards in Literature, Algebra, or Biology.

English Learners are graduating at a rate of 16.5% less than our School's All Student Group 4-year cohort graduation rate.

Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as you move from Future Ready PA Index to Additional Student Performance Data to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?

Our three main focus areas will remain the same in year three of our plan:

Align curriculum, assessment, and instruction to the PA Standards.

Use systematic, collaborative planning processes to ensure instruction for English Learners and Students with Disabilities is coordinated, aligned, and evidence-based.

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

III. Go – Develop the Plan

A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)
Align curricular materials and lesson plans to the PA Standards.	Curriculum writing and revision was not a recognized priority in the past. Time was not allotted during the year to write and continuously revise.	Y
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Many attempts have been made to establish collaboration time for staff but due to conflicting needs and initiatives, it has occurred with some success.	Y
Implement a multi-tiered system of supports for academics and behavior.	Systemically, the code of conduct with consequences was adhered to without discussion of the need for other supports. Current priorities include PBIS but were not scheduled to occur at the high school for a few years (as part of a district-wide implementation plan).	Y

Strengths (Please enter one strength statement in each line.)		
Strengths	Discussion Points	
Meeting Literature Growth Expectations (PVAAS) for English Learners.	All of our ELD teachers are Secondary English Certified and these teachers have mirrored the curriculum of the respective grade-level English courses.	
Meeting Algebra Growth Expectations (PVAAS) for English Learners and Students with Disabilities.	Our ELD Mathematics teacher for our Level 1 students is bilingual (English/Spanish) as the large majority of our English Learners speak Spanish. Our ELD Paras support ELs at all levels in Mathematics as scheduled in the classroom and needed for additional tutoring. The Inside Algebra program for our Students with Disabilities is showing promise.	
Meeting Biology Growth Expectations (PVAAS) for English Learners and Students with Disabilities.	Level 1 English Learners are scheduled to have two full years of Biology-related content delivered by ESL-Certified Teachers. Our ELD Paras support ELs at all levels in Biology as scheduled in the classroom and needed for additional tutoring.	
Literature PVAAS growth for the All Student Group and English Learners is at or above the Statewide Standard.	All of our ELD teachers are Secondary English Certified and these teachers have mirrored the curriculum of the respective grade-level English courses.	

Algebra PVAAS growth for the English Learners and Students with Disabilities exceeds the Statewide Standard.	Our ELD Mathematics teacher for our Level 1 students is bilingual (English/Spanish) as the large majority of our English Learners speak Spanish. Our ELD Paras support ELs at all levels in Mathematics as scheduled in the classroom and needed for additional tutoring. The Inside Algebra program for our Students with Disabilities is showing promise.
Biology PVAAS growth for the English Learners and Students with Disabilities exceeds the Statewide Standard.	Level 1 English Learners are scheduled to have two full years of Biology-related content delivered by ESL-Certified Teachers. Our ELD Paras support ELs at all levels in Biology as scheduled in the classroom and needed for additional tutoring.
We received one of the Advancing PA Smart Grants for \$500,000.	Increase in STEM and Computer Science opportunities for our students.
Foster a culture of high expectations for success for all students, educators, families, and community members.	Our school is consistently working with all stakeholders to develop multiple educational pathways that will lead to college and career readiness.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	PBIS strategies for rewarding proper behavior and academic achievement are being implemented.
Monitor and evaluate the impact of professional learning on staff practices and student learning.	Professional learning directly reflects our current work with developing multiple educational pathways, behavioral and academic support systems, and the designing of a viable standards-based curriculum.

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements
Align curricular materials and lesson plans to the PA Standards.	Develop and implement a Standards-Aligned Curriculum for all subject areas that includes appropriate differentiation and accommodations for students with an IEP and English Learners.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Utilize common collaboration time for general education, special education, and ELD educators to develop common lessons, create/conduct common assessments, and evaluate academic and behavior data to continually drive instruction and interventions to improve student achievement.

Implement a multi-tiered system of supports for academics and behavior.	Develop an MTSS plan for academics and behavior.
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B. Goal Setting

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority: Develop and implement a Standards-Aligned Curriculum for all subject areas that includes appropriate differentiation and accommodations for students with an IEP and English Learners.

Outcome Category

Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
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Measurable Goal Statement (Smart Goal)

100% of all Lebanon High School curriculum will be standards-aligned by June 30, 2022.
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Measurable Goal Nickname (35 Character Max)

Curriculum Writing and Revision

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
100% of all Lebanon High School teachers will participate in professional development focused on curriculum writing and revision by September 30, 2021.	100% of all Trimester 3 courses will have a standards-aligned curriculum developed for the first half of the course by December 31, 2021.	100% of all Trimester 3 courses will have a standards-aligned curriculum developed for the entire course by March 30, 2022.	100% of all Lebanon High School curriculum will be standards-aligned by June 30, 2022.

Priority: Utilize common collaboration time for general education, special education, and ELD educators to develop common lessons, create/conduct common assessments, and evaluate academic and behavior data to continually drive instruction and interventions to improve student achievement.

Outcome Category

Essential Practices Condition 2 - Empower Leadership

Measurable Goal Statement (Smart Goal)

**100% of all Lebanon High School teachers will implement the DuFour model during common collaboration time in order to identify, monitor, and revise goals to meet student academic and behavioral needs.
(The DuFour PLC questions are: What do we expect our students to learn?, How will we know they are learning?, How will we respond when they don't learn?, How will we respond if they already know it?, plus How can we scaffold and accommodate lessons for English Learners and Students with Disabilities?)**

Measurable Goal Nickname (35 Character Max)

Common Collaboration Time

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
100% of all Lebanon High School teachers will participate in professional development on the best practices of Professional Learning Communities and begin to set goals for collaboration including: academic and behavioral student data and/or grade-level/content-specific vertical alignment by September 30, 2021.	100% of all Lebanon High School teachers will have an average of 2-3 hours weekly to collaborate and utilize the DuFour PLC model in regard to academic and behavioral student data and/or grade-level/content-specific vertical alignment by December 31, 2021.	100% of all Lebanon High School teachers will have monitored the progress of their PLC goals in regard to academic and behavioral student data and/or grade-level/content-specific vertical alignment by March 30, 2022.	100% of all Lebanon High School teachers will review 2021-22 PLC outcomes in regard to student academic and behavioral data and grade-level/content-specific vertical alignment in order to establish new PLC goals for 2022-23 by June 30, 2022.

Priority: Develop an MTSS plan for behavior.

Outcome Category

Essential Practices Condition 3 - Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)

100% of Lebanon High School staff will implement PBIS by June 30, 2022.

Measurable Goal Nickname (35 Character Max)

PBIS

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
100% of Lebanon High School staff members will build/revise a classroom management plan and display expectation posters by September 1, 2021.	100% of Lebanon High School staff will teach common expectations (as measured with the TFI observation tool) by December 31, 2021.	Newly implemented/revise classroom management plans will result in a 10% reduction of Office Discipline Referrals (ODRs) from 2019-2020 data by March 13, 2021.	100% of Lebanon High School Staff will implement 100% of the PBIS Components with fidelity, measured by the Benchmarks of Quality (BOQ) survey by June 30, 2022.

Priority: _____

Outcome Category

Choose an item.

Measurable Goal Statement (Smart Goal)

Measurable Goal Nickname (35 Character Max)

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter

C. Action Plan

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your LEA. The same Evidenced based strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
<p>Center on Innovations in Learning, Core Function: Curriculum and Instruction http://centeril.org/assets/files/04%20CI%20Standards%20aligned%20units.pdf Core Function: Curriculum, Assessment, and Instructional Planning Effective Practice: Engage instructional teams in developing standards-aligned units of instruction. (pages 6-20)</p>	<p><u>Curriculum Writing and Revision</u> 100% of all Lebanon High School curriculum will be standards-aligned by June 30, 2022.</p>
<p>Center on Innovations in Learning, Core Function: Curriculum and Instruction. http://centeril.org/assets/files/04%20CI%20Standards%20aligned%20units.pdf Core Function: School Leadership and Decision making Effective Practice: Establish a team structure with specific duties and time for instructional planning. (pages 37-40)</p>	<p><u>Common Collaboration Time</u> 100% of all Lebanon High School teachers will implement the DuFour model during common collaboration time in order to identify, monitor, and revise goals to meet student academic and behavioral needs.</p>
<p>Fidelity of SW-PBIS In High Schools: Patterns of Implementation Strengths and Needs (Swain-Bradway, Freeman, Kittleman, Nese) https://www.pbis.org/Common/Cms/files/pbisresources/Fidelity%20of%20SW-PBIS%20in%20High%20Schools%E2%80%94Patterns%20of%20Implementation%20Strengths%20and%20Needs%20.pdf</p>	<p><u>PBIS</u> 100% of Lebanon High School staff will implement PBIS by June 30, 2022.</p>

D. Action Plan

Create an Action Plan for each Evidenced-based Strategy

(If you need more than the number of tables provided please copy and paste more into the document)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Evidence-based Strategy Name	Measurable Goals
Curriculum Writing and Revision	100% of all Lebanon High School curriculum will be standards-aligned by June 30, 2022.

Action Step	Anticipated Start	Completion Date
Develop and implement a Standards-Aligned Curriculum for all subject areas that includes appropriate differentiation and accommodations for students with an IEP and English Learners.	8/23/2021	6/30/2022
Lead Person/Position	Material/Resources/Supports Needed	
Rachel Haverstick/I.U. 13 Curriculum and Instruction Specialist William Giovino/Lebanon High School Principal	Course Alignment Matrix, Unit Map Template, Year at a Glance Documents http://centeril.org/assets/files/04%20CI%20Standards%20aligned%20units.pdf	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step Choose an item.		

Anticipated Output	Monitoring/Evaluation
Develop and implement a Standards-Aligned Curriculum for all subject areas	Curriculum Writing Self-Check Document

Evidence-based Strategy Name	Measurable Goals
Common Collaboration Time	100% of all Lebanon High School teachers will have common collaboration time (8 hours anticipated) on a monthly basis, both in grade level teams and content teams.

Action Step	Anticipated Start	Completion Date
Utilize common collaboration time for general education, special education, and ELD educators to develop common lessons, create/conduct common assessments, and evaluate data to continually drive instruction to improve student achievement.	8/9/2021	6/30/2022
Lead Person/Position	Material/Resources/Supports Needed	
Michael Murphy/Assistant Superintendent for Curriculum and Instruction David Bentz/Lebanon High School Assistant Principal	Critical Friends Group On-site and Open Trainings	
Prof Development Step	Yes	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Anticipated Output	Monitoring/Evaluation
Lebanon High School teachers will utilize common collaboration time to implement the DuFour PLC model as a	PLC Forms with agendas and actionable items completed and posted on Schoology.

guide to undertake and then sustain school improvement initiatives.	
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Evidence-based Strategy Name	Measurable Goals
PBIS	100% of Lebanon High School staff will implement PBIS by June 30, 2022.

Action Step	Anticipated Start	Completion Date
Develop a MTSS plan for behavior.	8/23/2021	6/30/2022
Lead Person/Position	Material/Resources/Supports Needed	
Kate Parker/I.U. 13 Lead Consultant for PBIS Robert Nordall/Lebanon High School Assistant Principal	PBIS training, posters, and rewards.	
Prof Development Step	Yes	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Anticipated Output	Monitoring/Evaluation
Increased positive student and teacher behavior.	Completion of classroom management plans, monitoring of the teaching of behavioral and academic expectations, and positive student recognition.

Evidence-based Strategy Name	Measurable Goals

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step Choose an item.		

Anticipated Output	Monitoring/Evaluation

E. Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document)

Professional Development Activity Name:	
Action Step	Develop and implement a Standards-Aligned Curriculum for all subject areas that includes appropriate differentiation and accommodations for students with an IEP and English Learners.
Audience	All Lebanon High School Faculty Members
Topics to be Included	Standards and SAS portal, vertical alignment of standards, and units of study including assessments.
Evidence of Learning	All Trimester 3 classes will have a written standards-aligned curriculum by June 30, 2022.
Material/Resources/Supports Needed	Course Alignment Matrix, Unit Map Template, Year at a Glance Documents
Lead Person/Position	Rachel Haverstick/I.U. 13 Teaching and Learning Consultant William Giovino/Lebanon High School Principal
Anticipated Timeline	Start: 8/23/2021 Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Collaborative curriculum development	Frequency	August 25 and 26, 2021 October 12 and 13, 2021 November 22 and 23, 2021 January 25, 2022 March 10 & 11, 2022
Danielson Framework Component Met in this Plan	1c Setting Instructional Outcomes 1e designing Coherent Instruction		

Professional Development Activity Name:	
Action Step	Utilize common collaboration time for general education, special education, and ELD educators to develop common lessons, create/conduct common assessments, and evaluate data to continually drive instruction to improve student achievement.
Audience	All Lebanon High School Faculty Members
Topics to be Included	Professional development on collaboration protocols for Professional Learning Communities.
Evidence of Learning	Collaboration around curriculum, student needs and growing the department/team collegiality.
Material/Resources/Supports Needed	Critical Friends Group On-site and Open Trainings
Lead Person/Position	Michael Murphy/Assistant to the Superintendent for Curriculum and Instruction. David Bentz/Lebanon High School Assistant Principal
Anticipated Timeline	Start: 6/21/2021 Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Seminars, Workshops, Peer Coaching	Frequency	June 21 – 24, 2021 (Administration) August 9-13, 2021 (Teacher Leaders) October 12 and 13, 2021 November 22 and 23, 2021 January 25, 2022 March 10 & 11, 2022
Danielson Framework Component Met in this Plan	4d Participating in a Professional Community 4e Growing and Developing Professionally		

Professional Development Activity Name:	
Action Step	Develop a MTSS plan for behavior.
Audience	All Lebanon High School Faculty Members
Topics to be Included	Introduction to all staff around belief systems for behavior and the responses. Rollout initiatives for PBIS with community support.
Evidence of Learning	Increased positive student behavior and positive teacher behavior.
Material/Resources/Supports Needed	PBIS training, posters, and rewards.
Lead Person/Position	Kate Parker/I.U. 13 Behavioral Consultant Robert Nordall/Lebanon High School Assistant Principal
Anticipated Timeline	Start: 8/23/2021 Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Professional Learning Community (PLC)	Frequency	August 25 and 26, 2021 October 12 and 13, 2021 November 22 and 23, 2021 January 25, 2022 March 10 & 11, 2022
Danielson Framework Component Met in this Plan		1b Demonstrating Knowledge of Students 2d Managing Student Behavior Once the Comprehensive Portal Opens you will be able to select more than 2.	

Professional Development Activity Name:		
Action Step		
Audience		
Topics to be Included		
Evidence of Learning		
Material/Resources/Supports Needed		
Lead Person/Position		
Anticipated Timeline	Start: Click or tap to enter a date.	Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Frequency
Danielson Framework Component Met in this Plan	Choose an item. Choose an item. Once the Comprehensive Portal Opens you will be able to select more than 2.

Plan Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Step	Mode
A-TSI plan e-mailed to all stakeholders and also posted to the Lebanon School District's website.	Electronic mailing and online posting.
Topics of Message	Audience
The availability to review the entire A-TSI plan.	LHS Stakeholders
	Anticipated Timeline
	May/June 2021

Communication Step	Mode
Freshman Orientation	Presentation at Assembly
Topics of Message	Audience
Discussion of the A-TSI goals and Title I documents and opportunity to provide input at our table during school tours.	Freshman Parents
	Anticipated Timeline
	August 26, 2021

Communication Step	Mode
Course Selection Meeting	Presentation at Assembly
Topics of Message	Audience
Discussion of A-TSI goals and opportunity to provide input or join the Steering Committee.	Current 8 th Grade Parents
	Anticipated Timeline
	February 2022

Communication Step	Mode
Principal's Forum	Evening Parent Meeting at LHS
Topics of Message	Audience
Review of current A-TSI plan and Title I documents.	Lebanon High School Parents
	Anticipated Timeline
	March 2022

Plan Submission

(The Plan will be submitted in the new Comprehensive Planning Portal. The screenshot below is provided to show you what information is needed and how the plan will be affirmed.)

The screenshot displays the 'Future Ready Comprehensive Planning' interface for Southern Huntingdon County School District. The top navigation bar includes 'Home', 'My Plans', 'Reports', 'Resources', 'Outcome-based Reports', and 'Admin'. The main content area shows progress bars for three stages: 'READY: Prepare for Planning' (100%), 'SET: Complete a Needs Assessment' (100%), and 'GO: Develop the Plan' (100%). Below this is the 'Approvals & Signatures' section, which contains a text area with placeholder text and a form with the following fields:

Building Principal Name	Building Principal Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text" value="Today's Date"/>

Superintendent/CEO Name	Superintendent/CEO Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text" value="Today's Date"/>

School Improvement Facilitator Name	School Improvement Facilitator Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text" value="Today's Date"/>

Upload of School Board Minutes	Date of Approval
<input type="text" value="Upload Minutes"/>	<input type="text"/>

At the bottom of the form are 'Save' and 'Submit' buttons. A 'Back' button is located at the bottom left of the page.