

## **CANON-MCMILLAN SHS**

314 Elm St Extension

ATSI non-Title 1 School Plan | 2022 - 2023

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### **VISION FOR LEARNING**

The vision of the Canon-McMillan School District is to graduate all students with effective collaboration skills, the knowledge to utilize resources, and a passion for lifelong learning which are imperative for success in an emerging global society. Specifically, our students will graduate with the ELA and math skills to be successful in their post-secondary 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
Ken Crowley	High School 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
Tera Lauderbaugh	High School English Teacher/Department Head	Canon-McMillan High School
Brie Hoolahan	High School Special Education Teacher/Department Head	Canon-McMillan High School
Brittany Taylor	Other	Canon-McMillan High School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Jenna Handra	Other	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
Students in the subgroup of special education will increase their knowledge of their skills in the area of ELA and Mathematics.	Mathematics

## ACTION PLAN AND STEPS

Evidence-based Strategy
Analysis of English Benchmark Data

Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Analysis of English Benchmark Data	2022-08-22 - 2023-06-02	English Department Head, Teachers, and Administrators	Benchmark Exams and Performance Matters

### 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); on-going review of students assigned to Academic Center; 4-days/week after-school tutoring

### Evidence-based Strategy

Remediation and Assignment to the Academic Center

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

ELA Goal

During the 2020-2021 school year, there was an insufficient sample of our special education subgroup, which prevented accurate data reporting. Based on our local benchmark assessments, which are given four times per school year, the special education subgroup is projected to have 31.7% of its students passing the Literature Keystone Exam. Our goal is have 41.8% of students within this subgroup to pass the Literature Keystone by June 2023, which is an increase of 10.1%.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Remediation and Assignment to the Academic Center

2022-08-22 -  
2023-06-02

Regular Education Teachers and  
Special Education Teachers

1 on 1 assistance; materials provided by  
Content Area Teachers

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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**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); on-going review of students assigned to Academic Center; 4-days/week after-school tutoring

**Evidence-based Strategy**  
 After-school Tutoring/Remediation

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
After-school Tutoring/Remediation	2022-08-22 - 2023-06-08	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 increase in scores

### Monitoring/Evaluation

Data teams (quarterly); Benchmark data review (quarterly); on-going review of students assigned to Academic Center; 4-days/week after-school tutoring

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### Evidence-based Strategy

Analysis of English Benchmark Data

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Analysis of Algebra Benchmark Data	2022-08-22 - 2023-06-08	Math Department Head, Teachers, and Administrators	Benchmark Exams and Performance Matters

### 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); on-going review of students assigned to Academic Center; 4-days/week after-school tutoring

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### Evidence-based Strategy

Remediation and Assignment to the Academic Center

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Goal	During the 2020-2021 school year, there was an insufficient sample of our special education subgroup, which prevented accurate data reporting. Based on our local benchmark assessments, which are given four times per school year, the special education subgroup is projected to have 37.2% of its students passing the Algebra 1 Keystone Exam. Our goal is have 38.9% of students within this subgroup to pass the Algebra 1 Keystone by June 2023, which is an increase of 1.7%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Remediation and Assignment to the Academic Center	2022-08-22 - 2023-06-02	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 increase in scores



**Monitoring/Evaluation**

Data teams (quarterly); Benchmark data review (quarterly); on-going review of students assigned to Academic Center; 4-days/week after-school tutoring

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**Evidence-based Strategy**

After-school Tutoring/Remediation

**Measurable Goals**

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

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
After-school Tutoring/Remediation	2022-08-22 - 2023-06-02	Regular Education Teachers and Special Education Teachers	1 on 1 assistance; materials 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); on-going review of students assigned to Academic Center; 4-days/week after-school tutoring



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Analysis of English Benchmark Data	Analysis of English Benchmark Data	08/22/2022 - 06/02/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Analysis of English Benchmark Data	Analysis of Algebra Benchmark Data	08/22/2022 - 06/08/2023

## 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.**

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School Board Minutes or Affirmation Statement

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

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Identify professional learning needs through analysis of a variety 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 a collaborative group of students, parents, and staff working to revise our post-secondary education plan for our special education population.

Meeting Annual Academic Growth Expectations (PVAAS)

Graduation Rate

Strong performance by our all student group

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

### Challenges

Identifying and addressing individual student needs.

Continuing Trainings on CHILL, a tiered mental health intervention program, and Implementing Restorative Practices

Meeting Annual Academic Growth Expectations (PVAAS)

Career Standards Benchmark

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

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

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

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

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

Getting more students to grow from proficient to advanced on NOCTI

## Strengths

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Strong performance by our all student subgroup.

Our all student groups performance

Our subgroups, and in particular Special Education, performance

Career Speaker Series

Industry Based Learning

Biology Keystone Scores

Attendance Rate

Graduation Rate

## Challenges

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

ELA Keystone Scores for our Special Education subgroup

Algebra Keystone Scores for our Special Education subgroup

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## Most Notable Observations/Patterns

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

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Challenges	Discussion Point	Priority for Planning
Meeting Annual Academic Growth Expectations (PVAAS)	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.	
Career Standards Benchmark	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.	
Why can we not replicate our strength in Biology to Math?		
We need to increase our Special Education subgroups performance on the Algebra Keystone and benchmark exams.		
Getting more students to grow from proficient to advanced on NOCTI		

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

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

Continuing Trainings on CHILL, a tiered mental health intervention program, and Implementing Restorative Practices

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

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

ELA Keystone Scores for our Special Education subgroup

Algebra Keystone Scores for our Special Education subgroup

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

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

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## ADDENDUM B: ACTION PLAN

### Action Plan: Analysis of English Benchmark Data

Action Steps	Anticipated Start/Completion Date
Analysis of English Benchmark Data	08/22/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Data teams (quarterly); Benchmark data review (quarterly); on-going 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 and Performance Matters	yes



## Action Plan: Remediation and Assignment to the Academic Center

Action Steps	Anticipated Start/Completion Date
Remediation and Assignment to the Academic Center	08/22/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Data teams (quarterly); Benchmark data review (quarterly); on-going 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; materials provided by Content Area Teachers	no



## Action Plan: After-school Tutoring/Remediation

### Action Steps

### Anticipated Start/Completion Date

After-school Tutoring/Remediation

08/22/2022 - 06/08/2023

### Monitoring/Evaluation

### Anticipated Output

Data teams (quarterly); Benchmark data review (quarterly); on-going 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

no



## Action Plan: Analysis of English Benchmark Data

Action Steps	Anticipated Start/Completion Date
Analysis of Algebra Benchmark Data	08/22/2022 - 06/08/2023

Monitoring/Evaluation	Anticipated Output
Data teams (quarterly); Benchmark data review (quarterly); on-going 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 and Performance Matters	yes



## Action Plan: Remediation and Assignment to the Academic Center

Action Steps	Anticipated Start/Completion Date
Remediation and Assignment to the Academic Center	08/22/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Data teams (quarterly); Benchmark data review (quarterly); on-going 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	no





## Action Plan: After-school Tutoring/Remediation

Action Steps	Anticipated Start/Completion Date
After-school Tutoring/Remediation	08/22/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Data teams (quarterly); Benchmark data review (quarterly); on-going 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; materials provided by Content Area Teachers	no

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Analysis of English Benchmark Data	Analysis of English Benchmark Data	08/22/2022 - 06/02/2023
	Analysis of English Benchmark Data	Analysis of Algebra Benchmark Data	08/22/2022 - 06/08/2023

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Analysis of English Benchmark Data	10th Grade English Teachers and English Department Head	Data, Formative Assessment, Vocabulary

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Benchmark score growth	08/22/2022 - 06/02/2022	Thomas Orr/Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	
4a: Reflecting on Teaching	
1c: Setting Instructional Outcomes	

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Professional Development Step	Audience	Topics of Prof. Dev
Analysis of Algebra Benchmark Data	Algebra Teachers and Math Department Head	Data, Formative Assessment, Vocabulary

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Benchmark score growth	08/22/2022 - 06/02/2022	Thomas Orr/Assistant Principal

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

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

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3d: Using Assessment in Instruction

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Review of ATSI Plan	ATSI non-Title 1 School Plan - Canon-McMillan SHS (2022-2023)	Online	All stakeholders	June 17, 2022 through approval
Monthly Staff Meetings	Academic reports; Data Team review; Keystone Exam training	In-person	Teachers and Staff	2022-2023 School Year
Monthly Parent Council Updates	Ongoing school events, activities, and resources	In-person; email	Parents/Guardians	2022-2023 School Year
Weekly Grade Updates in the Academic Center	Review grades and make suggestions for improvement; offer supports and assistance; resources	In-person	Students	2022-2023 School Year

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