

CANON-MCMILLAN SHS

314 Elm St Extension

ATSI non-Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

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

STEERING COMMITTEE

Name	Position	Building/Group
Grace Lani	Director of Curriculum and Instruction	Canon-McMillan School District
Becky Lieb	Director of Special Education	Canon-McMillan School District
Ester Barnes-Clark	Youth Program Coordinator	Southwest Training Services
Michael Daniels	Superintendent	Canon-McMillan School District
Officer Kelly Boyd	Probation Officer	Washington County Juvenile Probation
Officer Eric Spicer	School Resource Officer	North Strabane Township Police Department
Kelly Farrell	High School Special Education Teacher	Canon-McMillan High School
Brittany Taylor	High School School Counselor	Canon-McMillan High School
Ken Crowley	High School Principal	Canon-McMillan High School
Brooke Stebler	High School Assistant Principal	Canon-McMillan High School
Diana Fronczek	High School Assistant Principal	Canon-McMillan High school
Tom Orr	High School Assistant Principal	Canon-McMillan High School
Kelly Brownlee	High School Math Teacher/Department Head	Canon-McMillan High School

Name	Position	Building/Group
Tera Lauderbaugh	High School English Teacher/Department Head	Canon-McMillan High School
Brie Hoolahan	High School Special Education Teacher/Department Head	Canon-McMillan High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students in the subgroup of special education will increase their knowledge of their skills in the area of ELA and Mathematics.	English Language Arts English Language Arts
Students in the subgroup of special education will increase their knowledge of their skills in the area of ELA and Mathematics.	Mathematics
Students in the subgroup of special education will increase their attendance at school.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy	
ELA Goal	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal	Currently, the special education subgroup of ELA has 30.4% of its students passing the Keystones. They will increase the number of students passing state testing by 3% by June 2022.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Analysis of English Benchmark Data	2021-08-26 - 2022-06-03	English Department Head, Teachers, and Administrators	Benchmark Exams
Remediation and Assignment to the Academic Center	2021-08-26 - 2022-06-03	Regular Education Teachers, Special Education Teachers	1 on 1 assistance; material provided by Content Area Teachers
After-school tutoring/remediation	2021-08-26 - 2022-06-03	Regular Education Teachers, Special Education Teachers	1 on 1 assistance; material provided by Content Area Teachers

Anticipated Outcome

Review and revision of benchmark exams, Student remediation, Review of Keystone exam data denotes increase in scores

Monitoring/Evaluation

Data teams-quarterly, Benchmark data review-quarterly, ongoing review of students assigned to academic center, 4-days/week after-school tutoring

Evidence-based Strategy

Math Goal

Measurable Goals

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

Math Goal

Currently, the special education subgroup of mathematics has 17.8% of its students passing the keystones. They will increase the number of students passing state testing by 4% by June 2022.

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

Analysis of Algebra Benchmark Data

2021-08-26 -
2022-06-03

Math Department Head, Teachers, Administrators

Benchmark Exams and Performance Tracker

Remediation and assignment to the Academic Center

2021-08-26 -
2022-06-03

Regular Education Teachers and Special Education Teachers

1 on 1 assistance; material provided by Content Area Teachers

After-school tutoring/remediation

2021-08-26 -
2022-06-03

Regular Education Teachers and Special Education Teachers

1 on 1 assistance; material provided by Content Area Teachers

Anticipated Outcome

Review and Revision of Benchmark Exams; student remediation; review of Keystone Exam data denotes an increase in scores

Monitoring/Evaluation

Data teams-quarterly, Benchmark data review-quarterly, ongoing review of students assigned to academic center, 4-days/week after-school tutoring

Evidence-based Strategy

Attendance Goal

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Attendance Goal

Currently, the special education subgroup had a goal attendance rate from the 2020-2021 school year for 75.4%. Their attendance goal will increase by 2% to 77.4% by June 2022.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Attendance Angels

2021-08-26 -
2022-06-03

A-TSI Team/Attendance
Angels Teachers

Attendance Data; teachers form relationships and rapport with parents/students; IU1 Training

Transition Goals
through IEP

2021-08-26 -
2022-06-03

IEP Team

Coordination with CMSD Staff, agencies, and community-based programs

Assignment to the
Academic Center

2021-08-26 -
2022-06-03

Regular Education Teachers,
Special Education Teachers

1 on 1 assistance; material provided by Content Area Teachers

TIPP/SAIP Referrals

2021-08-26 -
2022-06-03

School Counselors and
Administrators

Coordination with CMSD staff and agencies

Restorative
Practices

2021-08-26 -
2022-06-03

Administrators; Teachers; Staff

Revision of student handbook; training on restorative practices, implementation at the classroom and office level

Anticipated Outcome

increased attendance, engagement, and grades in all courses (including ELA and Math); reduction in discipline and suspensions; increased performance on Benchmark and Keystone Exams

Monitoring/Evaluation

Academic Center-weekly review of grades; Review of discipline/suspension data; Monitoring of attendance by case managers, school counselors, administrators, and Attendance Angels; quarterly review of Benchmark Data

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Currently, the special education subgroup of ELA has 30.4% of its students passing the Keystone. They will increase the number of students passing state testing by 3% by June 2022. (ELA Goal)	ELA Goal	Analysis of English Benchmark Data	08/26/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Currently, the special education subgroup of ELA has 30.4% of its students passing the Keystone. They will increase the number of students passing state testing by 3% by June 2022. (ELA Goal)	ELA Goal	Remediation and Assignment to the Academic Center	08/26/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Currently, the special education subgroup of ELA has 30.4% of its students passing the Keystone. They will increase the number of students passing state testing by 3% by June 2022. (ELA Goal)	ELA Goal	After-school tutoring/remediation	08/26/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Currently, the special education subgroup of mathematics has 17.8% of its students passing the Keystones. They will increase the number of students passing state testing by 4% by June 2022. (Math Goal)	Math Goal	Analysis of Algebra Benchmark Data	08/26/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Currently, the special education subgroup of mathematics has 17.8% of its students passing the Keystone. They will increase the number of students passing state testing by 4% by June 2022. (Math Goal)	Math Goal	Remediation and assignment to the Academic Center	08/26/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Currently, the special education subgroup had a goal attendance rate from the 2020-2021 school year for 75.4%. Their attendance goal will increase by 2% to 77.4% by June 2022. (Attendance Goal)	Attendance Goal	TIPP/SAIP Referrals	08/26/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Currently, the special education subgroup had a goal attendance rate from the 2020-2021 school year for 75.4%. Their attendance goal will increase by 2% to 77.4% by June 2022. (Attendance Goal)	Attendance Goal	Restorative Practices	08/26/2021 - 06/03/2022

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.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Strong performance by our all student group

Our staff have been greatly invested in professional development and wanting to better help their students grow.

Our staff have been greatly invested in professional development and wanting to better help their students grow.

Strong performance by our all student subgroup.

Our all student groups performance

Our subgroups, and in particular Special Education, performance

Career Readiness

Industry Based Learning

Biology Keystone Scores/Growth

Attendance Rate

Graduation Rate

Identify professional learning needs through analysis of a variety

Challenges

Why can we not replicate our strength on Biology to ELA?

We need to slightly increase our Special Education subgroups performance.

Why can we not replicate our strength in Biology to Math?

Our special education students continue to not perform well on the Algebra Keystone.

Maintaining our above average performance for all student groups and subgroups.

Getting more students to grow from proficient to advanced on NOCTI

Creating a new course (Freshman Seminar) that addresses any Career Readiness deficiencies.

ELA Keystone Scores and Growth

Algebra Keystone Scores and Growth

Special Education Attendance Rate

Strengths

of data could be used to see how their professional development could be geared towards helping them analyze data and implement curricular and instructional changes to meet the needs of all learners.

We could utilize our community and business partnerships to grow and leverage our relationships with parents.

Empowering leadership amongst staff could also be transitioned to empowering our student leaders.

We have begun trainings with staff this year in SWPBIS (School-wide Positive Behaviors and Support) and plan to develop and train more staff on SWPBIS in the coming year.

Career Readiness

Graduation Rate

Performance on Biology Keystone

Challenges

Engaging families in supporting student learning.

Identifying and addressing individual student needs.

Continuing Trainings on PBIS and Implementing Restorative Practices

ELA growth for Special Education students.

Math (Algebra 1) growth for Special Education students.

Attendance rate for Special Education students.



Most Notable Observations/Patterns

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

Challenges	Discussion Point	Priority for Planning
ELA growth for Special Education students.	Students have identified that they find their English 10 (Keystone course) to be difficult and that they do not enjoy the course as much as they do other courses. This can be contributed to a lower attendance rate, low test scores, lower academic performance, large class sizes, and lack of background knowledge in the subject area.	
Math (Algebra 1) growth for Special Education students.	Students have identified that they find their Algebra I (Keystone course) to be difficult and that they do not enjoy the course as much as they do other courses. This can be contributed to a lower attendance rate, low test scores, lower academic performance, large class sizes, and lack of background knowledge in the subject area.	
Attendance rate for Special Education students.	This can be contributed to several different factors. It may be impacted by their socio-economic status, lack of interest in courses and athletics/extracurricular activities/clubs. It also could be skewed by their parents not emphasizing the importance of attendance and doing well at school. These students also lack transportation if they miss their bus and can also be a caretaker for a younger sibling due to their parents work schedule.	

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

Why can we not replicate our strength in Biology to Math?

Our special education students continue to not perform well on the Algebra Keystone.

Getting more students to grow from proficient to advanced on NOCTI

Creating a new course (Freshman Seminar) that addresses any Career Readiness deficiencies.

Engaging families in supporting

Challenges

Discussion Point

Priority for Planning

student learning.

Identifying and addressing individual student needs.

Continuing Trainings on PBIS and Implementing Restorative Practices

Why can we not replicate our strength on Biology to ELA?

We need to slightly increase our Special Education subgroups performance.

ELA Keystone Scores and Growth

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

Algebra Keystone
Scores and Growth

Special Education
Attendance Rate

Maintaining our
above average
performance for all
student groups
and subgroups.

ADDENDUM B: ACTION PLAN

Action Plan: ELA Goal

Action Steps	Anticipated Start/Completion Date
Analysis of English Benchmark Data	08/26/2021 - 06/03/2022
Monitoring/Evaluation	Anticipated Output
Data teams-quarterly, Benchmark data review-quarterly, ongoing review of students assigned to academic center, 4-days/week after-school tutoring	Review and revision of benchmark exams, Student remediation, Review of Keystone exam data denotes increase in scores
Material/Resources/Supports Needed	PD Step
Benchmark Exams	yes

Action Steps**Anticipated Start/Completion Date**

Remediation and Assignment to the Academic Center

08/26/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Data teams-quarterly, Benchmark data review-quarterly, ongoing review of students assigned to academic center, 4-days/week after-school tutoring

Review and revision of benchmark exams, Student remediation, Review of Keystone exam data denotes increase in scores

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

1 on 1 assistance; material provided by Content Area Teachers

yes



Action Steps**Anticipated Start/Completion Date**

After-school tutoring/remediation

08/26/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Data teams-quarterly, Benchmark data review-quarterly, ongoing review of students assigned to academic center, 4-days/week after-school tutoring

Review and revision of benchmark exams, Student remediation, Review of Keystone exam data denotes increase in scores

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

1 on 1 assistance; material provided by Content Area Teachers

yes

Action Plan: Math Goal

Action Steps**Anticipated Start/Completion Date**

Analysis of Algebra Benchmark Data

08/26/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Data teams-quarterly, Benchmark data review-quarterly, ongoing review of students assigned to academic center, 4-days/week after-school tutoring

Review and Revision of Benchmark Exams; student remediation; review of Keystone Exam data denotes an increase in scores

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

Benchmark Exams and Performance Tracker

yes



Action Steps**Anticipated Start/Completion Date**

Remediation and assignment to the Academic Center

08/26/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Data teams-quarterly, Benchmark data review-quarterly, ongoing review of students assigned to academic center, 4-days/week after-school tutoring

Review and Revision of Benchmark Exams; student remediation; review of Keystone Exam data denotes an increase in scores

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

1 on 1 assistance; material provided by Content Area Teachers

yes



Action Steps**Anticipated Start/Completion Date**

After-school tutoring/remediation

08/26/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Data teams-quarterly, Benchmark data review-quarterly, ongoing review of students assigned to academic center, 4-days/week after-school tutoring

Review and Revision of Benchmark Exams; student remediation; review of Keystone Exam data denotes an increase in scores

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

1 on 1 assistance; material provided by Content Area Teachers

yes

Action Plan: Attendance Goal

Action Steps**Anticipated Start/Completion Date**

Attendance Angels

08/26/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Academic Center-weekly review of grades; Review of discipline/suspension data; Monitoring of attendance by case managers, school counselors, administrators, and Attendance Angels; quarterly review of Benchmark Data

increased attendance, engagement, and grades in all courses (including ELA and Math); reduction in discipline and suspensions; increased performance on Benchmark and Keystone Exams

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

Attendance Data; teachers form relationships and rapport with parents/students; IU1 Training

yes



Action Steps**Anticipated Start/Completion Date**

Transition Goals through IEP

08/26/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Academic Center-weekly review of grades; Review of discipline/suspension data; Monitoring of attendance by case managers, school counselors, administrators, and Attendance Angels; quarterly review of Benchmark Data

increased attendance, engagement, and grades in all courses (including ELA and Math); reduction in discipline and suspensions; increased performance on Benchmark and Keystone Exams

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

Coordination with CMSD Staff, agencies, and community-based programs

yes



Action Steps**Anticipated Start/Completion Date**

Assignment to the Academic Center

08/26/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Academic Center-weekly review of grades; Review of discipline/suspension data; Monitoring of attendance by case managers, school counselors, administrators, and Attendance Angels; quarterly review of Benchmark Data

increased attendance, engagement, and grades in all courses (including ELA and Math); reduction in discipline and suspensions; increased performance on Benchmark and Keystone Exams

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

1 on 1 assistance; material provided by Content Area Teachers

yes



Action Steps**Anticipated Start/Completion Date**

TIPP/SAIP Referrals

08/26/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Academic Center-weekly review of grades; Review of discipline/suspension data; Monitoring of attendance by case managers, school counselors, administrators, and Attendance Angels; quarterly review of Benchmark Data

increased attendance, engagement, and grades in all courses (including ELA and Math); reduction in discipline and suspensions; increased performance on Benchmark and Keystone Exams

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

Coordination with CMSD staff and agencies

yes



Action Steps**Anticipated Start/Completion Date**

Restorative Practices

08/26/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Academic Center-weekly review of grades; Review of discipline/suspension data; Monitoring of attendance by case managers, school counselors, administrators, and Attendance Angels; quarterly review of Benchmark Data

increased attendance, engagement, and grades in all courses (including ELA and Math); reduction in discipline and suspensions; increased performance on Benchmark and Keystone Exams

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

Revision of student handbook; training on restorative practices, implementation at the classroom and office level

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Currently, the special education subgroup of ELA has 30.4% of its students passing the keystones. They will increase the number of students passing state testing by 3% by June 2022. (ELA Goal)	ELA Goal	Analysis of English Benchmark Data	08/26/2021 - 06/03/2022
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Currently, the special education subgroup of mathematics has 17.8% of its students passing the keystones. They will increase the number of students passing state testing by 4% by June 2022. (Math Goal)	Math Goal	Analysis of Algebra Benchmark Data	08/26/2021 - 06/03/2022
Currently, the special education subgroup of mathematics has 17.8% of its students passing the keystones. They will increase the number of students passing state testing by 4% by June 2022. (Math Goal)	Math Goal	Remediation and assignment to the Academic Center	08/26/2021 - 06/03/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Currently, the special education subgroup of mathematics has 17.8% of its students passing the Keystones. They will increase the number of students passing state testing by 4% by June 2022. (Math Goal)	Math Goal	After-school tutoring/remdiation	08/26/2021 - 06/03/2022
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Measurable Goals

Action Plan
Name

Professional
Development Step

Anticipated
Timeline

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step

Audience

Topics of Prof. Dev

Data Teams - Review of Benchmark Exam data, Keystone Exam data, and PVAAS data

Regular Education teachers;
Special Education teachers

Review of Benchmark Exam data, Keystone Exam Data, and PVAAS Data; Overview of roles and responsibilities of data teams; Keystone Exam anchors and eligible content; differentiation for multiple learning modalities

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Semi-annual review of PVAAS data; Quarterly review Benchmark Exams; increase in student performance, attendance, and engagement; differentiation observed in the classroom; increase in student performance on the Keystone Exams

08/26/2021 - 06/03/2022

Administrators, Department Head

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3b: Using Questioning and Discussion Techniques

1f: Designing Student Assessments

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2a: Creating and Environment of Respect and Rapport

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

4b: Maintaining Accurate Records

2c: Managing Classroom Procedures

3d: Using Assessment in Instruction

4f: Showing Professionalism

3a: Communicating with Students

2e: Organizing Physical Space

2b: Establishing a Culture for Learning

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

4c: Communicating with Families

3e: Demonstrating Flexibility and Responsiveness

4e: Growing and Developing Professionally

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2d: Managing Student Behavior

2d: Managing Student Behavior

1e: Designing Coherent Instruction

2a: Creating and Environment of Respect and Rapport

2e: Organizing Physical Space

4a: Reflecting on Teaching

3a: Communicating with Students

1f: Designing Student Assessments

2b: Establishing a Culture for Learning

4f: Showing Professionalism

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

4c: Communicating with Families

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

1d: Demonstrating Knowledge of Resources

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4b: Maintaining Accurate Records

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

4e: Growing and Developing Professionally

4f: Showing Professionalism

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of Students

4a: Reflecting on Teaching

Professional Development Step	Audience	Topics of Prof. Dev	
Attendance Angels; Resources; Restorative Practices; Community Agencies	Teachers and Staff	Overview of our Attendance Angels Program; how to form relationships and have rapport with families; transition goals; TIPP/SAIP; implementation of Restorative Practices	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Increased attendance, engagement, and grades in all courses (including ELA and Math); reduction of discipline and suspensions; increased performance on Benchmark Exams and Keystone Exams		08/26/2021 - 06/03/2022	Administrators ; Department Head

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4a: Reflecting on Teaching

Teaching Diverse Learners in an Inclusive Setting

3c: Engaging Students in Learning

4c: Communicating with Families

3e: Demonstrating Flexibility and Responsiveness

4f: Showing Professionalism

1d: Demonstrating Knowledge of Resources

2c: Managing Classroom Procedures

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

3a: Communicating with Students

4e: Growing and Developing Professionally

2d: Managing Student Behavior

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Surveys	Gather input regarding school improvement	Online	Students, Staff, Parents, Stakeholders	2021-2022 School Year
Monthly Staff Meetings	Attendance report; Academic report; Data Team review	In-Person	Teachers and Staff	2021-2022 School Year
Monthly Attendance Updates	Review grades and make suggestions for improvement; offer supports and assistant; resources	In-person	Students	2021-2022 School Year
Monthly Parent Council Updates	Attendance on academic report; ongoing school events, activities, and resources	In-person, email	Parents	2021-2022 School Year
Weekly grade updates in the Academic Center	Review grades and make suggestions for improvement; offer supports and assistance; resources	In-person	Students	2021-2022 School Year
