

## **CANON-MCMILLAN SHS**

314 Elm St Extension

ATSI non-Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

The vision of the Canon-McMillan School District is to graduate all students with effective collaboration skills, the knowledge to utilize resources, and a passion for lifelong learning which are imperative for success in an emerging global society. Specifically, our students will graduate with the ELA and math skills to be successful in their post-secondary plans while realizing the role that daily attendance plays with their current and future success.

## STEERING COMMITTEE

Name	Position	Building/Group
Becky Lieb	Director of Special Education	Canon-McMillan School District
Michael Daniels	Superintendent	Canon-McMillan School District
Officer Kelly Boyd	Probation Officer	Washington County Juvenile Probation
Ken Crowley	District Level Leaders	Canon-McMillan High School
Tom Orr	High School Assistant Principal	Canon-McMillan High School
Kelly Brownlee	High School Math Teacher/Department Head	Canon-McMillan High School
Tera Lauderbaugh	High School English Teacher/Department Head	Canon-McMillan High School
Brie Hoolahan	High School Special Education Teacher/Department Head	Canon-McMillan High School
Brittany Taylor	Principal	Canon-McMillan High School
Jenna Handra	Other	Canon-McMillan High School
Marijke Lucia	Parent	Canon-McMillan High School
Sophia Bickmeier	Student	Canon-McMillan High School
Ronald Gallagher	Education Specialist	Intermediate Unit 1

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Pete Moniodes	Board Member	Canon-McMillan School District
Janet Deliere	Teacher	Canon-McMillan High School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we build leadership capacity and empower staff in the development and successful implementation of the initiatives that better serve students, staff, and school, then students with disabilities will increase their daily attendance.	Regular Attendance
If we identify and address individual student learning needs, then students with disabilities will increase then their rate of proficiency in the area of Mathematics will increase.	Mathematics

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Algebra Benchmark Assessments	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Algebra I Goal	During the 2021-2022 school year, 12.2% of students with disabilities scored Proficient/Advanced on the Algebra I Keystone Exam. Our goal is show a significant increase in performance toward the June 2025 statewide goal of 38% by meeting quarterly targets over the next two years. Over the next year, to reach our goal, 25.10% of our students will achieve Proficient/Advanced on the Algebra 1 Keystone Exam, which is an increase of 12.9%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilize CDTs for benchmark assessments	2023-08-24 - 2024-05-31	CMHS Administration; Math Department Head	Computers, DRC Assessment Tool

### Anticipated Outcome

Increase validity of the Algebra benchmark assessment as a true indicator of student performance on the Algebra I Keystone Exam

### Monitoring/Evaluation

Students in the Algebra Keystone trigger course will be given quarterly benchmarks. CMHS Administration and Department Head will complete end of the year data analysis to determine effectiveness of tool as an indicator of student performance.

### Evidence-based Strategy

Algebra Data Meetings

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Algebra I Goal	During the 2021-2022 school year, 12.2% of students with disabilities scored Proficient/Advanced on the Algebra I Keystone Exam. Our goal is show a significant increase in performance toward the June 2025 statewide goal of 38% by meeting quarterly targets over the next two years. Over the next year, to reach our goal, 25.10% of our students will achieve Proficient/Advanced on the Algebra 1 Keystone Exam, which is an increase of 12.9%.

**Goal Nickname****Measurable Goal Statement (Smart Goal)****Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Hold quarterly data meetings to review benchmark performance.

2023-08-24 - 2024-05-31

CMHS Administration; Math Department Head

Performance Matters

**Anticipated Outcome**

Identify the students who need additional supports and create individualized action plans to target deficits

**Monitoring/Evaluation**

Data meetings will take place with CMHS Administration and all teachers who teacher the Algebra I Keystone Exam trigger course. Meetings will be held quarterly after the administration of the benchmark assessment.

**Evidence-based Strategy**

Job Shadowing/Internships

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

Attendance Goal

During the 2021-2022 school year, the attendance rate for students with disabilities was 70.8%. Our goal is have 74.57% of students within this subgroup to attend school regularly by June 2024, which is an increase of

Goal Nickname	Measurable Goal Statement (Smart Goal)
	3.77%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide students with an opportunity to partake in hands-on learning experiences tied to their post-secondary plan	0020-08-31 - 2024-05-31	CMHS Admin/Counselors	Community partnerships; allotted time during the school year

**Anticipated Outcome**  
 Student engagement in post-secondary options, which will increase attendance.

**Monitoring/Evaluation**  
 Each grade level will be provided different dates and opportunities outside of the school to explore their post-secondary options. CMHS Administration and school counselors will facilitate planning and document information for Act 158.

**Evidence-based Strategy**  
 Communication of Benchmark Results

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)

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Algebra I Goal

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

Notify students and families of under-performance and recommend targeted after-school tutoring based on individual student need

2023-08-24 -  
2024-05-31

CMHS  
Administration;  
Math Department

Performance Matters Data

**Anticipated Outcome**

Addressing individual learning needs to increase attendance at after-school tutoring to target remediation and improve individual student performance

**Monitoring/Evaluation**

Using data from Performance Matters, students will be identified quarterly, and families/students will be notified of the recommendation to attend tutoring through Blackboard Connect.



## Evidence-based Strategy

Restorative Practices

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Attendance Goal

During the 2021-2022 school year, the attendance rate for students with disabilities was 70.8%. Our goal is have 74.57% of students within this subgroup to attend school regularly by June 2024, which is an increase of 3.77%.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Address undesired behaviors in hopes of creating a more positive and safe school environment

2023-08-24 -  
2024-05-31

CMHS  
Administration;  
Teachers

EverFi lessons

## Anticipated Outcome

Increased attendance through the creation of a positive and safe school environment; increase in student-teacher positive relationships through restorative conversation and practice

## Monitoring/Evaluation

During 2023-2024 school year, this will be addressed with all staff through PD and through the updating of disciplinary processes and procedures.

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## Evidence-based Strategy

SEL Curriculum

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Attendance Goal

During the 2021-2022 school year, the attendance rate for students with disabilities was 70.8%. Our goal is have 74.57% of students within this subgroup to attend school regularly by June 2024, which is an increase of 3.77%.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Chill Lessons and Trauma-Informed Care

2023-08-24 - 2024-05-31

AHN Chill Facilitator, CMHS Administration, all staff

Chill Lessons

## Anticipated Outcome

Students and teachers will develop a common language to use to address social/emotional needs to strength student/teacher relationships in order to increase attendance.

## Monitoring/Evaluation

This will be implemented throughout the 2023-2024 school year to the whole staff through in-service time and after-school professional development, as time allows.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>During the 2021-2022 school year, 12.2% of students with disabilities scored Proficient/Advanced on the Algebra I Keystone Exam. Our goal is show a significant increase in performance toward the June 2025 statewide goal of 38% by meeting quarterly targets over the next two years. Over the next year, to reach our goal, 25.10% of our students will achieve Proficient/Advanced on the Algebra 1 Keystone Exam, which is an increase of 12.9%. (Algebra I Goal)</p>	Algebra Benchmark Assessments	Utilize CDTs for benchmark assessments	08/24/2023 - 05/31/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
During the 2021-2022 school year, the attendance rate for students with disabilities was 70.8%. Our goal is have 74.57% of students within this subgroup to attend school regularly by June 2024, which is an increase of 3.77%. (Attendance Goal)	Restorative Practices	Address undesired behaviors in hopes of creating a more positive and safe school environment	08/24/2023 - 05/31/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
During the 2021-2022 school year, the attendance rate for students with disabilities was 70.8%. Our goal is have 74.57% of students within this subgroup to attend school regularly by June 2024, which is an increase of 3.77%. (Attendance Goal)	SEL Curriculum	Chill Lessons and Trauma-Informed Care	08/24/2023 - 05/31/2024

## 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).**

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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Graduation Rate

Career Standard Benchmark

Career Standard Benchmark

Rigorous Courses of Study

Rigorous Courses of Study

Meeting Annual Academic Growth Expectations (PVAAS): Algebra

Meeting Annual Academic Growth Expectations (PVAAS): Algebra

Meeting Annual Academic Growth Expectations (PVAAS): Biology

Meeting Annual Academic Growth Expectations (PVAAS): Biology

Our quarterly reports have shown that our students have exhibited growth this year.

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Data shows growth with students with disabilities on the

### Challenges

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Proficient or Advanced on Pennsylvania State Assessments:  
Algebra I

Regular Attendance

Regular Attendance

Meeting Annual Academic Growth Expectations (PVAAS):  
Literature

Meeting Annual Academic Growth Expectations (PVAAS):  
Literature

We need to increase our growth for all student groups in  
Literature.

We need to increase our growth for all student groups in  
Literature.

We need to increase our Special Education subgroups  
performance on the Literature Keystone and benchmark exams.

We need to increase our Special Education subgroups  
performance on the Algebra Keystone and benchmark exams.

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## Strengths

benchmarks.

Data shows growth with students with disabilities on the benchmarks.

Data shows growth with students with disabilities on the benchmarks.

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Data shows growth with students with disabilities on the benchmarks.

Xello participation

Xello participation

Industry Based Learning

SWD maintained Biology performance.

Graduation rate for SWD increased.

Align curricular materials and lesson plans to the PA Standards

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

## Challenges

We need to increase our Special Education subgroups performance on the Algebra Keystone and benchmark exams.

We need to increase our growth for all student groups in Mathematics.

We need to increase our Special Education subgroups performance on the Biology Keystone and benchmark exams.

Optimizing time both inside and outside of the curriculum to allow students to successfully meet the Career Standards Benchmark

Providing opportunities for post-secondary planning and hands-on experiences during the school day

Attendance for the Students with Disabilities subgroup

Algebra Performance on State Assessments

English Growth

English Growth

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

## Strengths

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

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

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

Identify professional learning needs through analysis of a variety of data

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## Challenges

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

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

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

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## Most Notable Observations/Patterns

Our special education student subgroup has made gains, but we need to better serve those students and their families to ensure that they value education and that that growth continues. Through this examination, we need to provide continued and additional student-centered supports, help students be successful in classes that are a challenge for them (attendance, lack of interest, etc), and to engage them in extracurricular sports, activities, and clubs. If we invest in our students and parents, they will feel valued and will want to come to school and in turn will do better academically.

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Challenges	Discussion Point	Priority for Planning
Proficient or Advanced on Pennsylvania State Assessments: Algebra I	Students have identified that they find their Algebra course to be difficult and that they do not enjoy the course as much as they do other courses. This can be contributed to a lower attendance rate, low test scores, lower academic performance, large class sizes, and lack of background knowledge in the subject area.	✓
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		
Regular Attendance		✓
Meeting Annual Academic Growth Expectations (PVAAS): Literature		

## ADDENDUM B: ACTION PLAN

### Action Plan: Algebra Benchmark Assessments

Action Steps	Anticipated Start/Completion Date
Utilize CDTs for benchmark assessments	08/24/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Students in the Algebra Keystone trigger course will be given quarterly benchmarks. CMHS Administration and Department Head will complete end of the year data analysis to determine effectiveness of tool as an indicator of student performance.	Increase validity of the Algebra benchmark assessment as a true indicator of student performance on the Algebra I Keystone Exam

Material/Resources/Supports Needed	PD Step
Computers, DRC Assessment Tool	yes

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## Action Plan: Algebra Data Meetings

Action Steps	Anticipated Start/Completion Date
Hold quarterly data meetings to review benchmark performance.	08/24/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Data meetings will take place with CMHS Administration and all teachers who teacher the Algebra I Keystone Exam trigger course. Meetings will be held quarterly after the administration of the benchmark assessment.	Identify the students who need additional supports and create individualized action plans to target deficits

Material/Resources/Supports Needed	PD Step
Performance Matters	no



## Action Plan: Job Shadowing/Internships

Action Steps	Anticipated Start/Completion Date
Provide students with an opportunity to partake in hands-on learning experiences tied to their post-secondary plan	08/31/0020 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Each grade level will be provided different dates and opportunities outside of the school to explore their post-secondary options. CMHS Administration and school counselors will facilitate planning and document information for Act 158.	Student engagement in post-secondary options, which will increase attendance.

Material/Resources/Supports Needed	PD Step
Community partnerships; allotted time during the school year	no

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## Action Plan: Communication of Benchmark Results

Action Steps	Anticipated Start/Completion Date
Notify students and families of under-performance and recommend targeted after-school tutoring based on individual student need	08/24/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Using data from Performance Matters, students will be identified quarterly, and families/students will be notified of the recommendation to attend tutoring through Blackboard Connect.	Addressing individual learning needs to increase attendance at after-school tutoring to target remediation and improve individual student performance

Material/Resources/Supports Needed	PD Step
Performance Matters Data	no





## Action Plan: Restorative Practices

Action Steps	Anticipated Start/Completion Date
Address undesired behaviors in hopes of creating a more positive and safe school environment	08/24/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
During 2023-2024 school year, this will be addressed with all staff through PD and through the updating of disciplinary processes and procedures.	Increased attendance through the creation of a positive and safe school environment; increase in student-teacher positive relationships through restorative conversation and practice

Material/Resources/Supports Needed	PD Step
EverFi lessons	yes

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## Action Plan: SEL Curriculum

### Action Steps

### Anticipated Start/Completion Date

Chill Lessons and Trauma-Informed Care

08/24/2023 - 05/31/2024

### Monitoring/Evaluation

### Anticipated Output

This will be implemented throughout the 2023-2024 school year to the whole staff through in-service time and after-school professional development, as time allows.

Students and teachers will develop a common language to use to address social/emotional needs to strength student/teacher relationships in order to increase attendance.

### Material/Resources/Supports Needed

### PD Step

Chill Lessons

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>During the 2021-2022 school year, 12.2% of students with disabilities scored Proficient/Advanced on the Algebra I Keystone Exam. Our goal is show a significant increase in performance toward the June 2025 statewide goal of 38% by meeting quarterly targets over the next two years. Over the next year, to reach our goal, 25.10% of our students will achieve Proficient/Advanced on the Algebra 1 Keystone Exam, which is an increase of 12.9%. (Algebra I Goal)</p>	Algebra Benchmark Assessments	Utilize CDTs for benchmark assessments	08/24/2023 - 05/31/2024
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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Algebra Benchmark Assessments	Algebra I Keystone Exam trigger course teachers	CDTs, Desmos Calculator

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Administration of CDT	08/24/2023 - 05/31/2024	CMHS Administration

**Danielson Framework Component Met in this Plan:**

- 1d: Demonstrating Knowledge of Resources
- 3d: Using Assessment in Instruction

**This Step meets the Requirements of State Required Trainings:**



Professional Development Step	Audience	Topics of Prof. Dev
Chill Lessons	All Staff	Deep breathing, emotions, how to be mindful, being grateful and showing kindness, how to use our mindful skills and accept what we cannot change, how emotions affect us, how our perception can influence our behaviors, and how our biases can affect us

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Common language	08/24/2023 - 05/31/2024	AHN Chill Facilitator/CMHS Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff
2b: Establishing a Culture for Learning	

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Professional Development Step	Audience	Topics of Prof. Dev
Restorative Practices	All staff	Restorative practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Discipline referrals and procedures	08/24/2023 - 05/31/2024	CMHS Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3a: Communicating with Students	
2d: Managing Student Behavior	
2a: Creating an Environment of Respect and Rapport	



## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

