

CENTRAL DAUPHIN SHS

437 Piketown Road

TSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Create a school environment where all students, teachers, and staff are connected, valued, and supported so that they can reach their maximum potential in order to achieve the highest levels of academic and social/emotional achievement.

STEERING COMMITTEE

Name	Position	Building/Group
Eric Shrader	Principal	Central Dauphin High School
Jennifer Crane	Principal	Central Dauphin High School
Josh Burkhart	Principal	Central Dauphin High School
Kristin Herb	Principal	Central Dauphin High School
Justin Newkam	Principal	Central Dauphin High School
Keisha Starling	Education Specialist	Central Dauphin High School
Chris Chyr	Teacher	Central Dauphin High School
Larissa Johnson	Parent	Central Dauphin High School
Deana Pietsch	Parent	Central Dauphin High School
Barbara Plesco	Parent	Central Dauphin High School
Gerri Schaffer	Education Specialist	Capital Area Intermediate Unit 23
Amie Nguyen	Teacher	Central Dauphin High School
Josh Wise	Teacher	Central Dauphin High School

Name	Position	Building/Group
McKenzie Hill	Teacher	Central Dauphin High School
Sam Tate	Teacher	Central Dauphin High School
Janelle Bushong	Teacher	Central Dauphin High School
Shelby Jones	Teacher	Central Dauphin High School
Andrea Hogentogler	Teacher	Central Dauphin High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If the student population of ELL continues to grow then additional staff are needed to better support our student learning needs which will allow for our EL Growth Attainment will grow.	Essential Practices 3: Provide Student-Centered Support Systems
If we focus on developing eligible content standards within our lesson and utilize high-effect strategies in the classroom then proficiency rating will increase.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If we focus on developing eligible content standards within our lesson and utilize high-effect strategies in the classroom then proficiency rating will increase	Mathematics
If we utilize a multi-tiered system of support for academics and behavior then students will feel a sense of belonging, increase belief in academic rigor, and a supportive environment.	Citizenship

ACTION PLAN AND STEPS

Evidence-based Strategy	
Continue Data Driven Instruction based on Student Needs.	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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ELL Goal	Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%.
Biology	Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced.
Algebra I	Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index.
SEL	Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish common planning time among Biology teachers to plan, analyze data, and collaborate	2023-08-23 - 2024-06-07	Department Chairs & Principals	Master Schedule
Implement a Tier 1 MTSS team	2023-08-21 - 2024-06-06	MTSS team and CAIU	None
Develop and differentiate the Algebra 1A and 1B curriculum.	-	Curriculum Director and Department Chairs	Curriculum Maps
Anticipated Outcome			
Develop Tier 1 level of supports and interventions.			

Monitoring/Evaluation

Quarterly Monitoring of Progress with MTSS Team.

Evidence-based Strategy

Teach students to examine their own data and set learning goals.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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ELL Goal	Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Implement quarterly lexile diagnostic testing in career English classes	2023-08-21 - 2024-06-05	English department chair with EL department	Goal setting sheet
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Meeting with students twice/quarter to discuss goal ideas and progression	2023-08-21 - 2024-06-05	English department chair with EL department	Goal setting sheet
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Anticipated Outcome

The student will improve their comprehension which will improve their knowledge of the language.

Monitoring/Evaluation

Use of Bi-yearly CDTs. English & ELL teachers

Evidence-based Strategy

Make data part of an ongoing cycle of instructional improvement.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELL Goal	Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%.
Algebra I	Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index.
Biology	Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Preview vocabulary for upcoming	2023-08-21 - 2024-06-06	Department Chair for all subjects	Textbooks, Keystone sample, curriculum maps

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The teacher will be utilizing instructional techniques to have students analyze visuals	2023-08-25 - 2024-06-07	Science Leadership Team	4Ts Map
Conduct and analyze CDTs twice a year.	2023-10-12 - 2024-04-12	Science Teachers	Analyze CDT's/CDT Results
Students will complete practice keystone probes and be taught effective strategies to take the test.	2023-08-21 - 2024-05-25	Science Teachers, Algebra Teachers, and English Teachers	None
Provide Students with feedback on tests, assignments, and CDT testing	2023-08-28 - 2024-06-07	All Teachers	None
Teachers will receive training in Hatties High Impact Instructional Strategies	2023-08-21 - 2024-06-07	Curriculum Instruction and CAIU	None

Anticipated Outcome
Increase in achievement in assessments

Monitoring/Evaluation
Use of Keystone exams and Quarterly review using CDTs.

Evidence-based Strategy

Integrate writing and reading to emphasize key writing features in all core subject and highly encouraged in all areas.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELL Goal

Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Focus on explicit reading and writing skills at least once per marking period in all content areas	2023-08-21 -	Department Chairs	TDA and Close Read district protocol
Provide direct feedback to students for writing assessments at least once per marking period.	2023-08-21 - 2024-06-07	Department Chairs	Keystone writing rubrics for content areas
Develop Focus Correction Areas (FCAs) for intentional instruction each marking period that develops during the school year	2023-08-21 - 2024-06-07	Department Chairs	http://collinsed.com/PDFs/Resources/FCAs/fca_9-12_informative.pdf

Anticipated Outcome

Students will show an increase in their English Literacy and proficiency standards

Monitoring/Evaluation

Bi-yearly CDT data by core content teachers.

Evidence-based Strategy			
Implement school-based SEL programming is part of a long-term process of change. SEL programs can foster positive school climate and equitable learning conditions that provide all PreK to Grade 12 students with regular opportunities to actively learn and practice social and emotional competencies			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
SEL	Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Begin our 2 year preparation to implement restorative practice approaches. Train 10 to 25 trainers this school year.	2023-08-28 - 2024-06-07	Connections Leadership Team, Counselors and Principals.	Grant Money and Training
Implement a schedule change by introduction connections homeroom.	2023-08-21 - 2024-06-07	Principals, Staff, and Connections Leadership Team.	SEL curriculum, resources, and PD
Anticipated Outcome			
Increase in a sense of belonging and connectedness through Panorama Survey			

Monitoring/Evaluation

Use of Bi-Yearly Panorama Survey.

Evidence-based Strategy

Provide schoolwide Professional Development with innovative and highly successful strategies to increase student engagement and personalized educational approaches to increase student achievement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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SEL

Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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We would begin PD on August 22, 2023/ PD would be continuous throughout the school year and adapted based on effectiveness and feedback

2023-09-06 -
2024-06-06

Principals

Collaborative groups, PD facilitators with background knowledge, IU resources

Anticipated Outcome

Increase in student engagement.

Monitoring/Evaluation

Use of Panoramic Data and Perceptual Data from Teachers.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Continue Data Driven Instruction based on Student Needs.	Implement a Tier 1 MTSS team	08/21/2023 - 06/06/2024
Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced. (Biology)			
Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index. (Algebra I)			
Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey. (SEL)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Continue Data Driven Instruction based on Student Needs.	Develop and differentiate the Algebra 1A and 1B curriculum.	01/01/0001 - 01/01/0001
Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced. (Biology)			
Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index. (Algebra I)			
Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey. (SEL)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Make data part of an ongoing cycle of instructional improvement.	The teacher will be utilizing instructional techniques to have students analyze visuals	08/25/2023
Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index. (Algebra I)			-
Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced. (Biology)			06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Make data part of an ongoing cycle of instructional improvement.	Students will complete practice keystone probes and be taught effective strategies to take the test.	08/21/2023
Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced. (Biology)			-
Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index. (Algebra I)			05/25/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Make data part of an ongoing cycle of instructional improvement.	Teachers will receive training in Hatties High Impact Instructional Strategies	08/21/2023
Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced. (Biology)			-
Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index. (Algebra I)			06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Integrate writing and reading to emphasize key writing features in all core subject and highly encouraged in all areas.	Focus on explicit reading and writing skills at least once per marking period in all content areas	08/21/2023 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Integrate writing and reading to emphasize key writing features in all core subject and highly encouraged in all areas.	Provide direct feedback to students for writing assessments at least once per marking period.	08/21/2023 - 06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Integrate writing and reading to emphasize key writing features in all core subject and highly encouraged in all areas.	Develop Focus Correction Areas (FCAs) for intentional instruction each marking period that develops during the school year	08/21/2023 - 06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey. (SEL)	Implement school-based SEL programming is part of a long-term process of change. SEL programs can foster positive school climate and equitable learning conditions that provide all PreK to Grade 12 students with regular opportunities to actively	Begin our 2 year preparation to implement restorative practice approaches. Train 10 to 25 trainers this school year.	08/28/2023 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	learn and practice social and emotional competencies		

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey. (SEL)	Implement school-based SEL programming is part of a long-term process of change. SEL programs can foster positive school climate and equitable learning conditions that provide all PreK to Grade 12 students with regular opportunities to actively	Implement a schedule change by introduction connections homeroom.	08/21/2023 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	learn and practice social and emotional competencies		

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey. (SEL)	Provide schoolwide Professional Development with innovative and highley successful strategies to increase student engagment and personalized educational approaches to increase student achievement	We would begin PD on August 22, 2023/ PD would be continuous throughout the school year and adapted based on effectiveness and feedback	09/06/2023 - 06/06/2024

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

Building Principal Signature

Eric Shrader

2023-05-25

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA Growth of all students is 100%

School wide attendance is above state average.

Graduation rate is above state average.

Students in the advanced ranges showed increase in ELA

CDT Data has shown a 12 % growth increase from Spring '22-'23.

There is an increase in students' sense of belonging. The Spring '22 (31%) and The Fall of '22 (39%) favorable. Students feel they have a 14% increase in connection to adults and a 5% increase in respectful relationships with one another.

Increase in students taking rigorous classes: African American- 43%-51% Economically Disadvantaged- 40-41.2%

53% of students favorably responded that the teachers are holding them to high expectations. 61% of students favorably responded that teachers encourage them to do their best. 53% of students responded that teachers take the time to make sure students understand the material.

Challenges

English Language Growth Attainment is well below state average.

Biology- All student groups were below the state advanced and proficiency rating.

Students need to increase proficiency in eligible content in the areas of operations w/ real numbers, expressions, and data analysis.

Students need to increase in growth in eligible content in algebra

Students showed a decrease in proficiency in the eligible content in the areas of Ecology.

It is important to increase the students' sense of belongingness and connectedness.

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

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

Mathematics- All Student groups decreased in performance from

Strengths

More teachers are utilizing CDT and comparing the scores to eligible content in ELA

CDT Data has shown a 5.4% growth increase in Algebra CDT from spring '22-'23.

Align curricular materials and lesson plans to the PA Standards

Our Students of color showed an increase in AP/CHS courses

School and School Leadership has a vision focused on learning.

School environment promotes a positive and safe environment.

Black Students meet growth standards for English

Hispanic students meet growth standard in English

Challenges

previous year.

Students showed a decrease in proficiency in understanding key ideas and details and vocabulary acquisition and usage.

Increase ELL student's language attainment in English.

Increase ELL and Low Socio-economic students proficiency levels in Math and Biology.

It is important to develop increase in rigorous expectations and supports for all students

Most Notable Observations/Patterns

The school has shown strengths in the area of ELA because of the use of cross-curricular methods of instruction in analyzing and notating literature. The school has shown an increase in sense of belongingness.

Challenges	Discussion Point	Priority for Planning
English Language Growth Attainment is well below state average.	TSI Designation	✓
Biology- All student groups were below the state advanced and proficiency rating.	All students need to increase proficiency	✓
Students need to increase proficiency in eligible content in the areas of operations w/ real numbers, expressions, and data analysis.		
Students need to increase in growth in eligible content in algebra	All students need to increase proficiency	✓
Implement a multi-tiered system of supports for academics and behavior *	Increase the sense of belongingness and high expectations and support.	✓
Implement evidence-based strategies to engage families to support learning *		
Students showed a decrease in proficiency in understanding key ideas and details and vocabulary acquisition and usage.		
Students showed a decrease in proficiency in the eligible content in the areas of Ecology.		
Mathematics- All Student groups decreased in performance from previous year.		
Increase ELL student's language attainment in English.		

ADDENDUM B: ACTION PLAN

Action Plan: Continue Data Driven Instruction based on Student Needs.

Action Steps	Anticipated Start/Completion Date
Establish common planning time among Biology teachers to plan, analyze data, and collaborate	08/23/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Quarterly Monitoring of Progress with MTSS Team.	Develop Tier 1 level of supports and interventions.
Material/Resources/Supports Needed	PD Step
Master Schedule	no

Action Steps**Anticipated Start/Completion Date**

Implement a Tier 1 MTSS team

08/21/2023 - 06/06/2024

Monitoring/Evaluation**Anticipated Output**

Quarterly Monitoring of Progress with MTSS Team.

Develop Tier 1 level of supports and interventions.

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

None

yes

Action Steps	Anticipated Start/Completion Date
Develop and differentiate the Algebra 1A and 1B curriculum.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Quarterly Monitoring of Progress with MTSS Team.	Develop Tier 1 level of supports and interventions.

Material/Resources/Supports Needed	PD Step
Curriculum Maps	yes

Action Plan: Teach students to examine their own data and set learning goals.

Action Steps**Anticipated Start/Completion Date**

Implement quarterly lexile diagnostic testing in career English classes

08/21/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

Use of Bi-yearly CDTs. English & ELL teachers

The student will improve their comprehension which will improve their knowledge of the language.

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

Goal setting sheet

no

Action Steps	Anticipated Start/Completion Date
Meeting with students twice/quarter to discuss goal ideas and progression	08/21/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
Use of Bi-yearly CDTs. English & ELL teachers	The student will improve their comprehension which will improve their knowledge of the language.

Material/Resources/Supports Needed	PD Step
Goal setting sheet	no

Action Plan: Make data part of an ongoing cycle of instructional improvement.

Action Steps	Anticipated Start/Completion Date
Preview vocabulary for upcoming	08/21/2023 - 06/06/2024
Monitoring/Evaluation	Anticipated Output
Use of Keystone exams and Quarterly review using CDTs.	Increase in achievement in assessments
Material/Resources/Supports Needed	PD Step
Textbooks, Keystone sample, curriculum maps	

Action Steps**Anticipated Start/Completion Date**

The teacher will be utilizing instructional techniques to have students analyze visuals

08/25/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Use of Keystone exams and Quarterly review using CDTs.

Increase in achievement in assessments

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

4Ts Map

yes

Action Steps**Anticipated Start/Completion Date**

Conduct and analyze CDTs twice a year.

10/12/2023 - 04/12/2024

Monitoring/Evaluation**Anticipated Output**

Use of Keystone exams and Quarterly review using CDTs.

Increase in achievement in assessments

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

Analyze CDT's/CDT Results

no

Action Steps**Anticipated Start/Completion Date**

Students will complete practice keystone probes and be taught effective strategies to take the test.

08/21/2023 - 05/25/2024

Monitoring/Evaluation**Anticipated Output**

Use of Keystone exams and Quarterly review using CDTs.

Increase in achievement in assessments

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

None

yes

Action Steps	Anticipated Start/Completion Date
Provide Students with feedback on tests, assignments, and CDT testing	08/28/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Use of Keystone exams and Quarterly review using CDTs.	Increase in achievement in assessments
Material/Resources/Supports Needed	PD Step
None	no

Action Steps	Anticipated Start/Completion Date
Teachers will receive training in Hatties High Impact Instructional Strategies	08/21/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
Use of Keystone exams and Quarterly review using CDTs.	Increase in achievement in assessments

Material/Resources/Supports Needed	PD Step
None	yes

Action Plan: Integrate writing and reading to emphasize key writing features in all core subject and highly encouraged in all areas.

Action Steps**Anticipated Start/Completion Date**

Focus on explicit reading and writing skills at least once per marking period in all content areas

08/21/2023 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Bi-yearly CDT data by core content teachers.

Students will show an increase in their English Literacy and proficiency standards

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

TDA and Close Read district protocol

yes

Action Steps**Anticipated Start/Completion Date**

Provide direct feedback to students for writing assessments at least once per marking period.

08/21/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Bi-yearly CDT data by core content teachers.

Students will show an increase in their English Literacy and proficiency standards

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

Keystone writing rubrics for content areas

yes

Action Steps	Anticipated Start/Completion Date
Develop Focus Correction Areas (FCAs) for intentional instruction each marking period that develops during the school year	08/21/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
Bi-yearly CDT data by core content teachers.	Students will show an increase in their English Literacy and proficiency standards

Material/Resources/Supports Needed	PD Step
http://collinsed.com/PDFs/Resources/FCAs/fca_9-12_informative.pdf	yes

Action Plan: Implement school-based SEL programming is part of a long-term process of change. SEL programs can foster positive school climate and equitable learning conditions that provide all PreK to Grade 12 students with regular opportunities to actively learn and practice social and emotional competencies

Action Steps**Anticipated Start/Completion Date**

Begin our 2 year preparation to implement restorative practice approaches. Train 10 to 25 trainers this school year.

08/28/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Use of Bi-Yearly Panorama Survey.

Increase in a sense of belonging and connectedness through Panorama Survey

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

Grant Money and Training

yes

Action Steps	Anticipated Start/Completion Date
Implement a schedule change by introduction connections homeroom.	08/21/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
Use of Bi-Yearly Panorama Survey.	Increase in a sense of belonging and connectedness through Panorama Survey

Material/Resources/Supports Needed	PD Step
SEL curriculum, resouces, and PD	yes

Action Plan: Provide schoolwide Professional Development with innovative and highley successful strategies to increase student engagment and personalized educational approaches to increase student achievement

Action Steps	Anticipated Start/Completion Date
We would begin PD on August 22, 2023/ PD would be continuous throughout the school year and adapted based on effectiveness and feedback	09/06/2023 - 06/06/2024

Monitoring/Evaluation	Anticipated Output
Use of Panoramic Data and Perceptual Data from Teachers.	Increase in student engagement.

Material/Resources/Supports Needed	PD Step
Collaborative groups, PD facilitators with background knowledge, IU resources	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Continue Data Driven Instruction based on Student Needs.	Implement a Tier 1 MTSS team	08/21/2023 - 06/06/2024
Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced. (Biology)			
Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index. (Algebra I)			
Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey. (SEL)			
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Continue Data Driven Instruction based on Student Needs.	Develop and differentiate the Algebra 1A and 1B curriculum.	01/01/0001 - 01/01/0001
Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced. (Biology)			
Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index. (Algebra I)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey. (SEL)			
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Make data part of an ongoing cycle of instructional improvement.	The teacher will be utilizing instructional techniques to have students analyze visuals	08/25/2023
Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced. (Biology)			-
Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index. (Algebra I)			06/07/2024
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Make data part of an ongoing cycle of instructional improvement.	Students will complete practice keystone probes and be taught effective strategies to take the test.	08/21/2023
Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index. (Algebra I)			-
Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced. (Biology)			05/25/2024
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Make data part of an	Teachers will receive training in	08/21/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given the end of year Keystone Biology assessment, 55% of students taking the Biology Keystone for the first time will obtain proficient or advanced. (Biology) Given the end-of-year Algebra I Keystone assessment, the number of Algebra I students meeting or exceeding their predicted PVAAS growth measure will increase by 10% from the 2022 Future Ready PA Index. (Algebra I)	ongoing cycle of instructional improvement.	Hatties High Impact Instructional Strategies	06/07/2024
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Integrate writing and reading to emphasize key writing features in all core subject and highly encouraged in all areas.	Focus on explicit reading and writing skills at least once per marking period in all content areas	08/21/2023 - 01/01/0001
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Integrate writing and reading to emphasize key writing features in all core subject	Provide direct feedback to students for writing assessments at least once per marking period.	08/21/2023 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	and highly encouraged in all areas.		
Based on yearly WIDA data, all EL students will grow an additional 14.7% to achieve a group growth rate of 22.2%. (ELL Goal)	Integrate writing and reading to emphasize key writing features in all core subject and highly encouraged in all areas.	Develop Focus Correction Areas (FCAs) for intentional instruction each marking period that develops during the school year	08/21/2023 - 06/07/2024
Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey. (SEL)	Implement school-based SEL programming is part of a long-term process of change. SEL programs can foster positive school	Begin our 2 year preparation to implement restorative practice approaches. Train 10 to 25 trainers this school year.	08/28/2023 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	climate and equitable learning conditions that provide all PreK to Grade 12 students with regular opportunities to actively learn and practice social and emotional competencies		
Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey. (SEL)	Implement school-based SEL programming is part of a long-term process of change. SEL programs can	Implement a schedule change by introduction connections homeroom.	08/21/2023 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	foster positive school climate and equitable learning conditions that provide all PreK to Grade 12 students with regular opportunities to actively learn and practice social and emotional competencies		
Based on the results of the 2022 Panorama data, students will report an increase in sense of belonging and an increase in academic rigor by 6% as measured by the 2024 Panorama survey. (SEL)	Provide schoolwide Professional Development with innovative and highly	We would begin PD on August 22, 2023/ PD would be continuous throughout the school year and adapted based on	09/06/2023 - 06/06/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	successful strategies to increase student engagment and personalized educational approaches to increase student achievement	effectiveness and feedback	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Training	MTSS Leadership Team	MTSS introduction and Tier 1 Supports
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Development of an MTSS action plan.	08/28/2023 - 06/06/2024	Principal, MTSS Leadership Team

Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Common Ground: Culturally Relevant Sustaining Education	
Professional Development Step		Audience	Topics of Prof. Dev
23-24		Algebra I math Teachers	Revamping the Algebra I curriculum and how to analyze data.
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Student improving grades		08/28/2024 - 06/07/2023	Math Department Chairs and Curriculum Specialist
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Professional Ethics	

Professional Development Step	Audience	Topics of Prof. Dev
23-24	CDHS Teachers	We are looking at developing topics that enhance our school's instructional practice socially and emotionally. - Analyzing Visual Instructional Techniques. - Effective testing strategies. - SEL Lessons and Strategies - Classroom management/instructional strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Utilizations of Google Docs to monitor learning and Danielson Framework to evaluate teacher observations.	08/28/2023 - 06/07/2024	Principals & Department Chairs

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Restorative Practice	Principals, Counselors, and Some teachers	Restorative Practice

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation and train the trainer	08/28/2023 - 06/07/2024	Principals and Counselors

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Common Ground: Culturally Relevant Sustaining Education

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The information will be posted on our website.	Central Dauphin High School Goals for 2024-2025	Website	Community	2023-2024 School Year
