

CHARLEROI AREA HS

100 Fecsen Dr

ATSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Charleroi Area School District is committed to welcoming a variety of learners into our school community in order to celebrate diversity, promote acceptance, and provide encouragement to them as they scaffold their way to success. Students will develop their individual talents, critical thinking, and technology skills by being actively engaged in the learning process. Continuous commitment to improvement ensures that our students are well-rounded, self-directed, lifelong learners. By maintaining a safe and optimum learning environment, we provide the opportunity for students to be successful. Promoting high standards and expectations, teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

STEERING COMMITTEE

Name	Position	Building/Group
Patricia Mason	Principal	CAHS
Gina Cotton	School Counselor	CAHS
Janet Toth	School Counselor	CAHS
Nathan Fiala	Teacher	CAHS
Tyra Savarese	Other	CAHS-school leader
Lisa Kearns	Parent	CAHS -parent
Ed Zelich	Chief School Administrator	CASD
Carla Herrnberger	District Level Leaders	CASD
Brady Barbero	Teacher	CAHS
Krista Randolph	Teacher	CAHS
Jennifer Donato	Teacher	CAHS
Jessica Fritch	Community Member	CASD
Ron Gallagher	Other	IU1 Facilitator

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If research-based attendance strategies are implemented, then students will increase their daily attendance and this includes students with disabilities.	Regular Attendance
If we align curricular materials and lesson plans to the PA standards; use a systematic, collaborative planning process to ensure instruction is coordinated, aligned and evidence based; and use a variety of assessment (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then students with disabilities will increase their rate of proficiency on the Literature Keystone exam.	English Language Arts
If we identify and address individual student learning needs and identify professional learning needs through analysis of a variety of data, then the career standards benchmarks will be met.	Career Standards Benchmark
If we align curricular materials and lesson plans to the PA standards; use a systematic, collaborative planning process to ensure instruction is coordinated, aligned and evidence based; and use a variety of assessment (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then students with disabilities will increase their rate of proficiency on the Algebra Keystone exam. Additionally, this will increase their growth rate on the Algebra Keystone Exam.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy

Student and Family Attendance Liaison - additional position

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Regular Attendance

For the Fall 2022 reporting (2020-2021 school year), the attendance rate for students with disabilities was 47.8%. Our goal is to have 57.8% of students within this subgroup to attend school regularly by June 2024.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Create position, post position, interview for position, and hire for position

2023-04-01 -
2023-07-31

Dr.
Zelich/Superintendent

Funding allocation

Train attendance liaison

2023-08-01 -
2023-09-30

Nelson/HS assistant
principal,
Savarese/assistant to
the principal, and
Shields/MS principal

none

new person will begin to research evidence based strategies that would be applicable to our student population and resource availability and ways to increase student's desire to attend school. Topics such as social probation, COLA attendance expectations, Keystone test participation especially COLA students, attendance secretary training needs

2023-09-01 -
2023-12-01

New attendance
liaison

attendance research, family
support, CYS follow
through

Anticipated Outcome

board minutes for hire; job description; admin topics for training; proposals for changes to attendance practice; individual work with students and families, attendance secretary how to documents

Monitoring/Evaluation

Lead people will monitor often as the year starts and eventually just be a resource for the new attendance position

Evidence-based Strategy

Literature Professional Development from IU1

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Literature Proficiency	For the spring of 2022 juniors (fall 2022 report), the proficiency rate in Literature for students with disabilities was not met. It was 10.5%, which is lower than all testers at 69.3%. The proficiency rate for first time testers for students with disabilities was 13%. The three prior years had an insufficient sample size. Our goal is to have 30% of students with disabilities to be on track to achieve Literature proficiency.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PD from IU1 Literature curriculum specialist and if needed, TAC specialist, including IEP accommodations vs modifications, writing	2023-09-01 - 2024-05-31	Mason/Principal, Randolph/9th	IU1 availability; curriculum, instruction, and assessment

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
across the content areas, NWEA applicable use, how to increase student motivation to learn		grade English	as determined
Add Core English 9 and Core English 10 back into the master schedule - IU1 assistance on best practices from previous action step	2023-05-15 - 2023-08-01	Mason/Principal, Cotton/Counselor	singleton conflicts addressed in master

Anticipated Outcome

curriculum revised, new instructional strategies implemented, regular assessment analysis, master schedule created for singleton, new HS reading course

Monitoring/Evaluation

Mason to schedule PD and substitutes; English teachers including special education teachers to actively participate and revise areas as needed - curriculum maps, lesson plans, assessment outcomes; New HS reading course teacher - show student growth

Evidence-based Strategy

Algebra Professional Development from IU1

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Algebra Proficiency (with	For the spring of 2022 juniors (Fall 2022 report), the proficiency rate in Algebra for students with disabilities

Goal Nickname	Measurable Goal Statement (Smart Goal)
growth)	was not met. The percentage was not noted due to an insufficient sample size, but when combined with the Literature proficiency rate, CAHS was designated in the ATSI category. The proficiency rate for first time testers for students with disabilities was 0%. Furthermore, the Algebra proficiency rate overall was 43.8%. For the spring of 2022 juniors (Class of 2023), the Algebra growth expectations for students with disabilities was not met. The growth rate was 67.0%, which is lower than the statewide average growth score of 76.2, but higher than the school score for all testers of 61.0% Our goal is to have 15% of students with disabilities to be on track to achieve Algebra proficiency, which in turn would also show growth.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PD from IU1 Math 8 and Algebra I curriculum specialist and if needed, TAC specialist including IEP accommodations vs modifications, NWEA applicable use, how to increase student motivation to learn	2023-09-01 - 2024-05-31	Mason/Principal, Barbero/Algebra teacher	IU1 availability; curriculum, instruction, and assessment as determined
Create a high school pre-algebra course - IU1 assistance on best practices from previous action step	2023-06-01 - 2024-05-31	Mason/Principal, Molek/math teacher	time to meet with special education teacher (Donato) to discuss curriculum; availability of teacher in master schedule; teacher will determine resources when planning

Anticipated Outcome
curriculum revised per course, new instructional strategies implemented, regular assessment analysis, master schedule created for singleton, new HS pre-algebra course

Monitoring/Evaluation

Mason to schedule PD and substitutes; Math teachers including special education teachers to actively participate and revise areas as needed - curriculum maps, lesson plans, assessment outcomes; New HS pre-algebra course teacher - show student growth

Evidence-based Strategy

PIMS secretary - additional position

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Standards Benchmarks	For the spring 2022 juniors (Fall 2022 report), the career benchmarks rate for the all student groups was 0%, which is lower than the statewide average of 87.9%. Each subgroup was 0% as well. Updated website as of 5/15/23: all groups was 88.4%, which is 0.1% higher than the statewide revised average of 88.3%. The subgroups were white 90.9%, economically disadvantaged 81.4%, and students with disabilities 66.7%. Our goal is to have 85% of our students with disabilities complete their career standards benchmarks for the end of junior year reporting.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create position, post position, interview for position, and hire for position	2022-08-02 - 2024-05-31	Zelich/Superintendent	fund allocation
train PIMS secretary	2023-03-18 -	Gudac/PIMS administrator,	none

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2024-05-31	Hamilton/former registrar	

Anticipated Outcome

job description for new position, accurate and timely PIMS reports

Monitoring/Evaluation

PIMS administrator will monitor and advise on PIMS reporting

Evidence-based Strategy

Career Standards Benchmarks - follow up

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Standards Benchmarks	For the spring 2022 juniors (Fall 2022 report), the career benchmarks rate for the all student groups was 0%, which is lower than the statewide average of 87.9%. Each subgroup was 0% as well. Updated website as of 5/15/23: all groups was 88.4%, which is 0.1% higher than the statewide revised average of 88.3%. The subgroups were white 90.9%, economically disadvantaged 81.4%, and students with disabilities 66.7%. Our goal is to have 85% of our students with disabilities complete their career standards benchmarks for the end of junior year reporting.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Special education teachers will have one period of "case management" and they can use some of this time to keep up to date on career standards benchmark completion at each grade level	2023-08-21 - 2024-05-31	Cotton and Toth/counselors	time to meet with the case managers and explain what is expected at each grade level and how to periodically check for completion

Anticipated Outcome
 completed career benchmark standards

Monitoring/Evaluation
 career portfolio completion determined by counselor; guidance secretary updates reporting once a year; PIMS secretary completes the upload by PDE deadline

Evidence-based Strategy
 HS reading course creation

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Literature Proficiency	For the spring of 2022 juniors (fall 2022 report), the proficiency rate in Literature for students with disabilities was not met. It was 10.5%, which is lower than all testers at 69.3%. The proficiency rate for first time testers for

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

students with disabilities was 13%. The three prior years had an insufficient sample size. Our goal is to have 30% of students with disabilities to be on track to achieve Literature proficiency.

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

Create a high school reading class for learning support students

2023-05-01 -
2024-01-01

Mason/Principal,
Montgomery/special
education teacher

availability of teacher in master schedule; teacher will determine resources when planning

Anticipated Outcome

master schedule created for singleton, new HS reading course

Monitoring/Evaluation

New HS reading course teacher - show student growth

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>For the spring of 2022 juniors (fall 2022 report), the proficiency rate in Literature for students with disabilities was not met. It was 10.5%, which is lower than all testers at 69.3%. The proficiency rate for first time testers for students with disabilities was 13%. The three prior years had an insufficient sample size. Our goal is to have 30% of students with disabilities to be on track to achieve Literature proficiency. (Literature Proficiency)</p>	Literature Professional Development from IU1	PD from IU1 Literature curriculum specialist and if needed, TAC specialist, including IEP accommodations vs modifications, writing across the content areas, NWEA applicable use, how to increase student motivation to learn	09/01/2023 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>For the spring of 2022 juniors (Fall 2022 report), the proficiency rate in Algebra for students with disabilities was not met. The percentage was not noted due to an insufficient sample size, but when combined with the Literature proficiency rate, CAHS was designated in the ATSI category. The proficiency rate for first time testers for students with disabilities was 0%. Furthermore, the Algebra proficiency rate overall was 43.8%. For the spring of 2022 juniors (Class of 2023), the Algebra growth expectations for students with disabilities was not met. The growth rate was 67.0%, which is lower than the statewide average growth score of 76.2, but higher than the school score for all testers of 61.0% Our goal is to have 15% of students with disabilities to be on track to achieve Algebra proficiency, which in turn would also show growth. (Algebra Proficiency (with growth))</p>	<p>Algebra Professional Development from IU1</p>	<p>PD from IU1 Math 8 and Algebra I curriculum specialist and if needed, TAC specialist including IEP accommodations vs modifications, NWEA applicable use, how to increase student motivation to learn</p>	<p>09/01/2023 - 05/31/2024</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.

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

Graduation rate

Literature growth, including special education

Materials that we have been working on such as citing textual evidence, essential vs. nonessential information, and explaining how author's use key words and phrases in the text showed that students were retaining what we taught.

Students take the Literature Keystone exam at the end of 10th grade English. This allows for two years of instruction to focus on the standards.

Most teacher work with struggling students when outside issues are barriers for their learning.

Pre-Algebra LS course was added during 2022-2023 in order to help build a better math foundation.

Most teachers work with struggling students when outside issues are barriers for learning.

Biology proficiency rate is higher than PVAAS projections.

Challenges

Regular Attendance - Improve regular attendance for all student and all subgroups

Career Benchmark for all groups

Learning support students need more practice with constructed response. When "adopt and anchor" was no longer required by administrations, teachers in other departments stopped requiring formal writing and comprehension question of their students.

Teachers have not had professional development specific to the content area. Teachers rarely have time to work together to review their curriculum maps and instructional strategies in order to adjust based upon data.

Algebra Proficiency Rate and Growth for all students and subgroups

Over the years, teacher positions have been cut. When an English teacher was cut, we had to cut our remediation courses. Remediation must happen in the regular classroom while also continuing with the curriculum. Some students have many school absences are not engaged in classroom lessons. Some of these

Strengths

A life science class was added in order to give some students an additional year of topics to help the students build a better foundation for Biology.

Most teachers work with struggling students when outside issues are barriers for learning.

Proficiency rate is higher than the PVAAS projections.

Counselors going into classrooms to provide lessons to students - technology use, careers, resumes, scheduling, Naviance

This area will be corrected once the PIMS upload is correctly completed.

Most teachers work with struggling students when outside issues are barriers for their learning. Care and concern for our students displayed by most staff members.

Our students are actually completing the career standards benchmarks and the data is entered into the Sapphire, our student information system. Students with disabilities need to complete the career benchmarks.

The same English teacher has been teaching English 10 for multiple years. She is a co-teacher with the special education teacher that is newer to the building. Information, resources, and strategies are shared between them. This same special education

Challenges

students do not complete make up work when they are absent. Additionally, many parents will not get involved in developing a solution even after numerous attempts.

Test participation rate. With the implementation of alternate graduation pathways, some students know that they will not need to pass the Keystone exam in order to graduate, especially if they plan to go to the Career and Technical Center where they can earn the NOCTI score.

Some students have many school absences. Some of these students do not complete make up work upon return to school. Additionally, many parents will not get involved in developing a solution even after numerous attempts.

Teachers have not had professional development specific to their content area. Historically, the math data has been a weakness in the district. A K-12 curriculum review has not taken place. This needs to be a systemic, collaborative process to ensure instruction is coordinated, aligned, and evidence-based.

Test participation rate. With the implementation of alternate graduation pathways, some students know that they will not need to pass the Keystone exam in order to graduate, especially if they plan to go to the Career and Technical Center where they can earn the NOCTI score.

Literature Proficiency rate for students with disabilities

Strengths

teacher also co-teaches with the English 9 teacher.

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

Implement evidence-based strategies to engage families to support learning

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

Challenges

Challenges- Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures. If a student is not successful on the Biology Keystone exam, there are no remediation courses or similar science course for the students to enroll to gain the knowledge to be successful on a retest.

Some students have many school absences. Some of these students do not complete make up work upon return to school. Additionally, many parents will not get involved in developing a solution even after numerous attempts.

Algebra proficiency is lower than PVAAS projections. Finding additional ways to help the students retain the information after the unit is over. Some students have two years of instruction for Algebra, but are still unsuccessful with passing the Keystone exam.

Identify and address individual student learning needs

Having enough staff to help with the various needs of our students, such as having a truancy officer and additional special education teacher.

Time for the teachers to work together to analyze and revise

Challenges

curriculum, analyze data and develop/share lessons.

Being able to use PVAAS projections to develop individualized plans for students including remediation.

Teachers have not have professional development specific to their content area.

Test participation rate. With the implementation of alternate graduation pathways, some students know that they will not need to pass the Keystone exam in order to graduate, especially if they plan to go to the Career and Technical Center where they can earn the NOCTI score.

Our PIMS administrators have changed four times in 10 years.

We transferred our Student Information System from Prosoft to Sapphire and the third PIMS administrator left. The new, fourth PIMS administrator did not have any knowledge of Sapphire or PIMS from a non-financial reporting status.

Students with disabilities completion rate for the career benchmark standards is lower than the average for all students for the Fall 2022 report (Class of 2023)

Students with disabilities have modifications in their IEPs, which change, lower, or reduce the learning expectations. The reading level of many students with disabilities is at the middle school or

Challenges

elementary school level.

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

Align curricular materials and lesson plans to the PA Standards

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

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

Having students realize that passing courses in order to receive a diploma will change the trajectory of their lives. Getting parents involved in the education of their children in high school, whether it is grades, behavior, or attendance.



Most Notable Observations/Patterns

Student attendance is a huge concern. When the students come to school and complete their work, they graduate from high school. While we cannot change the family dynamic, we can help them graduate from school as long as they come to school and put forth their best effort while they are here. If the students would come to school on a regular basis, then they have the opportunity to be exposed to the instruction and additional supports available to them. Having time to work with colleagues on curriculum, instruction, and assessment is necessary in order to promote change.

Challenges

Discussion Point

Priority for Planning

Regular Attendance - Improve regular attendance for all student and all subgroups

Attendance goal - CYS lack of follow through; attendance officer needed; loss of extracurricular activities for accountability; COLA attendance expectations and accountability; Keystone test participation especially COLA student; secretary training, how to increase student's desire to attend school

✓

Algebra proficiency is lower than PVAAS projections. Finding additional ways to help the students retain the information after the unit is over. Some students have two years of instruction for Algebra, but are still unsuccessful with passing the Keystone exam.

This can be addressed with the Algebra proficiency goal and Algebra growth goal

Identify and address individual student learning needs

Challenges	Discussion Point	Priority for Planning
<p>Learning support students need more practice with constructed response. When “adopt and anchor” was no longer required by administrations, teachers in other departments stopped requiring formal writing and comprehension question of their students.</p>	<p>This can be addressed with the Literature Proficiency Rate goal.</p>	
<p>Teachers have not had professional development specific to the content area. Teachers rarely have time to work together to review their curriculum maps and instructional strategies in order to adjust based upon data.</p>	<p>This can be addressed with the Literature Proficiency Rate goal.</p>	
<p>Having enough staff to help with the various needs of our students, such as having a truancy officer and additional special education teacher.</p>	<p>This can be addressed in the attendance goal.</p>	
<p>Time for the teachers to work together to analyze and revise curriculum, analyze data and develop/share lessons.</p>	<p>Literature Proficiency Rate - Literature PD is overdue, core 9 and core 10 classes removed a few years ago, IEP modification are being done instead of accommodations, writing across the content area decreased when staff did not need to submit to administrator, NWEA started but leader left the district so no data analysis accountability or time to meet, low reading level, how to increase student motivation</p>	<p>✓</p>

Challenges	Discussion Point	Priority for Planning
Being able to use PVAAS projections to develop individualized plans for students including remediation.	to learn	
Career Benchmark for all groups	Career standards benchmarks - data upload needs to be completed by due date, special education case managers should help to follow up on missing materials, case management period was not available for special education teachers to have time to work with students on their caseloads	✓
Algebra Proficiency Rate and Growth for all students and subgroups	This can be addressed with the Algebra proficiency goal and Algebra growth goal	
Literature Proficiency rate for students with disabilities	This can be addressed with the Literature Proficiency Rate goal.	
Test participation rate. With the implementation of alternate graduation pathways, some students know that they will not need to pass the Keystone exam in order to graduate, especially if they plan to go to the Career and Technical Center where they can earn the NOCTI score.	This can be addressed with the attendance goal.	
Teachers have not had professional development specific to their content area.	Algebra Proficiency Rate and Algebra Growth Expectations goals - Algebra PD is overdue, majority of rising freshmen are not predicted	✓

Challenges	Discussion Point	Priority for Planning
<p>Historically, the math data has been a weakness in the district. A K-12 curriculum review has not taken place. This needs to be a systemic, collaborative process to ensure instruction is coordinated, aligned, and evidence-based.</p>	<p>to be successful on the algebra Keystone exam, pre-algebra class created for learning support but not for mainstreamed students, IEP modifications are being done instead of accommodations, NWEA started but leader left the district so no data analysis accountability or time to meet, how to increase student motivation to learn</p>	
<p>Test participation rate. With the implementation of alternate graduation pathways, some students know that they will not need to pass the Keystone exam in order to graduate, especially if they plan to go to the Career and Technical Center where they can earn the NOCTI score.</p>	<p>This can be addressed with the attendance goal.</p>	
<p>Teachers have not have professional development specific to their content area.</p>	<p>This can be address with the Algebra and Literature goals.</p>	
<p>Test participation rate. With the implementation of alternate graduation pathways, some students know that they will not need to pass the Keystone exam in order to graduate, especially if they plan to go to the Career and Technical Center where they can earn the NOCTI score.</p>	<p>This can be addressed with the attendance goal.</p>	
<p>We transferred our Student Information</p>	<p>This can be address with Career Standards Benchmark goal</p>	

Challenges	Discussion Point	Priority for Planning
<p>System from Prosoft to Sapphire and the third PIMS administrator left. The new, fourth PIMS administrator did not have any knowledge of Sapphire or PIMS from a non-financial reporting status.</p>		
<p>Students with disabilities completion rate for the career benchmark standards is lower than the average for all students for the Fall 2022 report (Class of 2023)</p>	<p>This can be address with Career Standards Benchmark goal</p>	
<p>Students with disabilities have modifications in their IEPs, which change, lower, or reduce the learning expectations. The reading level of many students with disabilities is at the middle school or elementary school level.</p>	<p>This can be address with the Algebra and Literature goals.</p>	
<p>Align curricular materials and lesson plans to the PA Standards</p>	<p>This can be address with the Algebra and Literature goals.</p>	
<p>Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices</p>	<p>This can be address with the Algebra and Literature goals.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Student and Family Attendance Liaison - additional position

Action Steps	Anticipated Start/Completion Date
Create position, post position, interview for position, and hire for position	04/01/2023 - 07/31/2023
Monitoring/Evaluation	Anticipated Output
Lead people will monitor often as the year starts and eventually just be a resource for the new attendance position	board minutes for hire; job description; admin topics for training; proposals for changes to attendance practice; individual work with students and families, attendance secretary how to documents
Material/Resources/Supports Needed	PD Step
Funding allocation	no

Action Steps**Anticipated Start/Completion Date**

Train attendance liaison

08/01/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output**

Lead people will monitor often as the year starts and eventually just be a resource for the new attendance position

board minutes for hire; job description; admin topics for training; proposals for changes to attendance practice; individual work with students and families, attendance secretary how to documents

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

none

no



Action Steps**Anticipated Start/Completion Date**

new person will begin to research evidence based strategies that would be applicable to our student population and resource availability and ways to increase student's desire to attend school. Topics such as social probation, COLA attendance expectations, Keystone test participation especially COLA students, attendance secretary training needs

09/01/2023 - 12/01/2023

Monitoring/Evaluation**Anticipated Output**

Lead people will monitor often as the year starts and eventually just be a resource for the new attendance position

board minutes for hire; job description; admin topics for training; proposals for changes to attendance practice; individual work with students and families, attendance secretary how to documents

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

attendance research, family support, CYS follow through

no

Action Plan: Literature Professional Development from IU1

Action Steps**Anticipated Start/Completion Date**

PD from IU1 Literature curriculum specialist and if needed, TAC specialist, including IEP accommodations vs modifications, writing across the content areas, NWEA applicable use, how to increase student motivation to learn

09/01/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Mason to schedule PD and substitutes; English teachers including special education teachers to actively participate and revise areas as needed - curriculum maps, lesson plans, assessment outcomes; New HS reading course teacher - show student growth

curriculum revised, new instructional strategies implemented, regular assessment analysis, master schedule created for singleton, new HS reading course

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

IU1 availability; curriculum, instruction, and assessment as determined

yes



Action Steps**Anticipated Start/Completion Date**

Add Core English 9 and Core English 10 back into the master schedule - IU1 assistance on best practices from previous action step

05/15/2023 - 08/01/2023

Monitoring/Evaluation**Anticipated Output**

Mason to schedule PD and substitutes; English teachers including special education teachers to actively participate and revise areas as needed - curriculum maps, lesson plans, assessment outcomes; New HS reading course teacher - show student growth

curriculum revised, new instructional strategies implemented, regular assessment analysis, master schedule created for singleton, new HS reading course

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

singleton conflicts addressed in master

no

Action Plan: Algebra Professional Development from IU1

Action Steps**Anticipated Start/Completion Date**

PD from IU1 Math 8 and Algebra I curriculum specialist and if needed, TAC specialist including IEP accommodations vs modifications, NWEA applicable use, how to increase student motivation to learn

09/01/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Mason to schedule PD and substitutes; Math teachers including special education teachers to actively participate and revise areas as needed - curriculum maps, lesson plans, assessment outcomes; New HS pre-algebra course teacher - show student growth

curriculum revised per course, new instructional strategies implemented, regular assessment analysis, master schedule created for singleton, new HS pre-algebra course

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

IU1 availability; curriculum, instruction, and assessment as determined

yes



Action Steps

Anticipated Start/Completion Date

Create a high school pre-algebra course - IU1 assistance on best practices from previous action step

06/01/2023 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

Mason to schedule PD and substitutes; Math teachers including special education teachers to actively participate and revise areas as needed - curriculum maps, lesson plans, assessment outcomes; New HS pre-algebra course teacher - show student growth

curriculum revised per course, new instructional strategies implemented, regular assessment analysis, master schedule created for singleton, new HS pre-algebra course

Material/Resources/Supports Needed

PD Step

time to meet with special education teacher (Donato) to discuss curriculum; availability of teacher in master schedule; teacher will determine resources when planning

no

Action Plan: PIMS secretary - additional position

Action Steps**Anticipated Start/Completion Date**

Create position, post position, interview for position, and hire for position

08/02/2022 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

PIMS administrator will monitor and advise on PIMS reporting

job description for new position, accurate and timely PIMS reports

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

fund allocation

no



Action Steps**Anticipated Start/Completion Date**

train PIMS secretary

03/18/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

PIMS administrator will monitor and advise on PIMS reporting

job description for new position, accurate and timely PIMS reports

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

none

no



Action Plan: Career Standards Benchmarks - follow up

Action Steps	Anticipated Start/Completion Date
Special education teachers will have one period of "case management" and they can use some of this time to keep up to date on career standards benchmark completion at each grade level	08/21/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
career portfolio completion determined by counselor; guidance secretary updates reporting once a year; PIMS secretary completes the upload by PDE deadline	completed career benchmark standards
Material/Resources/Supports Needed	PD Step
time to meet with the case managers and explain what is expected at each grade level and how to periodically check for completion	no
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Action Plan: HS reading course creation

Action Steps	Anticipated Start/Completion Date
Create a high school reading class for learning support students	05/01/2023 - 01/01/2024

Monitoring/Evaluation	Anticipated Output
New HS reading course teacher - show student growth	master schedule created for singleton, new HS reading course

Material/Resources/Supports Needed	PD Step
availability of teacher in master schedule; teacher will determine resources when planning	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>For the spring of 2022 juniors (fall 2022 report), the proficiency rate in Literature for students with disabilities was not met. It was 10.5%, which is lower than all testers at 69.3%. The proficiency rate for first time testers for students with disabilities was 13%. The three prior years had an insufficient sample size. Our goal is to have 30% of students with disabilities to be on track to achieve Literature proficiency. (Literature Proficiency)</p>	<p>Literature Professional Development from IU1</p>	<p>PD from IU1 Literature curriculum specialist and if needed, TAC specialist, including IEP accommodations vs modifications, writing across the content areas, NWEA applicable use, how to increase student motivation to learn</p>	<p>09/01/2023 - 05/31/2024</p>
<p>For the spring of 2022 juniors (Fall 2022 report), the proficiency rate in Algebra for students with disabilities was not met. The percentage was not noted due to an insufficient sample size, but when combined with the Literature proficiency rate, CAHS was designated in the ATSI category. The proficiency rate for first time testers for students with disabilities was 0%. Furthermore, the Algebra proficiency rate overall</p>	<p>Algebra Professional Development from IU1</p>	<p>PD from IU1 Math 8 and Algebra I curriculum specialist and if needed, TAC</p>	<p>09/01/2023 - 05/31/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>was 43.8%. For the spring of 2022 juniors (Class of 2023), the Algebra growth expectations for students with disabilities was not met. The growth rate was 67.0%, which is lower than the statewide average growth score of 76.2, but higher than the school score for all testers of 61.0% Our goal is to have 15% of students with disabilities to be on track to achieve Algebra proficiency, which in turn would also show growth. (Algebra Proficiency (with growth))</p>		<p>specialist including IEP accommodations vs modifications, NWEA applicable use, how to increase student motivation to learn</p>	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Literature PD	HS English teachers including special education teachers	content standards, curriculum development, instructional strategies, effective assessment, appropriate accommodations, student motivation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
revised curriculum maps, changes to curriculum/instruction, assessments that guide instruction	09/01/2023 - 05/31/2024	Mason/Principal, Randolph/English teacher

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

Algebra PD

HS math teachers including special education teachers

content standards, curriculum development, instructional strategies, effective assessment, appropriate accommodations, student motivation

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

revised curriculum maps, changes to curriculum/instruction, assessments that guide instruction

09/01/2023 - 05/31/2024

Mason/Principal, Barbero/math teacher

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
30 day public viewing/School board approval	ATSI Plan	Website/School board meeting	School Community/Board Members	posted mid-June 2023 to be approved mid-July 2023
