

**BOILING SPRINGS HS**

21 Academy Street

ATSI non-Title 1 School Plan | 2023 - 2024

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**VISION FOR LEARNING**

The Boiling Springs High School aims to challenge our students to dream big and prepare them to accomplish these dreams. In order to develop our students to be successful in their post-secondary lives, the high school must instill the skills, habits, and grit necessary for the world they will shape. This includes helping our students have a deep understanding of the 21st century skills, and deep thinking necessary for success, in a modern economy and ever-changing world. Additionally, we want to prepare our Bubblers to become engaged productive citizens of their communities, and country. We want to prepare our students to lead occasion and instill a desire of life-long learning. All Bubblers should feel success, safety and hope when they are in school, and these traits should hopefully transcend school when they graduate. This vision purposefully uses the phrase "All Bubblers." Regardless of background, the vision for learning represents the goals and dreams of our staff for All students at Boiling Springs High School. Over the last four years, there has been an underrepresentation of students graduating within the economically disadvantaged target group. Therefore, building upon the school's shared vision, it is also the vision that all students, regardless of socioeconomic status, have feelings of connectedness and a sense of belonging within the halls of Boiling Springs High School.

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Joel Hain	Principal	Boiling Springs High School
Dr. Kevin O'Donnell	Chief School Administrator	South Middleton School District
Dr. Alex Smith	District Level Leaders	South Middleton School District
Ms. Toby Wiedenmayer	Teacher	Boiling Springs High School
Ms. Mandi Abernathy	Teacher	Boiling Springs High School
Mr. Michael Breslin	Teacher	Boiling Springs High School
Mr. Jacob Sokolofosky	Student	Boiling Springs High School
Ms. Olivia Morgan	Student	Boiling Springs High School
Ms. Erin Pittman	Parent	Parent
Ms. Rachel Boyle	Parent	Parent
Ms. Crystal Kuhn	Community Member	Community Member
Ms. Andrea McCloskey	Community Member	Community Member
Ms. Ami Healy	Other	School Improvement Facilitator

Name	Position	Building/Group

# ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If Boiling Springs High School establishes behavior supports needed to improve social, behavioral, and academic outcomes through school-wide positive behavior supports (PBIS), then all students will experience a safe, supportive school atmosphere that is conducive to educational growth and attendance rates will improve for all students.	Regular Attendance
The district will implement systems to meet the academic and behavioral needs of students by designing authentic learning experiences that correspond to career interests. This will increase the number of students meeting career benchmark standards, academic growth, and improve graduation rates for all students, including those identified as economically disadvantaged.	Essential Practices 3: Provide Student-Centered Support Systems

# ACTION PLAN AND STEPS

Evidence-based Strategy	
Schoolwide Positive Behavior Interventions and Supports	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	By the end of the 2023-24 academic school year, Boiling Spring High School will improve attendance rates from 73.5% of student experiencing regular attendance during the 2020-21 school year, to 95% of students experiencing regular attendance.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Form Core PBIS Team at Boiling Springs High School	2023-07-01 - 2023-08-30	BSHS Principal	Survey teachers for interest, teacher commitment
Form data committee (attendance, behavior, failures, credit attainment)	2023-08-21 - 2023-09-15	BSHS Assistant Principal	Access to student information system, teacher commitment
Attendance improvement team create team roles and formalize attendance procedures.	2023-08-31 - 2023-09-15	BSHS Assistant Principal	Student handbook, teacher handbook
Core PBIS Team will research and receive training on PBIS	2023-07-01 - 2023-08-25	BSHS Principal	PaTTAN
Core PBIS Team to schedule regular meetings over course of 23-24 school year	2023-07-01 - 2023-08-31	Administrative Assistant to BSHS Principal	Calendars
Core PBIS Team to establish clear mission/purpose of program	2023-08-21 - 2023-09-29	BSHS Principal	Training resources from PaTTAN PBIS Workshop
Collect data on behavior problems across campus	2023-04-24 - 2024-06-07	BSHS Assistant Principal	Student information system
Conduct faculty meetings to develop awareness of behavior trends yielded in data collection	2023-08-21 - 2024-06-07	BSHS Principal	Support through PaTTAN; PBIS resources obtained through previous trainings

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Faculty set goals in improving behavior	2023-08-21 - 2023-10-31	Department Chairs	None
PBIS Core Team establishes a calendar to cyclically seek faculty feedback on student behavior	2023-08-21 - 2024-06-07	Administrative Assistant to BSHS Principal	Calendars
Surveys to seek feedback are administered as per calendar	2023-08-21 - 2024-06-07	BSHS Assistant Principal	Google survey
PBIS Core Team will continue to meet monthly to assess, review data, and reflect	2023-08-21 - 2024-06-07	BSHS Principal	Calendars, Consultation through PaTTAN
BSHS building administration describes and disseminates discipline procedures	2023-08-01 - 2023-09-29	BSHS Principal	Student/Teacher Handbook, Administrative Regulations
Identify a data point person to disseminate dashboard data for credit attainment, attendance, and behavior on a weekly basis	2023-07-01 - 2023-09-29	BSHS Principal	None
Add data reports to monthly faculty meetings on big data trends	2023-09-30 - 2024-06-07	BSHS Principal	Student information system; Shared meeting agendas
PBIS Core Team establishes 3-5 positively stated school-wide expectations that apply to both students and staff.	2023-09-29 - 2024-01-31	Lead Teacher of PBIS Core	Professional Development offered by PaTTAN

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Team/School Counselor	
PBIS Core Team establishes rules that are linked to expectations within each school setting	2024-01-31 - 2024-03-29	Lead Teacher of PBIS Core Team/School Counselor	Professional Development offered by PaTTAN
PBIS Core Team researches and selects school climate survey.	2023-08-21 - 2024-06-07	School Counselor	None
PBIS Core Team develops plan to promote awareness of PBIS and other related programs, such as SAP and Safe2Say to all stakeholders	2024-04-01 - 2024-06-07	Leader Teacher of PBIS Core Team	Website, banners
Using multiple data sources, such as teacher surveys, PBIS rubrics, attendance, and discipline data, plan necessary professional development and relevant action steps for 24-25 school year	2023-05-01 - 2023-06-30	BSHS Principal	Teacher surveys, attendance data, discipline data
<b>Anticipated Outcome</b>			
Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance			
<b>Monitoring/Evaluation</b>			
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will			

be shared with faculty members during monthly faculty meetings as well.

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### Evidence-based Strategy

Delivery of Career Pathways

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Career Pathway

By the end of the 23-24 academic school year, 90% of BSHS 9th grade students will have a course plan that is guided by their career interest and courses that align with their career pathway.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Research Career pathway success and visit other district pathway plans virtually

2023-07-01 -  
2023-10-31

BSHS principal

Partnership with schools implementing pathways

Form building committee including members from stakeholder groups

2023-07-01 -  
2023-08-31

BSHS principal

None

Create leadership group from building committee to help lead professional development

2023-07-01 -  
2023-09-15

BSHS Principal

None

Create a system for Career Pathway team to meet regularly

2023-08-04 -  
2023-09-29

Administrative Assistant to the  
BSHS Principal

Calendars



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Introduce pathways to the faculty through professional development	2023-09-01 - 2023-10-31	Lead Members of Career Pathway Team (Teachers)	Career Pathway Implementation Guide
Create and send student survey to gather student input	2023-08-21 - 2023-09-29	Lead Members of Career Pathway Team (Teachers)	Survey
Create template for each pathway-grad requirements	2023-09-01 - 2023-10-31	Lead Members of Career Pathway Team (Teachers)	Career and College Readiness Software
Pilot career template with select students based on course offerings aligned to pathways	2023-08-21 - 2023-10-31	Lead Members of Career Pathway Team (Teachers)	Career and College Readiness Software
Revise/edit template and then distribute to remainder of 9th grade students	2023-10-31 - 2024-06-07	Lead Members of Career Pathway Team (Teachers)	Career and College Readiness Software

### Anticipated Outcome

BSHS students will have a course plan that is aligned with their career interests and objectives. In addition, it is anticipated that students will complete career interests surveys in order for the professional team to plan relevant courses and experiences to prepare students post-high school.

### Monitoring/Evaluation

9th grade students course planning will be monitored by school counselors, BSHS assistant principal, and BSHS principal. The frequency will be at one time per month in order to ascertain the percentage of 9th grade students who have developed a career pathway plan. In addition, student career interest survey completion and results will be monitored by BSHS business teachers and school counselors.



**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-24 academic school year, Boiling Spring High School will improve attendance rates from 73.5% of student experiencing regular attendance during the 2020-21 school year, to 95% of students experiencing regular attendance. (Attendance)	Schoolwide Positive Behavior Interventions and Supports	Core PBIS Team will research and receive training on PBIS	07/01/2023 - 08/25/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-24 academic school year, Boiling Spring High School will improve attendance rates from 73.5% of student experiencing regular attendance during the 2020-21 school year, to 95% of students experiencing regular attendance. (Attendance)	Schoolwide Positive Behavior Interventions and Supports	PBIS Core Team establishes 3-5 positively stated school-wide expectations that apply to both students and staff.	09/29/2023 - 01/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-24 academic school year, Boiling Spring High School will improve attendance rates from 73.5% of student experiencing regular attendance during the 2020-21 school year, to 95% of students experiencing regular attendance. (Attendance)	Schoolwide Positive Behavior Interventions and Supports	PBIS Core Team establishes rules that are linked to expectations within each school setting	01/31/2024 - 03/29/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 23-24 academic school year, 90% of BSHS 9th grade students will have a course plan that is guided by their career interest and courses that align with their career pathway. (Career Pathway)	Delivery of Career Pathways	Introduce pathways to the faculty through professional development	09/01/2023 - 10/31/2023

## 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

Collaboration time within the English Language Arts Department

Exceeding growth expectations according to CDT data

Increased time for teacher collaboration

Collaborative data analysis within the math department

Consistent with other departments, the affordance of time for Science department collaboration has appeared to resulted in

Students at Boiling Springs High School exceed state averages by 12% in terms of career readiness and career artifacts attainment.

The growth standard based on Keystone Literature assessments was met for 21-22 school year.

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.

### Challenges

Establish consistent norms and expectations regarding data analysis

Build knowledge on best practice of data analysis

Consistent use of formative assessments to identify instructional and learning needs prior to summative assessments

Continue to grow and improve formative assessment techniques in order to increase growth rates indicated on CDT data

Reflect and improving formative assessments to identify students who may be on trajectory to not meet local/state standards. This will improve early identification for all students, including those who are identified as economically disadvantaged. With identification and additional support, students are more likely to meet graduation requirements.

Currently not many ways to study this data. The career artifacts are taken care of but not much else is followed. We hope that a new program aimed to assist with career exploration and student tracking, (i.e. Xello) will open the door to other avenues.

## Strengths

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.

Implement evidence-based strategies to engage families to support learning.

All Student Group Met Statewide Goal in Mathematics/Algebra: During the 2021-2022 school year, 77.5% of students at Boiling Springs High School achieved proficient or advanced on Algebra Keystone assessments. This was more the double of the statewide average and 6% above the 2030 statewide goal.

All Student Group Met Statewide Goal in Science/Biology: During the 2021-2022 school year, 83.3% of students at Boiling Springs High School achieved proficient or advanced on Biology Keystone assessments. This was approximately 30% more than the statewide average.

All Student Group Exceeded English Language Arts/Literature Growth Goals: Based on their academic growth scores during the 2021-22 school year, 100% of the All Student Group exceeded the growth standard on the Literature Keystone assessment. This was

## Challenges

Improve attendance of students identified as economically disadvantaged so numbers are commensurate with the general population.

Improve school atmosphere to reduce the number of office disciplinary referrals so they are lower overall, and there is not an overrepresentation of the economically disadvantaged subgroup.

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 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 school wide positive behavior interventions and supports.

All Student Group Did Not Meet Performance Standard in Regular Attendance: During the 2020-21 school year, only 73.5% of students had regular school attendance. This was approximately 9 percentage points below the state average and 21 percentage points below the statewide performance goal.

Four-Year Cohort - Percent Graduation: When there was sufficient

### Strengths

24% greater than the statewide average.

### Challenges

sampling size for the school years of 2018-19 and 2021-22, 72% to 74% of students identified as economically disadvantaged graduated. This is approximately 16 percentage points less than the graduation for all students, which was 90% during the 2020-21 school year.

### Most Notable Observations/Patterns

The team recognized two primary factors that stand out as important, they are (a) Implement an evidence-based system of school wide positive behavior intervention and support and (b) the need to improve data analysis practices so student needs can be identified early in order to circumvent trajectory that does not meet standards.

### Challenges

All Student Group Did Not Meet Performance Standard in Regular Attendance: During the 2020-21 school year, only 73.5% of students had regular school attendance. This was approximately 9 percentage points below the state average and 21 percentage points below the statewide performance goal.

### Discussion Point

The hypothesized root cause of lack of school attendance is related to a need to improve the overall school climate and atmosphere.

### Priority for Planning

✓

Challenges	Discussion Point	Priority for Planning
<p>Four-Year Cohort - Percent Graduation: When there was sufficient sampling size for the school years of 2018-19 and 2021-22, 72% to 74% of students identified as economically disadvantaged graduated. This is approximately 16 percentage points less than the graduation for all students, which was 90% during the 2020-21 school year.</p>	<p>Based on the needs assessments, data showed that students within the economically disadvantaged subgroup demonstrated increased attendance concerns and disproportional rate of disciplinary referrals. If the school climate and atmosphere improved, which increased their attendance and overall healthy engagement in academics, the graduation rates for this subgroup will improve.</p>	✓
<p>Provide and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.</p>		
<p>Implement an evidence-based system of school wide positive behavior interventions and supports.</p>		
<p>Establish consistent norms and expectations regarding data analysis</p>		
<p>Reflect and improving formative assessments to identify students who may be on trajectory to not meet local/state standards. This will improve early identification for all students, including those who are identified as economically disadvantaged. With identification and additional support, students are more likely to meet graduation requirements.</p>		
<p>Improve attendance of students identified as</p>		

**Challenges****Discussion Point****Priority for Planning**

economically disadvantaged so numbers are commensurate with the general population.

Improve school atmosphere to reduce the number of office disciplinary referrals so they are lower overall, and there is not an overrepresentation of the economically disadvantaged subgroup.

If the school climate and atmosphere improved, there is an hypothesized benefit that all students conduct will improve, including those students identified as economically disadvantaged. BSHS will first prioritize attendance improvement but analyze disciplinary referral data as an action step within the implementation of school-wide positive behavior support.

# ADDENDUM B: ACTION PLAN

## Action Plan: Schoolwide Positive Behavior Interventions and Supports

Action Steps	Anticipated Start/Completion Date
Form Core PBIS Team at Boiling Springs High School	07/01/2023 - 08/30/2023
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Survey teachers for interest, teacher commitment	no

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Action Steps	Anticipated Start/Completion Date
Form data committee (attendance, behavior, failures, credit attainment)	08/21/2023 - 09/15/2023
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Access to student information system, teacher commitment	

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Action Steps	Anticipated Start/Completion Date
Attendance improvement team create team roles and formalize attendance procedures.	08/31/2023 - 09/15/2023
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Student handbook, teacher handbook	no

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Action Steps	Anticipated Start/Completion Date
Core PBIS Team will research and receive training on PBIS	07/01/2023 - 08/25/2023
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
PaTTAN	yes

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Action Steps	Anticipated Start/Completion Date
Core PBIS Team to schedule regular meetings over course of 23-24 school year	07/01/2023 - 08/31/2023
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Calendars	no

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Action Steps	Anticipated Start/Completion Date
Core PBIS Team to establish clear mission/purpose of program	08/21/2023 - 09/29/2023
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Training resources from PaTTAN PBIS Workshop	no

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Action Steps	Anticipated Start/Completion Date
Collect data on behavior problems across campus	04/24/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Student information system	no

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Action Steps	Anticipated Start/Completion Date
Conduct faculty meetings to develop awareness of behavior trends yielded in data collection	08/21/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Support through PaTTAN; PBIS resources obtained through previous trainings	no

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Action Steps	Anticipated Start/Completion Date
Faculty set goals in improving behavior	08/21/2023 - 10/31/2023
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
None	

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Action Steps	Anticipated Start/Completion Date
PBIS Core Team establishes a calendar to cyclically seek faculty feedback on student behavior	08/21/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Calendars	

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Action Steps	Anticipated Start/Completion Date
Surveys to seek feedback are administered as per calendar	08/21/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Google survey	no

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Action Steps	Anticipated Start/Completion Date
PBIS Core Team will continue to meet monthly to assess, review data, and reflect	08/21/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Calendars, Consultation through PaTTAN	no

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Action Steps	Anticipated Start/Completion Date
BSHS building administration describes and disseminates discipline procedures	08/01/2023 - 09/29/2023
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Student/Teacher Handbook, Administrative Regulations	no

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

Identify a data point person to disseminate dashboard data for credit attainment, attendance, and behavior on a weekly basis

07/01/2023 - 09/29/2023

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

Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.

Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance

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

None

no

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Action Steps	Anticipated Start/Completion Date
Add data reports to monthly faculty meetings on big data trends	09/30/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Student information system; Shared meeting agendas	no

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Action Steps	Anticipated Start/Completion Date
PBIS Core Team establishes 3-5 positively stated school-wide expectations that apply to both students and staff.	09/29/2023 - 01/31/2024
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Professional Development offered by PaTTAN	yes
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Action Steps	Anticipated Start/Completion Date
PBIS Core Team establishes rules that are linked to expectations within each school setting	01/31/2024 - 03/29/2024
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Professional Development offered by PaTTAN	yes

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Action Steps	Anticipated Start/Completion Date
PBIS Core Team researches and selects school climate survey.	08/21/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
None	no

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Action Steps	Anticipated Start/Completion Date
PBIS Core Team develops plan to promote awareness of PBIS and other related programs, such as SAP and Safe2Say to all stakeholders	04/01/2024 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance
Material/Resources/Supports Needed	PD Step
Website, banners	no
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Action Steps	Anticipated Start/Completion Date
Using multiple data sources, such as teacher surveys, PBIS rubrics, attendance, and discipline data, plan necessary professional development and relevant action steps for 24-25 school year	05/01/2023 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Both attendance and disciplinary referrals will be monitored by select core team members monthly. Attendance and discipline trends will be shared with faculty members during monthly faculty meetings as well.	Formalized attendance procedures; 3-5 positively stated school-wide expectations; Reduced number discipline referrals, Improved student attendance

Material/Resources/Supports Needed	PD Step
Teacher surveys, attendance data, discipline data	no

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**Action Plan: Delivery of Career Pathways**

Action Steps	Anticipated Start/Completion Date
Research Career pathway success and visit other district pathway plans virtually	07/01/2023 - 10/31/2023
Monitoring/Evaluation	Anticipated Output
9th grade students course planning will be monitored by school counselors, BSHS assistant principal, and BSHS principal. The frequency will be at one time per month in order to ascertain the percentage of 9th grade students who have developed a career pathway plan. In addition, student career interest survey completion and results will be monitored by BSHS business teachers and school counselors.	BSHS students will have a course plan that is aligned with their career interests and objectives. In addition, it is anticipated that students will complete career interests surveys in order for the professional team to plan relevant courses and experiences to prepare students post-high school.
Material/Resources/Supports Needed	PD Step
Partnership with schools implementing pathways	no

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Action Steps	Anticipated Start/Completion Date
Form building committee including members from stakeholder groups	07/01/2023 - 08/31/2023
Monitoring/Evaluation	Anticipated Output
9th grade students course planning will be monitored by school counselors, BSHS assistant principal, and BSHS principal. The frequency will be at one time per month in order to ascertain the percentage of 9th grade students who have developed a career pathway plan. In addition, student career interest survey completion and results will be monitored by BSHS business teachers and school counselors.	BSHS students will have a course plan that is aligned with their career interests and objectives. In addition, it is anticipated that students will complete career interests surveys in order for the professional team to plan relevant courses and experiences to prepare students post-high school.
Material/Resources/Supports Needed	PD Step
None	no

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Action Steps	Anticipated Start/Completion Date
Create leadership group from building committee to help lead professional development	07/01/2023 - 09/15/2023
Monitoring/Evaluation	Anticipated Output
9th grade students course planning will be monitored by school counselors, BSHS assistant principal, and BSHS principal. The frequency will be at one time per month in order to ascertain the percentage of 9th grade students who have developed a career pathway plan. In addition, student career interest survey completion and results will be monitored by BSHS business teachers and school counselors.	BSHS students will have a course plan that is aligned with their career interests and objectives. In addition, it is anticipated that students will complete career interests surveys in order for the professional team to plan relevant courses and experiences to prepare students post-high school.
Material/Resources/Supports Needed	PD Step
None	no

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Action Steps	Anticipated Start/Completion Date
Create a system for Career Pathway team to meet regularly	08/04/2023 - 09/29/2023

Monitoring/Evaluation	Anticipated Output
9th grade students course planning will be monitored by school counselors, BSHS assistant principal, and BSHS principal. The frequency will be at one time per month in order to ascertain the percentage of 9th grade students who have developed a career pathway plan. In addition, student career interest survey completion and results will be monitored by BSHS business teachers and school counselors.	BSHS students will have a course plan that is aligned with their career interests and objectives. In addition, it is anticipated that students will complete career interests surveys in order for the professional team to plan relevant courses and experiences to prepare students post-high school.

Material/Resources/Supports Needed	PD Step
Calendars	no

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Action Steps	Anticipated Start/Completion Date
Introduce pathways to the faculty through professional development	09/01/2023 - 10/31/2023
Monitoring/Evaluation	Anticipated Output
9th grade students course planning will be monitored by school counselors, BSHS assistant principal, and BSHS principal. The frequency will be at one time per month in order to ascertain the percentage of 9th grade students who have developed a career pathway plan. In addition, student career interest survey completion and results will be monitored by BSHS business teachers and school counselors.	BSHS students will have a course plan that is aligned with their career interests and objectives. In addition, it is anticipated that students will complete career interests surveys in order for the professional team to plan relevant courses and experiences to prepare students post-high school.
Material/Resources/Supports Needed	PD Step
Career Pathway Implementation Guide	yes

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Action Steps	Anticipated Start/Completion Date
Create and send student survey to gather student input	08/21/2023 - 09/29/2023
Monitoring/Evaluation	Anticipated Output
9th grade students course planning will be monitored by school counselors, BSHS assistant principal, and BSHS principal. The frequency will be at one time per month in order to ascertain the percentage of 9th grade students who have developed a career pathway plan. In addition, student career interest survey completion and results will be monitored by BSHS business teachers and school counselors.	BSHS students will have a course plan that is aligned with their career interests and objectives. In addition, it is anticipated that students will complete career interests surveys in order for the professional team to plan relevant courses and experiences to prepare students post-high school.
Material/Resources/Supports Needed	PD Step
Survey	no

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

Create template for each pathway-grad requirements

09/01/2023 - 10/31/2023

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

9th grade students course planning will be monitored by school counselors, BSHS assistant principal, and BSHS principal. The frequency will be at one time per month in order to ascertain the percentage of 9th grade students who have developed a career pathway plan. In addition, student career interest survey completion and results will be monitored by BSHS business teachers and school counselors.

BSHS students will have a course plan that is aligned with their career interests and objectives. In addition, it is anticipated that students will complete career interests surveys in order for the professional team to plan relevant courses and experiences to prepare students post-high school.

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

Career and College Readiness Software

no

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

Pilot career template with select students based on course offerings aligned to pathways

08/21/2023 - 10/31/2023

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

9th grade students course planning will be monitored by school counselors, BSHS assistant principal, and BSHS principal. The frequency will be at one time per month in order to ascertain the percentage of 9th grade students who have developed a career pathway plan. In addition, student career interest survey completion and results will be monitored by BSHS business teachers and school counselors.

BSHS students will have a course plan that is aligned with their career interests and objectives. In addition, it is anticipated that students will complete career interests surveys in order for the professional team to plan relevant courses and experiences to prepare students post-high school.

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

Career and College Readiness Software

no

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Action Steps	Anticipated Start/Completion Date
Revise/edit template and then distribute to remainder of 9th grade students	10/31/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
9th grade students course planning will be monitored by school counselors, BSHS assistant principal, and BSHS principal. The frequency will be at one time per month in order to ascertain the percentage of 9th grade students who have developed a career pathway plan. In addition, student career interest survey completion and results will be monitored by BSHS business teachers and school counselors.	BSHS students will have a course plan that is aligned with their career interests and objectives. In addition, it is anticipated that students will complete career interests surveys in order for the professional team to plan relevant courses and experiences to prepare students post-high school.

Material/Resources/Supports Needed	PD Step
Career and College Readiness Software	no

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-24 academic school year, Boiling Spring High School will improve attendance rates from 73.5% of student experiencing regular attendance during the 2020-21 school year, to 95% of students experiencing regular attendance. (Attendance)	Schoolwide Positive Behavior Interventions and Supports	Core PBIS Team will research and receive training on PBIS	07/01/2023 - 08/25/2023
By the end of the 2023-24 academic school year, Boiling Spring High School will improve attendance rates from 73.5% of student experiencing regular attendance during the 2020-21 school year, to 95% of students experiencing regular attendance. (Attendance)	Schoolwide Positive Behavior Interventions and Supports	PBIS Core Team establishes 3-5 positively stated school-wide expectations that apply to both students and staff.	09/29/2023 - 01/31/2024
By the end of the 2023-24 academic school year, Boiling Spring High School will improve attendance rates from 73.5% of student experiencing regular attendance during the 2020-21 school year, to 95% of students experiencing regular attendance. (Attendance)	Schoolwide Positive Behavior Interventions and Supports	PBIS Core Team establishes rules that are linked to expectations within each school setting	01/31/2024 - 03/29/2024
By the end of the 23-24 academic school year, 90% of BSHS 9th grade students will have a course plan that is guided by their career interest and courses that align with	Delivery of Career	Introduce pathways to the	09/01/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
their career pathway. (Career Pathway)	Pathways	faculty through professional development	10/31/2023

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Schoolwide Positive Behavior Interventions and Supports - Building Tier I	Core PBIS Team	Build understanding school-wide positive behavior of support

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of School-Wide Positive Behavior Support Fidelity of Implementation Rubric in order to establish baseline; Core Team to develop presentation to turnkey learnings to overall faculty	07/01/2023 - 08/31/2023	BSHS Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings
2a: Creating an Environment of Respect and Rapport	

Professional Development Step	Audience	Topics of Prof. Dev
Schoolwide Positive Behavior Interventions and Supports - Expectations and Rules Development	Core PBIS Team	How to operationally define expected behaviors throughout the school setting; Best practice in developing and displaying rules and expectations
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Posters of expectations across campus, Walkthrough notes, staff and student handbook, Schoolwide matrix	10/31/2023 - 04/30/2024	Building Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
2d: Managing Student Behavior	Teaching Diverse Learners in Inclusive Settings	
3a: Communicating with Students		
2b: Establishing a Culture for Learning		

Professional Development Step	Audience	Topics of Prof. Dev
Career Pathway Delivery	BSHS Faculty	Career Readiness and Career Pathways aimed to prepare student post-high school

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey, Every courses tied to a career pathway	08/21/2023 - 06/07/2024	BSHS Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	

**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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