

PENN WOOD HS

100 Green Avenue

ATSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The vision is for all students to be College and/or career Ready in 4 years. PWHS staff will provide rigorous, data-driven, student-centered, differentiated instruction aligned with the academic standards of the Commonwealth of Pennsylvania. PWHS staff will create a positive, nurturing, and supportive school climate that encourages all students to discover and pursue their passion for learning. As a group of dedicated professionals, committed to the academic success for all students, and through all of these steps, Penn Wood High School will nurture and empower all students to become career and/or college ready.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Eric J. Becoats	Superintendent	William Penn School District
Ms. Tara Brown	District Level Leaders	William Penn School District
Dr. H Judy Lee	Principal	Penn Wood High School
Mr. James Corkery	Assistant Principal	Penn Wood High School
Mr. Robert Curry	Assistant Principal	Penn Wood High School
Ms. Stacy Clayton	Teacher	Penn Wood High School
Mr. Mark Monaghan	Teacher (Special Education)	Penn Wood High School
Mrs. Mary McManus	Teacher	Penn Wood High School
Ms. Vanessa Gregory	Parent	Community Member
Ms. Diana Waters	Parent	Community Member
Ms. Elizabeth Brown	Other	Assistant Principal
Nhaomi Lartey	Student	Penn Wood High School
Dr. Kim Evans-Johnson	Other	Penn Wood High School

Name	Position	Building/Group
Kyle Quartermus	Teacher	Penn Wood High School
Jason Beckley	Teacher	Penn Wood High School
Heather Stottlemyer	Education Specialist	DCIU

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>This is a primary priority because if the staff is engaged and has been a part of the development and implementation of the other two priority challenges, the results will build capacity and benefit the students with IEPs and all of the other students as well. When the staff has been asked for their input and suggestions for other initiatives, the outcomes have always been greater and yielded better results. Providing opportunities for staff to step into leadership roles has improved which builds capacity among our staff. The challenge is engaging a broader range of our staff to step up into these roles.</p>	<p>Graduation rate</p> <p>English Language Arts</p> <p>Mathematics</p>
<p>This is a primary priority because it will allow each student with an IEP receive targeted instruction to acquire better academic skills to improve his/her Keystone proficiency results, become more engaged in school so attendance rates improve and will then graduate in 4 or 5 years. The pandemic created greater needs for mental health supports as well as a learning gap.</p>	<p>Mathematics</p> <p>English Language Arts</p>
<p>This is a primary priority because if there is a fully developed, consistently implemented and thoroughly monitored robust MTSS it will enable the school to see early warning signs and address issues of individual students in the areas of Academics, Behavior and Attendance. Challenges we face in this are center around the personnel to implement this with fidelity. Software program to manage this data in one centralized location is lacking.</p>	<p>Regular Attendance</p> <p>Graduation rate</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Attendance Mailing

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Special Education
Attendance Rate

Given the implementation of a multi-tiered system of supports for attendance, from the baseline of 44.2% of special education students who attend school at least 90% of the time (regular attendance rate), by the end of the 2021-2022 school year, the rate will be increased by 8.3% or to at least 52.5% - (2020 -2021 rate was 47.7%)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Students in the subgroup with attendance issues will be identified and parents/guardians will be sent specific attendance information with follow up calls to answer any questions and stress the importance of school attendance

2022-09-19 -
2023-06-12

Attendance
secretary,
Grade Level
Assistant
Principals

Current Address,
Envelopes, Form Letters,
postage, secretaries to
complete mailings.

Anticipated Outcome

Increased attendance rate of Special Education Students

Monitoring/Evaluation

Bi weekly mailings completed.

Evidence-based Strategy

PBIS program

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Special Education
Attendance Rate

Given the implementation of a multi-tiered system of supports for attendance, from the baseline of 44.2% of special education students who attend school at least 90% of the time (regular attendance rate), by the end of the 2021-2022 school year, the rate will be increased by 8.3% or to at least 52.5% - (2020 -2021 rate was 47.7%)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PBIS will creat contests and activities that support a positive school climate and encourage students to attend school regularly and avoid lateness	2022-09-07 - 2023-06-15	PBIS Lead , PBIS team, PBIS student team, Principals and Assistant Principals	Funding for stipends for teacher leaders, funding for incentives for students

Anticipated Outcome

Increased attendance rate among special education students

Monitoring/Evaluation

Monthly monitoring and evaluation of PBIS program

Evidence-based Strategy

Rising 9th Grade Summer Bridge Program

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Proficiency reached in Algebra	Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide rising ninth grade students access to math content before the school year	2022-06-27 - 2022-07-28	Principal and Assistant Principal at 9th grade Academy	Agile Minds, IEP/RR data

Anticipated Outcome

Increased Proficiency in ALg 1

Monitoring/Evaluation

Ongoing through the program's dates and times

Evidence-based Strategy

Common Planning Time Protocol

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Proficiency reached in Algebra

Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Prior to beginning of school year we will hold a faculty meeting to discuss the Common Planning Time Protocol and the implementation of the protocol with fidelity. Provide professional development in the area of CPT - New teachers will be targeted for this PD

2022-08-29 -
2022-09-07

Assistant Principals for ELA and Math, Principals, and Department Heads in ELA and Math

Structured time, Curriculum office support with the PD

Algebra 1 Data Room - Room will have a focus on Algebra 1 achievement school wide. Meetings will be held after each assessment to determine student growth and areas of strength for each Keystone Standard. Reteaching and instructional adjustments will be discussed.

2022-09-01 -
2023-06-15

9th Grade Assistant Principal, 9th grade Principal, Math Department

Structured time, Curriculum Office support with the PD

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Head.	
Collaborate and analyze the district Benchmark Testing Data 3 times per school year and then adjust instruction by differentiation to identify and create remediation for identified learning gaps	2022-09-07 - 2023-06-15	Content classroom teachers	District Benchmark test results for each student, time to analyze data
Special Education and Regular Education teachers will collaborate weekly and align instruction in regular education classes and special education classes. Regular Education teachers identify the focused group of students based on the needs of students with disabilities and the School Based Teacher Leader provides a small group instruction	2022-09-01 - 2023-06-15	Department Heads in each content areas, Faculty, Site Based Teacher Leader	Planning time and Pd on collaboration and aligning instruction

Anticipated Outcome

Monitoring/Evaluation



Evidence-based Strategy
 READ 180 Program

Measurable Goals

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Have a 1:1 student conference to discuss students' progress and setting goals during the Read 180 class and encourage students to improve their reading skills. Encourage them to attend the after school tutoring program.	2022-09-07 - 2023-06-15	Assistant Principal For ELA, Read 180 Teachers	READ 180 Licenses, Chromebooks/Classroom

Anticipated Outcome

Increased Proficiency in ELA for students

Monitoring/Evaluation

Quarterly monitoring through the READ 180 class and teacher

Evidence-based Strategy

Texting with Parents

Measurable Goals

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

Special Education Given the implementation of a multi-tiered system of supports for attendance, from the baseline of 44.2% of

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Rate	special education students who attend school at least 90% of the time (regular attendance rate), by the end of the 2021-2022 school year, the rate will be increased by 8.3% or to at least 52.5% - (2020 -2021 rate was 47.7%)
Proficiency reached in Algebra	Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year.
Improve Special Education Graduation Rate	Given the initiative to improve the current PDE Adjusted graduation rate of 67.4%, for students with IEPs to 69.4% for the 2022-2023 School Year. *(2020-2021 school year - 4 year graduation rate for Students with an IEP is 57.6% and the 5 year rate is 66.5%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Track student progress in HW program and issue texts to parents/students if they are not progressing or attending	2022-10-07 - 2023-06-15	Assitant Principal for ELA, Department Chair/ELA teachers	Edgenuity data, IEP/RR data, text numers -Google voice
Admin and Faculty will utilize Google voice to inform parents via texts of their students attendance issues	2022-09-07 - 2023-06-15	Administrators/ Case load managers	Google voice

Anticipated Outcome

Increase in daily attendance of these identified students, Increase in achievement.

Monitoring/Evaluation

Progress monitoring during Progress reports/report cards, etc

Evidence-based Strategy

Monitor and Mentor

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Special Education Attendance Rate	Given the implementation of a multi-tiered system of supports for attendance, from the baseline of 44.2% of special education students who attend school at least 90% of the time (regular attendance rate), by the end of the 2021-2022 school year, the rate will be increased by 8.3% or to at least 52.5% - (2020 -2021 rate was 47.7%)
Improve Special Education Graduation Rate	Given the initiative to improve the current PDE Adjusted graduation rate of 67.4%, for students with IEPs to 69.4% for the 2022-2023 School Year. *(2020-2021 school year - 4 year graduation rate for Students with an IEP is 57.6% and the 5 year rate is 66.5%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administration will gather data of students who are chronically absent. Create a google sheet that collects both parent/student numbers. During IEP meetings, admin and case managers and teachers will discuss current attendance and discuss the reason for absences with parent. Case managers will serve as the mentor for the student	2022-09-07 - 2023-06-15	Assistant Principal for Sepcial Ed department, Caseload	Student list for case load manager, Google voice.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create homeroom by alpha last name as part of the master schedule. Determine which teachers will serve as grade level homeroom/advisory teachers. This will allow teachers to build stronger relationships with students and facilitate grade level meetings.	2022-08-15 - 2022-09-07	manager, Guidance counselor	Master schedule access, Eschool, Resources for creating master schedule
Students can periodically check in with their assigned mentor to see where they have gaps in their transcripts. PBIS team creates multi year incentives for graduation and attendance	2022-08-29 - 2023-06-15	PBIS staff and student teams, Principal, Assistant Principal, and Caseload managers	Structured Homeroom period, Eschool access to grades and transcripts for HR teacher. Funding for PBIS initiatives

Anticipated Outcome

Increased graduation rates and attendance rates

Monitoring/Evaluation

bi quarterly monitoring through progress reports and report cards

Evidence-based Strategy

School Based Summer and after School Programs

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Improve Special Education Graduation Rate

Given the initiative to improve the current PDE Adjusted graduation rate of 67.4%, for students with IEPs to 69.4% for the 2022-2023 School Year. ** (2020-2021 school year - 4 year graduation rate for Students with an IEP is 57.6% and the 5 year rate is 66.5%

Proficiency reached in Algebra

Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Monitor student subgroup progress and begin recommendations for HW club to receive remediation in identified topics. Students will be identified by the Math and ELA teachers for support with specific testing content areas

2022-09-30 -
2023-06-15

Department Heads, Assistant principal, Math and ELA teachers

Student grade data, Google Form to track recommendations, IEP/RR data

Run after school HW club and credit recovery program daily

2022-10-07 -
2023-06-15

Teachers of record, Credit

Edgenuity Data, IEP/RR data, Chromebooks

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Recovery LEad, Approved HW club teachers	
Select and Train teachers and Lead for Credit Recovery Program	2022-08-29 - 2022-09-15	Principal, Credit Recovery Lead Teacher	Training materials for Edgenuity, Laptops, Fund allocation for approved teachers, Edgenuity program

Anticipated Outcome
Increased graduation rate, Increased Proficiency in ELA and Math

Monitoring/Evaluation
Bi quarterly monitoring through progress reports and report cards.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given the initiative to improve the current PDE Adjusted graduation rate of 67.4%, for students with IEPs to 69.4% for the 2022-2023 School Year. **(2020-2021 school year - 4 year graduation rate for Students with an IEP is 57.6% and the 5 year rate is 66.5% (Improve Special Education Graduation Rate)</p> <p>Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year. (Proficiency reached in Algebra)</p>	<p>School Based Summer and after School Programs</p>	<p>Select and Train teachers and Lead for Credit Recovery Program</p>	<p>08/29/2022 - 09/15/2022</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year. (Proficiency reached in Algebra)</p>	<p>Common Planning Time Protocol</p>	<p>Prior to beginning of school year we will hold a faculty meeting to discuss the Common Planning Time Protocol and the implementation of the protocol with fidelity. Provide professional development in the area of CPT - New teachers will be targeted for this PD</p>	<p>08/29/2022 - 09/07/2022</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year. (Proficiency reached in Algebra)	Common Planning Time Protocol	Algebra 1 Data Room - Room will have a focus on Algebra 1 achievement school wide. Meetings will be held after each assessment to determine student growth and areas of strength for each Keystone Standard. Reteaching and instructional adjustments will be discussed.	09/01/2022 - 06/15/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year. (Proficiency reached in Algebra)</p>	<p>Common Planning Time Protocol</p>	<p>Collaborate and analyze the district Benchmark Testing Data 3 times per school year and then adjust instruction by differentiation to identify and create remediation for identified learning gaps</p>	<p>09/07/2022 - 06/15/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year. (Proficiency reached in Algebra)</p>	<p>Common Planning Time Protocol</p>	<p>Special Education and Regular Education teachers will collaborate weekly and align instruction in regular education classes and special education classes. Regular Education teachers identify the focused group of students based on the needs of students with disabilities and the School Based Teacher Leader provides a small group instruction</p>	<p>09/01/2022 - 06/15/2023</p>

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.

School Board Minutes or Affirmation Statement

2022-06-08

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

H. Judy Lee (10~12th Grade Principal) /
Robert Curry (9th Grade Principal)

2022-06-17

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Align curricular materials and lesson plans to the PA Standards

Provide frequent, timely, and systematic feedback and support on instructional practices

Collectively shape the vision for continuous improvement of teaching and learning

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

Identify professional learning needs through analysis of a variety of data

The all student group each gained ground in regards to academic growth in PVAAS for ELA. We will be able to make more progress with the subgroup of special education students as we work on both the instruction and programming for the special education department. Developing more collaboration time between Special Education teachers and Regular Education content teachers.

The all student group each gained ground in regards to academic growth in PVAAS for Algebra. We will be able to make more progress with the subgroup of special education students as we

Challenges

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

Identify and address individual student learning needs

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Implement evidence based strategies to engage families to support learning.

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Special Education attendance rate – our students are highly transient while struggling with lack of staffing to provide more focused support for our special education students, but the improvement can be made as we revise both instruction and programming for special education students.

Special Education students attendance rate has been around 54% this school year which is a slight improvement from 20-21 data. We plan to continue to work on the attendance rate for this

Strengths

work on both the instruction and programming for the special education department. Developing more collaboration time between Special Education teachers and Regular Education content teachers.

All student group exceeded the standard for demonstrating growth in ELA with 100% of students gaining ground in regards to academic growth as indicated in PVAAS data

PVAAS for Algebra I: academic growth score = 66 on PVAAS for all students

N/A

18.9% of our students with disabilities participate in Career and technical education programs as compared to 8.7% of regular education students.

93.6% of all students completed the career readiness according to Future Ready Index

Many special education students are participating in industry-based learning (there is a high participation rate in this program- 18.9% of students with disabilities participate in industry-based learning). In comparison, 8.7% of all students participate in industry-based learning

All students are able to participate in course-selection giving all

Challenges

subgroup to help us improve proficiency rates in Keystone exams

As mentioned in the “strengths” section, increased ELA and Algebra achievement for the subgroup is reliant upon our ability to improve instruction and programming for special education while incorporating more collaboration time between Special Education and Regular Education content teachers. Implementing common planning time this school year to allow SPED and Rg Ed teachers to collaborate will improve the subgroup performance.

12.5% of all students scored Proficient or Advanced (students demonstrated growth, or significant growth) on PA state assessments for ELA, with an insufficient sample of our subgroup. Special Education students – insufficient sample (2020-2021 data)

PVAAS ELA:ELA 58% of students with disabilities demonstrated growth

25.1% of all students scored Proficient or Advanced (students demonstrated growth or significant growth) on PA state assessments for Algebra, with 1.9% comprised of Special Education Students.

A Lack of accurate data on the keystone exams and Future Redy index has had a seroious impact on our measurement of progress and on our goal setting. Attendance and technology difficulties affected our ability to gather substantive data

Strengths

students access to all classes.

All students receive assistance and support in career choices

All students receive assistance and support in college selection/ application processes.

Challenges

N/A

Raising our rate of advanced on Advanced on Industry Based Learning Competency Assessments will allow more of our CTE students to satisfy the ACT 158 requirement

Future Ready PA Index is a 4-year cohort graduation rate (57.6% of students with disabilities). All students 78.1% 5 Year cohort graduation rate 79.9% (all students), 66.7% (students with disabilities)

Students within the subgroup are consistently entering the high school grades with low levels of reading and math skills.

47.7% of students with disabilities have regular attendance- student attendance needs to be improved significantly. *



Most Notable Observations/Patterns

Our students with IEPs enter high school with very low levels of reading and math skills. Many of our families require more support to learn how to address the needs of their students and support them with their educational programming. A fully developed, consistently implemented and thoroughly monitored robust Multi-Tiered System will enable the ability to see early warning signs and address issues of individual students in the areas of academics, behavior and attendance. Equally as important is assuring all stakeholders are engaged in the development and implementation of all aspects of building capacity to improve Keystone Proficiency, Keystone student growth (PVAAS), rates of attendance and graduation rates particularly for students with IEPs.

Challenges	Discussion Point	Priority for Planning
Implement a multi-tiered system of supports for academics, attendance, and behavior.	This will improve attendance and graduation rates which should also positively impact Keystone Proficiency for students with IEPs	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	If staff members are engaged and are part of the process, the culture of the school will improve and students will feel more connected to the school. This will lead to improvements in the areas of attendance, graduation rates and Keystone proficiency.	
Implement evidence based strategies to engage families to support learning.	With improved parent communication and engagement (as proposed in action plan) and with more supports and improvement to instruction for students in the subgroup (as proposed in the plan), it is expected that student attendance will be positively impacted.	
Monitor and evaluate the impact of professional learning on staff practices and student learning.		
Identify and address individual student learning needs	Schedule each students with an IEP individually according to their needs. This will improve each student's educational programming which will positively impact Keystone proficiency and in turn make the students more engaged so attendance will improve as well as graduation rate.	

ADDENDUM B: ACTION PLAN

Action Plan: Attendance Mailing

Action Steps	Anticipated Start/Completion Date
Students in the subgroup with attendance issues will be identified and parents/guardians will be sent specific attendance information with follow up calls to answer any questions and stress the importance of school attendance	09/19/2022 - 06/12/2023

Monitoring/Evaluation	Anticipated Output
Bi weekly mailings completed.	Increased attendance rate of Special Education Students

Material/Resources/Supports Needed	PD Step
Current Address, Envelopes, Form Letters, postage, secretaries to complete mailings.	no

Action Plan: PBIS program

Action Steps	Anticipated Start/Completion Date
PBIS will creat contests and activities that support a positive school climate and encourage students to attend school regularly and avoid lateness	09/07/2022 - 06/15/2023
Monitoring/Evaluation	Anticipated Output
Monthly monitoring and evaluation of PBIS program	Increased attendance rate among special education students
Material/Resources/Supports Needed	PD Step
Funding for stipends for teacher leaders, funding for incentives for students	no
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Action Plan: Rising 9th Grade Summer Bridge Program

Action Steps	Anticipated Start/Completion Date
Provide rising ninth grade students access to math content before the school year	06/27/2022 - 07/28/2022

Monitoring/Evaluation	Anticipated Output
Ongoing through the program's dates and times	Increased Proficiency in ALg 1

Material/Resources/Supports Needed	PD Step
Agile Minds, IEP/RR data	no

Action Plan: Common Planning Time Protocol

Action Steps**Anticipated Start/Completion Date**

Prior to beginning of school year we will hold a faculty meeting to discuss the Common Planning Time Protocol and the implementation of the protocol with fidelity. Provide professional development in the area of CPT - New teachers will be targeted for this PD

08/29/2022 - 09/07/2022

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Structured time, Curriculum office support with the PD

yes

Action Steps**Anticipated Start/Completion Date**

Algebra 1 Data Room - Room will have a focus on Algebra 1 achievement school wide. Meetings will be held after each assessment to determine student growth and areas of strength for each Keystone Standard. Reteaching and instructional adjustments will be discussed.

09/01/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Structured time, Curriculum Office support with the PD

yes



Action Steps**Anticipated Start/Completion Date**

Collaborate and analyze the district Benchmark Testing Data 3 times per school year and then adjust instruction by differentiation to identify and create remediation for identified learning gaps

09/07/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

District Benchmark test results for each student, time to analyze data

yes

Action Steps**Anticipated Start/Completion Date**

Special Education and Regular Education teachers will collaborate weekly and align instruction in regular education classes and special education classes. Regular Education teachers identify the focused group of students based on the needs of students with disabilities and the School Based Teacher Leader provides a small group instruction

09/01/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Planning time and Pd on collaboration and aligning instruction

yes

Action Plan: READ 180 Program

Action Steps	Anticipated Start/Completion Date
Have a 1:1 student conference to discuss students' progress and setting goals during the Read 180 class and encourage students to improve their reading skills. Encourage them to attend the after school tutoring program.	09/07/2022 - 06/15/2023

Monitoring/Evaluation	Anticipated Output
Quarterly monitoring through the READ 180 class and teacher	Increased Proficiency in ELA for students

Material/Resources/Supports Needed	PD Step
READ 180 Licenses, Chromebooks/Classroom	no

Action Plan: Texting with Parents

Action Steps**Anticipated Start/Completion Date**

Track student progress in HW program and issue texts to parents/students if they are not progressing or attending

10/07/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

Progress monitoring during Progress reports/report cards, etc

Increase in daily attendance of these identified students, Increase in achievement.

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

Edgenuity data, IEP/RR data, text numers -Google voice

no



Action Steps**Anticipated Start/Completion Date**

Admin and Faculty will utilize Google voice to inform parents via texts of their students attendance issues

09/07/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

Progress monitoring during Progress reports/report cards, etc

Increase in daily attendance of these identified students, Increase in achievement.

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

Google voice

no

Action Plan: Monitor and Mentor

Action Steps**Anticipated Start/Completion Date**

Administration will gather data of students who are chronically absent. Create a google sheet that collects both parent/student numbers. During IEP meetings, admin and case managers and teachers will discuss current attendance and discuss the reason for absences with parent. Case managers will serve as the mentor for the student

09/07/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

bi quarterly monitoring through progress reports and report cards

Increased graduation rates and attendance rates

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

Student list for case load manager, Google voice.

no



Action Steps**Anticipated Start/Completion Date**

Create homeroom by alpha last name as part of the master schedule. determine which teachers will serve as grade level homeroom/advisory teachers. This will allow teachers to build stronger relationships with students and facilitate grade level meetings.

08/15/2022 - 09/07/2022

Monitoring/Evaluation**Anticipated Output**

bi quarterly monitoring through progress reports and report cards

Increased graduation rates and attendance rates

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

Master schedule access, Eschool, Resources for creating master schedule

no



Action Steps**Anticipated Start/Completion Date**

Students can periodically check in with their assigned mentor to see where they have gaps in their transcripts. PBIS team creates multi year incentives for graduation and attendance

08/29/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

bi quarterly monitoring through progress reports and report cards

Increased graduation rates and attendance rates

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

Structured Homeroom period, Eschool access to grades and transcripts for HR teacher. Funding for PBIS initiatives

no

Action Plan: School Based Summer and after School Programs

Action Steps**Anticipated Start/Completion Date**

Monitor student subgroup progress and begin recommendations for HW club to receive remediation in identified topics. Students will be identified by the Math and ELA teachers for support with specific testing content areas

09/30/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

Bi quarterly monitoring through progress reports and report cards.

Increased graduation rate, Increased Proficiency in ELA and Math

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

Student grade data, Google Form to track recommendations, IEP/RR data

no



Action Steps**Anticipated Start/Completion Date**

Run after school HW club and credit recovery program daily

10/07/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

Bi quarterly monitoring through progress reports and report cards.

Increased graduation rate, Increased Proficiency in ELA and Math

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

Edgenuity Data, IEP/RR data, Chromebooks

no



Action Steps**Anticipated Start/Completion Date**

Select and Train teachers and Lead for Credit Recovery Program

08/29/2022 - 09/15/2022

Monitoring/Evaluation**Anticipated Output**

Bi quarterly monitoring through progress reports and report cards.

Increased graduation rate, Increased Proficiency in ELA and Math

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

Training materials for Edgenuity, Laptops, Fund allocation for approved teachers, Edgenuity program

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given the initiative to improve the current PDE Adjusted graduation rate of 67.4%, for students with IEPs to 69.4% for the 2022-2023 School Year. **(2020-2021 school year - 4 year graduation rate for Students with an IEP is 57.6% and the 5 year rate is 66.5% (Improve Special Education Graduation Rate)</p> <p>Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year. (Proficiency reached in Algebra)</p>	<p>School Based Summer and after School Programs</p>	<p>Select and Train teachers and Lead for Credit Recovery Program</p>	<p>08/29/2022 - 09/15/2022</p>
<p>Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year. (Proficiency reached in Algebra)</p>	<p>Common Planning Time Protocol</p>	<p>Prior to beginning of school year we will hold a faculty meeting to discuss the Common Planning Time Protocol and the implementation of the protocol with fidelity. Provide professional</p>	<p>08/29/2022 - 09/07/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		development in the area of CPT - New teachers will be targeted for this PD	
Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year. (Proficiency reached in Algebra)	Common Planning Time Protocol	Algebra 1 Data Room - Room will have a focus on Algebra 1 achievement school wide. Meetings will be held after each assessment to determine student growth and areas of strength for each Keystone Standard. Reteaching and instructional adjustments will be discussed.	09/01/2022 - 06/15/2023
Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least	Common	Collaborate and	09/07/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year. (Proficiency reached in Algebra)	Planning Time Protocol	analyze the district Benchmark Testing Data 3 times per school year and then adjust instruction by differentiation to identify and create remediation for identified learning gaps	- 06/15/2023
Given review of (IEPs, RRs) specific scheduling staff input, and direct instruction, at least 21.8% of our special education students will achieve proficiency on the Algebra 1 district benchmark assessment by the end of the 22-23 school year. (Proficiency reached in Algebra)	Common Planning Time Protocol	Special Education and Regular Education teachers will collaborate weekly and align instruction in regular education classes and special education classes. Regular Education teachers identify	09/01/2022 - 06/15/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		the focused group of students based on the needs of students with disabilities and the School Based Teacher Leader provides a small group instruction	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis Training	Algebra and ELA teachers (focus audience), All faculty (cross curricular focus audience)	Data Analysis, Turnaround Trainer

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher will create data driven instruction based on Benchmark assessment data analysis and complete Data Action Plan document	08/29/2022 - 06/15/2023	Principal and Assigned faculty

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

4a: Reflecting on Teaching

Professional Development Step

Audience

Topics of Prof. Dev

Common Planning Time Protocols

Special Education and Regular Education teachers in the ELA and Math content areas

Common Planning Time Protocols, Instructional Planning Guides

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Regular and Special education teachers will complete and turn in common planning time documents as lesson plans. Special Education teachers collaborating with regular Ed teachers in their content specific areas

08/29/2022 - 06/15/2023

School Administration, District Curriculum office

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4a: Reflecting on Teaching

4d: Participating in a Professional Community

Professional Development Step**Audience****Topics of Prof. Dev**

Graduation Tracking

Homeroom Teachers, Case Managers,
monitors and mentorsGraduation Requirements, Grading procedures,
Course sequencing, Edgenuity program**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**Teachers will complete a short survey to check for
understanding

08/29/2022 - 06/16/2023

Principal, Assistant Principals

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

4b: Maintaining Accurate Records

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Staff will be informed via staff meeting.	Explanation of the plan, creating buy in and collecting input	Staff meeting	Faculty and staff	August 2022
Plan posted on the District website and social media for community examination. Please presented during the Education Committee meeting.	Explanation of the plan, creating buy in and collecting input	Online Media	Community stakeholders	May/June 2022
Plan presented and explained to students during opening week assemblies	Explanation of the plan, creating buy in and collecting input	student assembly	Student body	September 2022
Plan communicated during Quarterly Parent Nights	Explanation of the plan, creating buy in and collecting input	In Person	Parents and stakeholders	Throughout 2022-2023 school year
