

**Lehigh Area HS**

ATSI non-Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Lehigh Area HS		121135503
<b>Address 1</b>		
1 Indian Lane		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lehigh	PA	18235
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mr John Corby		jcorby@lehigh.org
<b>Principal Name</b>		
Suzanne Howland		
<b>Principal Email</b>		
showland@lehigh.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
610-377-6180		2413
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Tonya Swavely		swavelyt@cliu.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Floyd Brown	High School Assistant Principal	Lehigh Area High School	fbrown@lehigh.org
Samantha Kistler	Community Member	Lehigh Area High School	skistler@lehigh.org
James Gurka	Special education teacher	LAHS	jgurka@lehigh.org
Allison Rheinhardt	Special Ed. teacher	LAHS	arheinhardt@lehigh.org
Kelli Costendbader	guidance counselor	LAHS	kcostendbader@lehigh.org
Kathy Martin	guidance counselor	LAHS	kmartin@lehigh.org
Gretchen Laviolette	District Level Leaders	Director of Instructional Technology and Curriculum Development	glaviolette@lehigh.org
Melissa Blocker	Teacher	LAHS-Science	mblocker@lehigh.org
Eric Mushrush	Teacher	LAHS- ELA	emushrush@lehigh.org
Sharon Leitzel	Teacher	LAHS-ELA	sleitzel@lehigh.org
Suzanne Howland	Principal	LASD	showland@lehigh.org
Allison Maini	Parent	Parent	amain@spring-ford.net
Megan Repsher	Parent	Parent	mrepsher@ptd.net
Emma Repsher	Student	Student	emma.repsher25@students.lehigh.org
Kerry Sittler	Board Member	School Board Member and Parent	ksittler@lehigh.org
Mary Figura	District Level Leaders	Assistant to the Superintendent	mfigura@lehigh.org
John Corby	Chief School Administrator	Interim Superintendent	jcorby@lehigh.org
Sandy Michalik	District Level Leaders	Director of Pupil Services	smichalik@lehigh.org

## **Vision for Learning**

### **Vision for Learning**

It is our goal to partner with students, families, and the community to provide opportunities for life-long success through academic excellence and individual growth in a safe and supportive environment. To engage students in an appreciative pursuit of knowledge while entrusting them with responsibility and an inquisitive journey of self-improvement. By 2025 90% of students in grades 9-11 will be on-track for post-secondary training or employment. By 2030, 90% of graduates will be connected to post- secondary training or employment by the Fall immediately following graduation.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>True 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
AP testing	With a score of 55.6%, students are taking rigorous courses of study.
Regular Attendance	All student group, 75.3%, exceeded the PA statewide average of 73.9%
Keystone Biology	The all student group is exceeding the statewide growth standard with a score of 100
Graduation Rate	Four cohort was at 91.4% graduation rate.
Keystone - Algebra	The all student group is exceeding the statewide growth standard with a score of 89.0
College and Career Measures	The all student group (93.6%) is exceeding the statewide average (89.6%) for the 2022-2023 school year.

### Challenges

Indicator	Comments/Notable Observations
ELA Keystone Exam	There was insufficient evidence for the 2022-2023 school year
Math Keystone	Achievement - 20.0% proficient - all student group
Biology Keystone	Achievement - 51.3% proficient - all student group
English Language Arts	Achievement - 50.0% proficient - all student group

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

Indicator	Comments/Notable Observations
Algebra	Our white subgroup ( 92.0) , economically disadvantaged (74.0) and students with disabilities (61.0)

<b>ESSA Student Subgroups</b> White, Economically Disadvantaged, Students with Disabilities	meet the expectations. Our academic growth score was 89.0 % which is above the PA statewide average growth score (75.3)
<b>Indicator</b> Math Keystone Exam - Growth <b>ESSA Student Subgroups</b> White, Economically Disadvantaged	<b>Comments/Notable Observations</b> Our white subgroup and Economically Disadvantaged students meet the the expectations and demonstrated growth with scores of 92.0 and 74.0.
<b>Indicator</b> School Attendance <b>ESSA Student Subgroups</b> Hispanic, White, Economically Disadvantaged	<b>Comments/Notable Observations</b> The White, Hispanic and Economically Disadvantaged subgroups meet all attendance expectations and demonstrated growth.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> Keystone - ELA Growth Data <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Students with disabilities have a growth score of 63 which is an improvement from previous year.

**Challenges**

<b>Indicator</b> Attendance Data <b>ESSA Student Subgroups</b> Hispanic, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> The White, Hispanic and Economically Disadvantaged subgroups did not meet all attendance expectations and demonstrate growth. Students with disabilities at 64.8% is below all student groups including, White-76.0%, Hispanic- 65.9% and the Economically Disadvantaged -61.6%
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> ELA <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander,	<b>Comments/Notable Observations</b> There was an insufficient sample for ELA growth for the 2023 goal.

Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
<b>Indicator</b> Math Keystone Exam <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Math Achievement for Students with Disabilities = 8.3% Math Growth for Students with Disabilities = 59 Both are decreases from previous years.
<b>Indicator</b> ELA Keystone Exam <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> While this is improving, only 3.3% of students economically disadvantaged are reaching proficiency in ELA.

**Summary**

**Strengths**

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Biology: The all student group is exceeding the statewide growth standard with a score of 100.0
Math: The all student group is exceeding the statewide growth standard with a score of 89.0.
College & Career Readiness: All students group, for the 2022-2023 school year, 93.6 % of the students are indicated to have completed the standard, exceeding the PA average of 89.6%

**Challenges**

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

The all group students did not meet the improvement target in Algebra, they dropped 20%. Both are decreases from previous years.
There was not enough evidence in ELA to provide us a growth score for the 2022-2023 year, therefore not meeting improvement target.
Attendance: Students with disabilities at 64.8% is below all student group 75.3%





## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Classroom diagnostic test (CDT)	administered baseline CDT assessment to all students in English 10

### English Language Arts Summary

#### Strengths

Professional development is being planned in diagnostic assessments to help track student growth.
Development of an assessment calendar to indicate assessment windows
Teachers engaged in CDT data analysis coaching with CLIU 21.

#### Challenges

Reaching significant growth and completing full CDT can be a challenge.
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### Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic tool (CDT)	Students with IEP are taking CDT when enrolled in Algebra courses. Only 8% of Students with IEP are demonstrating growth when taking beginning and end CDT in Math.

### Mathematics Summary

#### Strengths

Use of CDT has become more consistent with students minimally scheduling for Beginning and End of Year CDT.
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#### Challenges

Students with Disabilities - 8% of students completing a Beginning and End Assessment demonstrated growth.
Skill levels demonstrated on CDT math by students with IEP are below grade level.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
USA test prep	Administered to students in Science beginning and end of semester starting Fall 2022.

## Science, Technology, and Engineering Education Summary

### Strengths

All Student Group Meets Interim Goal/Improvement Target

### Challenges

No current benchmark data for current year, will look to add Study Island benchmark

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Each student has an individual portfolio	SmartFutures online program continues to be used to track career readiness goals.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Created new fundamentals of Algebra course through PVASS data.
CDT assessments are being administered to all students in Keystone Algebra, English and Biology courses.
SWPBIS was implemented for the 2022-2023 school year with staff committee and training . SWPBIS was fully implemented 2023-2024 school year with all students.

School climate survey conducted in spring of 2022. School Climate Survey was completed again Spring of 2024

PAYS survey was administered Fall of 2023

### **Challenges**

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Curriculum textbooks are outdated or non existent

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
IEP Progress	Teacher track progress monitoring based upon individualized IEP goals
CDT	All students are administered the CDT multiple a year in PA Keystone subject areas.
Regular Attendance for IEP students	We are below average for IEP students with regular attendance.
Exact Path	Students in fundamental math and ela utilize web based intervention tool based on progress monitoring results.

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

CDT training and assessments continue throughout the school year.
Special Education staff completed Indicator 13 training, and have access to resources to make IEP's align to present education levels, transition grid and goal progress.
Data coach works with math and ELA teachers to discuss trends.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Regular attendance rate for students with IEP
Graduation rate for students with IEP
Curriculum for special needs population and lower level courses.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Identify professional learning needs through analysis of a variety of data
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Building partnerships with local businesses, community organizations, and other agencies to meet the needs of the school *
We will utilize the CLIU #21 to help train and facilitate learning in SEL and the CASEL format
Engaged in Year 2 SWPBIS Development.

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Individual student needs in Math and ELA need to be addressed in different capacities.
Collection of career readiness artifacts for students as they proceed to the high school level.
Providing curriculum options that allow students to develop and grow their skills before state assessment.



## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Math: The all student group is exceeding the statewide growth standard with a score of 89.0.	False
Biology: The all student group is exceeding the statewide growth standard with a score of 100.0	False
Professional development is being planned in diagnostic assessments to help track student growth.	False
Development of an assessment calendar to indicate assessment windows	False
CDT training and assessments continue throughout the school year.	False
CDT assessments are being administered to all students in Keystone Algebra, English and Biology courses.	False
Use of CDT has become more consistent with students minimally scheduling for Beginning and End of Year CDT.	False
SWPBIS was implemented for the 2022-2023 school year with staff committee and training . SWPBIS was fully implemented 2023-2024 school year with all students.	False
All Student Group Meets Interim Goal/Improvement Target	False
School climate survey conducted in spring of 2022. School Climate Survey was completed again Spring of 2024	False
Teachers engaged in CDT data analysis coaching with CLIU 21.	False
College & Career Readiness: All students group, for the 2022-2023 school year, 93.6 % of the students are indicated to have completed the standard, exceeding the PA average of 89.6%	False
Identify professional learning needs through analysis of a variety of data	True
Special Education staff completed Indicator 13 training, and have access to resources to make IEP's align to present education levels, transition grid and goal progress.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Building partnerships with local businesses, community organizations, and other agencies to meet the needs of the school *	False
Engaged in Year 2 SWPBIS Development.	True
We will utilize the CLIU #21 to help train and facilitate learning in SEL and the CASEL format	False
Created new fundamentals of Algebra course through PVASS data.	False
PAYS survey was administered Fall of 2023	False

Data coach works with math and ELA teachers to discuss trends.	False
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## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The all group students did not meet the improvement target in Algebra, they dropped 20%. Both are decreases from previous years.	True
There was not enough evidence in ELA to provide us a growth score for the 2022-2023 year, therefore not meeting improvement target.	True
Attendance: Students with disabilities at 64.8% is below all student group 75.3%	True
Students with Disabilities - 8% of students completing a Beginning and End Assessment demonstrated growth.	False
Regular attendance rate for students with IEP	False
Providing curriculum options that allow students to develop and grow their skills before state assessment.	False
Reaching significant growth and completing full CDT can be a challenge.	False
Graduation rate for students with IEP	False
No current benchmark data for current year, will look to add Study Island benchmark	False
Skill levels demonstrated on CDT math by students with IEP are below grade level.	False
Individual student needs in Math and ELA need to be addressed in different capacities.	True
Collection of career readiness artifacts for students as they proceed to the high school level.	False
Curriculum textbooks are outdated or non existent	False
Curriculum for special needs population and lower level courses.	False

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The all group students did not meet the improvement target in Algebra, they dropped 20%. Both are decreases from previous years.	Students need instruction that is targeted to meet their needs with expert teachers.	True
There was not enough evidence in ELA to provide us a growth score for the 2022-2023 year, therefore not meeting improvement target.	Lack of diagnostic, and targeted intervention tool	False
Attendance: Students with disabilities at 64.8% is below all student group 75.3%	Discipline referrals have had increases. Teachers need support to better understand strategies to support students prior to referral.	True
Individual student needs in Math and ELA need to be addressed in different capacities.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Identify professional learning needs through analysis of a variety of data	Through the use of Future Ready Index, PVASS data, discussion with teams and departments
Engaged in Year 2 SWPBIS Development.	Being able to continue this process will provide supports for staff in reducing discipline referrals and continuing to grow school climate.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we identify and address individual student learning needs, curriculum and instruction will be aligned based on student achievement data in co-taught classrooms, and students will demonstrate improved achievement.
	If we implement school wide positive behavior interventions and supports, then staff will support student needs and provide positive incentives for positive behavior, and student discipline referrals will reduce.



## Goal Setting

**Priority: If we identify and address individual student learning needs, curriculum and instruction will be aligned based on student achievement data in co-taught classrooms, and students will demonstrate improved achievement.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
For students enrolled in Algebra I/Fundamentals , by June 2025, 70% of students with IEPs will demonstrate growth based on the CDT.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Fundamentals of Algebra			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
100% of students enrolled in Algebra I or math foundations courses will complete both CDT and Exact Path Diagnostic.	All students with IEPs will demonstrate 30% growth in one diagnostic category. ( CDT/Exact Path) .	All students with IEPs will demonstrate 50% growth in one diagnostic category. ( CDT/Exact Path) .	All students with IEPs will demonstrate 70% growth in one diagnostic category based off the baseline assessment.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
.For students enrolled in English 10 , by June 2025, 70% of students with IEPs will demonstrate growth based on the CDT.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
100% of students enrolled in English 10 will complete the CDT and Exact Path assessments.	All students with IEPs will demonstrate 30% growth in one diagnostic category. (CDT/Exact Path) .	All students with IEPs will demonstrate 50% growth in one diagnostic category. (CDT/Exact Path) .	All students with IEPs will demonstrate 70% growth in one diagnostic category based off the baseline assessment.

**Priority: If we implement school wide positive behavior interventions and supports, then staff will support student needs and provide positive incentives for positive behavior, and student discipline referrals will reduce.**

<b>Outcome Category</b>
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Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024- 2025 school year, regular attendance for all students will improve by 2% from 2023-2024 SY and improve by 4% from the 2023-2024 SY for students with IEPs.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
80% of students' with IEPs will demonstrate regular attendance.	76 % of students' with IEPs will demonstrate regular attendance.	73% of students' with IEPs will demonstrate regular attendance.	69% of students' with IEPs will demonstrate regular attendance.

## Action Plan

### Measurable Goals

Fundamentals of Algebra	ELA
Attendance	

### Action Plan For: Using student achievement data to support instructional decision making in Exact Path (Edmentum))

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>For students enrolled in Algebra I/Fundamentals , by June 2025, 70% of students with IEPs will demonstrate growth based on the CDT.</li> <li>.For students enrolled in English 10 , by June 2025, 70% of students with IEPs will demonstrate growth based on the CDT.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Professional Development from Edmentum on implementation of Exact Path		2024-08-21	2024-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Edmentum consultant	Exact Path	Yes	
Action Step		Anticipated Start/Completion Date	
All students in Math Foundations and English 10 will take the diagnostic exams to determine individual intervention pathway.		2024-08-27	2024-09-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teacher/data coordinator	computer program	No	
Action Step		Anticipated Start/Completion Date	
All students in Math Foundations and English 10 will utilize Exact Path 20 minutes weekly to demonstrate skill mastery.		2024-09-16	2025-01-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math and ELA teachers assigned	Web based program and computer	No	
Action Step		Anticipated Start/Completion Date	
All students in Math Foundations and English 10 will take the mid-year diagnostic exams to determine		2025-01-21	2025-01-27



individual growth .			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Math and ELA teachers assigned	Web based program and computer	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
All students in Math Foundations and English 10 will utilize Exact Path 20 minutes weekly to demonstrate skill mastery for semester two.		2025-01-28	2025-05-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Math and ELA teachers assigned	Web based program and computer	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
All students in Math Foundations and English 10 will take the end of year diagnostic exams to determine individual growth .		2025-05-27	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Math and ELA teacher	Computer/web based program	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
All staff will be versed in best practices and know how to implement a Tier Two interventions.	Administration/Data Coordinator will monitor Exact Path usage quarterly through walkthrough observations, data meetings and results based on Exact Path reports.

### Action Plan For: CDT

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>For students enrolled in Algebra I/Fundamentals , by June 2025, 70% of students with IEPs will demonstrate growth based on the CDT.</li> <li>.For students enrolled in English 10 , by June 2025, 70% of students with IEPs will demonstrate growth based on the CDT.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Staff training and refresher on Classroom Diagnostic Tools (CDT)	2024-08-27	2024-08-27

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
CLIU #21 consultant	CDT information	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
All students in Math Foundations and English 10 will take the beginning year CDT diagnostic exams to determine individual growth .		2024-08-26	2024-08-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELA and Math teachers assigned	computer	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
All students in Math Foundations and English 10 will take the mid-year CDT diagnostic exams to determine individual growth .		2025-01-13	2025-01-17
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELA and Math teachers assigned	computer	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
All students in Math Foundations and English 10 will take the end of the year CDT diagnostic exams to determine individual growth .		2025-05-19	2025-05-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELA and Math teacher assigned	computer	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
All staff would have an understanding of the different reports and how to interpret data results to tailor instruction based on student need.	Administration will monitor CDT usage quarterly through walkthrough observations, data meetings, and results based on the CDT data reports.

### Action Plan For: SWPBIS system ( Cas-el framework )

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2024- 2025 school year, regular attendance for all students will improve by 2% from 2023-2024 SY and improve by 4% from the 2023-2024 SY for students with IEPs.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Meet with staff to review SWPBIS rules, matrix and behaviors .		2024-08-26	2024-08-26
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration	Matrix, review of rules and tickets	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
School wide assemblies to kick off SWPBIS with students and motivate.		2024-08-28	2024-08-28
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration / SWPBIS team	matrix and rules	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implement ticket system with student body and track results monthly .		2024-08-26	2025-05-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration/ SWPBIS team	data through ticket referral and SWIS referrals	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
We will hold bi-weekly attendance meetings to track school and virtual school attendance.		2024-08-26	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Attendance team/Administration	Attendance data via PowerSchool	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
That all staff will understand the importance of SWPBIS which will increase the overall school culture and improve student attendance.	Administration will monitor through PowerSchool, Swiss referrals and tracking ticket system rewards monthly. All data will be reported out monthly at faculty meetings and attendance meetings.

## **Expenditure Tables**

### **School Improvement Set Aside Grant**

**True** School does not receive School Improvement Set Aside Grant.

### **Schoolwide Title 1 Funding Allocation**

**True** School does not receive Schoolwide Title 1 funding.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Using student achievement data to support instructional decision making in Exact Path (Edmentum))	Professional Development from Edmentum on implementation of Exact Path
CDT	Staff training and refresher on Classroom Diagnostic Tools (CDT)

### CDT training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Staff training and refresher on Classroom Diagnostic Tools (CDT)</li> </ul>		
<b>Audience</b>		
All high school staff		
<b>Topics to be Included</b>		
Staff will learn how to review data from the CDT growth maps and individual student reports.		
<b>Evidence of Learning</b>		
Implementation and observation of the CDT process.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
CLIU #21 consultant and administration	2024-08-27	2025-06-06

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	3 times ( beginning/ middle and end of year assessments)
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Exact Path Training

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Professional Development from Edmentum on implementation of Exact Path</li> </ul>
<b>Audience</b>
Math and ELA teachers

<b>Topics to be Included</b>		
Staff will be trained on how to implement Tier 2 intervention Edmentum Exact Path		
<b>Evidence of Learning</b>		
Individual student growth reports.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Teachers assigned/case manager	2024-08-28	2024-08-28

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	1 time
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Suzanne Howland	2024-06-05
School Improvement Facilitator Signature	Date
Tonya Swavely	2024-06-07