

WILSON AREA INTERMEDIATE SCH

2400 Firmstone St

ATSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The vision of Wilson Area Intermediate School (WAIS) is to be a student centered transition school, where students enter receiving self contained teaching and grow into independent students, assuming a secondary minded academic program. Teachers, staff, and families will help in the development of essential skills, where students will learn how to effectively communicate, continue to be inspired, and be challenged academically to reach their full potential. Students will embrace the W.A.R.R.I.O.R. values and meet these expectations on a daily basis. The goal is to have students become outstanding collaborators, and critical thinkers, while seeing a reflection of themselves in the curriculum. All students will leave WAIS demonstrating academic and personal growth as they prepare for Wilson Area High School.

STEERING COMMITTEE

Name	Position	Building/Group
Michael Chromey	Principal	Wilson Area Intermediate School
Douglas Wagner	Chief School Administrator	Wilson Area School District
Amy Austin	District Level Leaders	Wilson Area School District
Alexandra Mindler	District Level Leaders	Wilson Area School District
Megan Winkler	Teacher	Wilson Area Intermediate School
Kim Steirer	Teacher	Wilson Area High School
Dave Wright	District Level Leaders	Wilson Area School District
Megan Webb	Teacher	Wilson Area Intermediate School
Casey Schneck	Teacher	Wilson Area Intermediate School
Ashley Luthcke	Education Specialist	Wilson Area Intermediate School
Jill Scholtes	Parent	PTA
Vincie Murgia	Parent	PTA
Linda Stiansen	Community Member	Community

Name	Position	Building/Group
Abeer Al Akkad	Parent	EL Parent
Jen Burd	Principal	Wilson Area Intermediate School
Heather Heimer	Other	Colonial IU 20
Heather Maginn	Teacher	Wilson Area Intermediate School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implement multiple evidence-based instructional strategies within core math including MTSS intervention.	Mathematics
Implement multiple evidence-based instructional strategies within core ELA including MTSS intervention.	English Language Arts
Improve EL students English language acquisition using evidence-based strategies within both the EL and general education classrooms.	English Language Growth and Attainment

ACTION PLAN AND STEPS

Evidence-based Strategy	
MTSS for grades 5 & 6	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Achievement ELA	Given the 2024 ELA PSSA, the number of Students with Disabilities achieving proficiency will increase by 5 percentage points from the 2023 ELA PSSA assessment.
PSSA Achievement Math	Given the 2024 Math PSSA, the number of English Language Students achieving proficiency will increase by 5 percentage points from the 2023 Math PSSA assessment.

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

WIDA

25% of EL students will increase on WIDA ACCESS by 0.8 levels.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop MTSS process for 6th grade that mirrors 5th grade process	2022-10-10 - 2024-06-07	Dr. Alex Mindler/Supervisor of Curriculum and Instructional Technology	MTSS Teacher IU Professional Developer Intervention Materials
Provide additional coaching for effective intervention for 5th grade teachers	2023-08-22 - 2023-11-22	Dr. Alex Mindler/Supervisor of Curriculum and Instructional Technology	MTSS Teacher IU Professional Developer Intervention Materials

Anticipated Outcome

MTSS process used to strengthen core instruction and intervention

Monitoring/Evaluation

Grade level teachers will collect Acadience data three times a year as well as progress monitor students not at core and share data with the MTSS teacher. The MTSS teacher will analyze data and report progress to the teachers and the Principal. MTSS leadership team will conduct informal and formal walk-throughs and observations - at least 4 X a year with each core academic teacher.

Evidence-based Strategy

MTSS for grades 7 & 8

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Achievement ELA	Given the 2024 ELA PSSA, the number of Students with Disabilities achieving proficiency will increase by 5 percentage points from the 2023 ELA PSSA assessment.
PSSA Achievement Math	Given the 2024 Math PSSA, the number of English Language Students achieving proficiency will increase by 5 percentage points from the 2023 Math PSSA assessment.
WIDA	25% of EL students will increase on WIDA ACCESS by 0.8 levels.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide evidence-based Tier I systematic, explicit, multi-sensory instruction	2023-08-22 - 2024-06-07	Mike Chromey/Principal	Instructional modeling and coaching
Provide evidence-based Tier II intervention within core instructional block	2023-08-22 - 2024-06-07	Mike Chromey/Principal	Instructional Resources for Intervention Modeling/Coaching
Data Collection using multiple sources	2023-08-22 - 2024-06-07	Mike Chromey, Principal	Data Analysis Modeling and Coaching Common Local Assessments Curriculum Checklist
Informal walk-through observations	2023-09-05 - 2024-05-31	Mike Chromey, Principal	Informal walk-through checklist

Anticipated Outcome

Consistent explicit, systematic, multi-sensory instruction in core academic classrooms. Effective small group instruction within core classroom

Monitoring/Evaluation

MTSS leadership team will conduct informal and formal walk-throughs and observations - at least 4 X a year with each core academic teacher.

Evidence-based Strategy

Evidence-based English language acquisition strategies

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
WIDA	25% of EL students will increase on WIDA ACCESS by 0.8 levels.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Providing English language acquisition strategies for classroom teachers to use with EL students	2023-08-22 - 2024-06-07	Amy Austin, Director of Curriculum and Instruction	EL teacher support in Faculty/Team meetings; Supplemental resources to use with EL students in a general education classroom

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Revise EL Newcomer Curriculum for grades 5-8	2023-06-05 - 2023-11-22	Amy Austin, Director of Curriculum and Instruction	EL curricular resources

Anticipated Outcome

Increase in EL students English language acquisition

Monitoring/Evaluation

Principal will do a quarterly review of EL student grades and Study Island results. The EL teacher will review grades and Study Island results quarterly.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given the 2024 ELA PSSA, the number of Students with Disabilities achieving proficiency will increase by 5 percentage points from the 2023 ELA PSSA assessment. (PSSA Achievement ELA)	MTSS for grades 5 & 6	Develop MTSS process for 6th grade that mirrors 5th grade process	10/10/2022 - 06/07/2024
Given the 2024 Math PSSA, the number of English Language Students achieving proficiency will increase by 5 percentage points from the 2023 Math PSSA assessment. (PSSA Achievement Math)			
25% of EL students will increase on WIDA ACCESS by 0.8 levels. (WIDA)			

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25% of EL students will increase on WIDA ACCESS by 0.8 levels. (WIDA)			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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25% of EL students will increase on WIDA ACCESS by 0.8 levels. (WIDA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
25% of EL students will increase on WIDA ACCESS by 0.8 levels. (WIDA)	Evidence-based English language acquisition strategies	Providing English language acquisition strategies for classroom teachers to use with EL students	08/22/2023 - 06/07/2024

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).

Chief School Administrator

School Improvement Facilitator Signature

Heather Heimer

2023-04-28

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All curricula, assessments and instruction are aligned to the PA Standards.

Informal classroom visits to provide feedback on instructional practices.

Collaborative time across grade levels for planning and alignment of assessments.

Proficiency increased across all grade level on the ELA Study Island Benchmarks

Math proficiency increased in grades 5 and 6

Grade 8 proficiency increased

Students complete the career readiness activities and obtain the required pieces of evidence.

Hispanic students increased their performance in both ELA and Math when compared to the previous year.

Students with disabilities increased their performance in both ELA and Math when compared to the previous year.

Challenges

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

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

Identify and address individual student learning needs

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

EL students' Acadience levels do not reflect grade level reading proficiency.

Math proficiency decreased in grades 7 and 8

Over the three Study Island benchmark assessments there is inconsistent achievement

There are no challenges associated with career readiness.

EL students did not meet the goal for % proficient/advanced on the ELA PSSA.

Strengths

EL students increased their performance in both ELA and Math when compared to the previous year.

EL students are not overrepresented within chronic absenteeism.

All subgroups show PVAAS growth that met or exceeded normal growth except 2 or more races in ELA

Challenges

Students with disabilities did not meet the goal for % proficient/advanced on the ELA PSSA.

14.6 % EL students and 6.9 % of IEP students were proficient on Math PSSA

36.6 % EL students and 20.8 % of IEP students were proficient on ELA PSSA

Only 9.5 % of EL students meeting interim growth/improvement target

Students that are economically disadvantaged make up a disproportionate number of students with chronic absenteeism and truancy

Students with IEP make up a disproportionate number of students with truancy and discipline infractions

Most Notable Observations/Patterns

EL and IEP students performed at levels below expectations Need for MTSS system throughout grades 5-8 Identify and address individual student learning needs

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

EL students did not meet the goal for % proficient/advanced on the ELA PSSA.

Students with disabilities did not meet the goal for % proficient/advanced on the ELA PSSA.

14.6 % EL students and 6.9 % of IEP students were proficient on Math PSSA

✓

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

Identify and address individual student learning needs

36.6 % EL students and 20.8 % of IEP students were proficient on ELA PSSA

✓

Only 9.5 % of EL students meeting interim growth/improvement target

✓

ADDENDUM B: ACTION PLAN

Action Plan: MTSS for grades 5 & 6

Action Steps	Anticipated Start/Completion Date
Develop MTSS process for 6th grade that mirrors 5th grade process	10/10/2022 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Grade level teachers will collect Acadience data three times a year as well as progress monitor students not at core and share data with the MTSS teacher. The MTSS teacher will analyze data and report progress to the teachers and the Principal. MTSS leadership team will conduct informal and formal walk-throughs and observations - at least 4 X a year with each core academic teacher.	MTSS process used to strengthen core instruction and intervention
Material/Resources/Supports Needed	PD Step
MTSS Teacher IU Professional Developer Intervention Materials	yes



Action Steps**Anticipated Start/Completion Date**

Provide additional coaching for effective intervention for 5th grade teachers

08/22/2023 - 11/22/2023

Monitoring/Evaluation**Anticipated Output**

Grade level teachers will collect Acadience data three times a year as well as progress monitor students not at core and share data with the MTSS teacher. The MTSS teacher will analyze data and report progress to the teachers and the Principal. MTSS leadership team will conduct informal and formal walk-throughs and observations - at least 4 X a year with each core academic teacher.

MTSS process used to strengthen core instruction and intervention

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

MTSS Teacher IU Professional Developer Intervention Materials

yes

Action Plan: MTSS for grades 7 & 8

Action Steps**Anticipated Start/Completion Date**

Provide evidence-based Tier I systematic, explicit, multi-sensory instruction

08/22/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

MTSS leadership team will conduct informal and formal walk-throughs and observations - at least 4 X a year with each core academic teacher.

Consistent explicit, systematic, multi-sensory instruction in core academic classrooms. Effective small group instruction within core classroom

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

Instructional modeling and coaching

yes



Action Steps**Anticipated Start/Completion Date**

Provide evidence-based Tier II intervention within core instructional block

08/22/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

MTSS leadership team will conduct informal and formal walk-throughs and observations - at least 4 X a year with each core academic teacher.

Consistent explicit, systematic, multi-sensory instruction in core academic classrooms. Effective small group instruction within core classroom

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

Instructional Resources for Intervention Modeling/Coaching

yes



Action Steps**Anticipated Start/Completion Date**

Data Collection using multiple sources

08/22/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

MTSS leadership team will conduct informal and formal walk-throughs and observations - at least 4 X a year with each core academic teacher.

Consistent explicit, systematic, multi-sensory instruction in core academic classrooms. Effective small group instruction within core classroom

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

Data Analysis Modeling and Coaching Common Local Assessments Curriculum Checklist

yes



Action Steps**Anticipated Start/Completion Date**

Informal walk-through observations

09/05/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

MTSS leadership team will conduct informal and formal walk-throughs and observations - at least 4 X a year with each core academic teacher.

Consistent explicit, systematic, multi-sensory instruction in core academic classrooms. Effective small group instruction within core classroom

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

Informal walk-through checklist

no

Action Plan: Evidence-based English language acquisition strategies

Action Steps**Anticipated Start/Completion Date**

Providing English language acquisition strategies for classroom teachers to use with EL students

08/22/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Principal will do a quarterly review of EL student grades and Study Island results. The EL teacher will review grades and Study Island results quarterly.

Increase in EL students English language acquisition

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

EL teacher support in Faculty/Team meetings; Supplemental resources to use with EL students in a general education classroom

yes



Action Steps**Anticipated Start/Completion Date**

Revise EL Newcomer Curriculum for grades 5-8

06/05/2023 - 11/22/2023

Monitoring/Evaluation**Anticipated Output**

Principal will do a quarterly review of EL student grades and Study Island results. The EL teacher will review grades and Study Island results quarterly.

Increase in EL students English language acquisition

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

EL curricular resources

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given the 2024 ELA PSSA, the number of Students with Disabilities achieving proficiency will increase by 5 percentage points from the 2023 ELA PSSA assessment. (PSSA Achievement ELA)	MTSS for grades 5 & 6	Develop MTSS process for 6th grade that mirrors 5th grade process	10/10/2022 - 06/07/2024
Given the 2024 Math PSSA, the number of English Language Students achieving proficiency will increase by 5 percentage points from the 2023 Math PSSA assessment. (PSSA Achievement Math)			
25% of EL students will increase on WIDA ACCESS by 0.8 levels. (WIDA)			
Given the 2024 ELA PSSA, the number of Students with Disabilities achieving proficiency will increase by 5 percentage points from the 2023 ELA PSSA assessment. (PSSA Achievement ELA)	MTSS for grades 5 & 6	Provide additional coaching for effective intervention for 5th grade teachers	08/22/2023 - 11/22/2023
Given the 2024 Math PSSA, the number of English Language Students achieving proficiency will increase by 5 percentage points from the 2023 Math PSSA assessment. (PSSA Achievement Math)			
25% of EL students will increase on WIDA ACCESS by 0.8 levels. (WIDA)			
Given the 2024 ELA PSSA, the number of Students with Disabilities achieving proficiency will increase by 5 percentage points from the 2023 ELA PSSA assessment. (PSSA Achievement ELA)	MTSS for grades 7 & 8	Provide evidence-based Tier I systematic,	08/22/2023 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given the 2024 Math PSSA, the number of English Language Students achieving proficiency will increase by 5 percentage points from the 2023 Math PSSA assessment. (PSSA Achievement Math)</p> <p>25% of EL students will increase on WIDA ACCESS by 0.8 levels. (WIDA)</p>		<p>explicit, multi-sensory instruction</p>	
<p>Given the 2024 ELA PSSA, the number of Students with Disabilities achieving proficiency will increase by 5 percentage points from the 2023 ELA PSSA assessment. (PSSA Achievement ELA)</p> <p>Given the 2024 Math PSSA, the number of English Language Students achieving proficiency will increase by 5 percentage points from the 2023 Math PSSA assessment. (PSSA Achievement Math)</p> <p>25% of EL students will increase on WIDA ACCESS by 0.8 levels. (WIDA)</p>	<p>MTSS for grades 7 & 8</p>	<p>Provide evidence-based Tier II intervention within core instructional block</p>	<p>08/22/2023 - 06/07/2024</p>
<p>Given the 2024 ELA PSSA, the number of Students with Disabilities achieving proficiency will increase by 5 percentage points from the 2023 ELA PSSA assessment. (PSSA Achievement ELA)</p> <p>Given the 2024 Math PSSA, the number of English Language Students achieving proficiency will increase by 5 percentage points from the 2023 Math PSSA assessment. (PSSA Achievement Math)</p> <p>25% of EL students will increase on WIDA ACCESS by 0.8 levels. (WIDA)</p>	<p>MTSS for grades 7 & 8</p>	<p>Data Collection using multiple sources</p>	<p>08/22/2023 - 06/07/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
25% of EL students will increase on WIDA ACCESS by 0.8 levels. (WIDA)	Evidence-based	Providing English language	08/22/2023 -
	English language acquisition strategies	acquisition strategies for classroom teachers to use with EL students	06/07/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Process	6th grade general and special education teachers	MTSS format Intervention Lessons and Framework Meeting format Intervention Log Process

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Intervention Logs Audience Progress Monitoring Grade Level Meetings	08/23/2023 - 08/23/2023	Dr. Alex Mindler

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Structured Literacy

Professional Development Step

Audience

Topics of Prof. Dev

Morphology

5th Grade Teachers

Morphology Instruction

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Intervention Lesson Plan Implementation

08/23/2023 - 12/22/2023

Dr. Alex Mindler

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Structured Literacy

1a: Demonstrating Knowledge of Content and Pedagogy

Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
MTSS - Explicit Instruction	7th and 8th Grade Teachers	Explicit Instruction for all learners in the classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson Plans Classroom observations	08/23/2023 - 08/23/2023	Mr. Michael Chromey

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings



Professional Development Step	Audience	Topics of Prof. Dev
Tier 2 Instruction in the Classroom	7th and 8th grade classroom teachers	Small Group instruction format and teaching strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson Plans Classroom observations Student progress	08/23/2023 - 08/23/2023	Mr. Michael Chromey

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Teaching Diverse Learners in Inclusive Settings

Professional Development Step

Audience

Topics of Prof. Dev

Using Data to Drive Instruction

7th and 8th Grade Classroom Teachers

Analyzing multiple data sources to design small group lessons

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Lesson plans Student Progress Data Meeting reports

08/23/2023 - 08/23/2023

Mr. Michael Chromey

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
EL Language Acquisition Strategies	7th, and 8th grade teachers	Language Acquisition strategies to be used in the classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application of strategies in the classroom	08/24/2023 - 08/24/2023	Mrs. Kim Steirer

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Steering Committee	Review Relevant data, discuss areas of strength and areas of concern, discuss goals and action plan	in-person	Steering Committee	April 2023
Review ATSI Plan with Board of Education	Purpose of the plan, goals, action plan, and assessment	Excellence of Education Board Committee meeting	School Board, District Administrators, Parents, community	May 2023
28 day Public Review	ATSI Plan	online	Parents and Community	May 2023
Faculty Meeting	ATSI plan purpose, goals, action plan, and assessment	in-person faculty meeting and Principal Advisory meeting	Faculty and staff	August 2023
Mid-year report	Progress of action plan and quarterly outcomes	text, on-line, and in-person	Parents, School Board, District Administration, Teachers, Community	January/February 2024
Final Report	Success and Challenges of Year One of ATSI plan	text, on-line, and in-person	Parents, School Board, District Administration, Teachers, Community	June 2024
Board Approval	Components of the ATSI plan	in-person Board	Community members,	June 2023

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
of ATSI Plan		Meeting	parents, School Board	
