

## **ANTIETAM MS/HS**

2310 Cumberland Ave

ATSI non-Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

Together We: Encourage Learners, Inspire Growth, Embrace Community We will provide quality educational programming through challenging curricula. We will develop nurturing educational environments that value risk-taking, building relationships and perseverance, and a sense of civic responsibility. Through educational programming and guidance, we will help students find their purpose and celebrate their own unique talents and abilities. Students will learn to realize and embrace their own value and potential for contribution, thereby preparing them for life beyond Antietam.

## STEERING COMMITTEE

Name	Position	Building/Group
Felice Stern	Principal/Facilitator	Antietam MSHS
Zachary Williams	Principal	Antietam MSHS
Erin Runyon	Teacher	Antietam MSHS
Noreen Cosgrove	Teacher/Special Ed	Antietam MSHS
Staci Fink	Special Ed Director	Antietam MSHS
Darlene Schoenly	Community Member	Kutztown University
Monica Bernstein	Teacher	Antietam MSHS
Jen Gavin	Teacher	Antietam MSHS
Donna Guzman	Teacher	Antietam MSHS
Anna Legg	Teacher	Antietam MSHS
Tara Halvorson	Parent	Antietam MSHS
Heidi Rochlin	Chief School Administrator	Antietam MSHS
Remington Halvorson	Student	Antietam MSHS

Name	Position	Building/Group

# ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If MSHS instructional teams develop standards-aligned learning activities and materials, then teachers will provide scaffolds, rigor and relevance, and students will be more engaged and have ownership of their learning.	Essential Practices 1: Focus on Continuous Improvement of Instruction  Essential Practices 1: Focus on Continuous Improvement of Instruction
If math teachers are provided with instructional coaching then instructional practices will improve and students will demonstrate growth and progress.	Essential Practices 1: Focus on Continuous Improvement of Instruction

# ACTION PLAN AND STEPS

Evidence-based Strategy	
Engage instructional teams in developing standards-aligned units of instruction focusing specifically on standards-aligned learning activities and materials	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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Growth in ELA for Tier 1 students	85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in ELA from benchmark to the end of the 2023-2024 school year.
Growth in Math for Tier 1 students	85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in Math from benchmark to the end of the 2023-2024 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Regular ed and Special ed teachers will review lesson plans quarterly for alignment with curriculum and revise as necessary	2023-09-04 - 2024-03-29	regular ed and Special ed Teachers	curriculum, assessment data, lesson plans
STAR Reading and Math, and IXL benchmarks will be administered to regular education students 3 times per year	2023-08-28 - 2024-04-30	Regular ed Teachers	STAR reading and Math assessments and IXL benchmark
Read 180 and System 44 benchmarks will be administered 3 times per year to special education students in these classes	2023-08-28 - 2023-09-28	Special ed teachers	Read 180 and System 44 benchmarks
Teachers will receive PD in IXL data analysis	2023-09-18 - 2023-09-22	IXL trainer	IXL program, data
Teachers will compile data quarterly for discussion and reevaluate instructional strategies if necessary	2023-11-13 - 2024-04-22	Special ed and regular ed teachers	data from assessments and snapshots in IXL

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students who are not projected to make a year's growth will be referred to MTSS. Students have the ability to test out of MTSS for reading and math	2023-08-28 - 2024-05-13	Teachers and MTSS lead	growth data
Teachers will monitor results of revised instructional strategies	2023-10-31 - 2023-05-25	Teachers	quarterly data

Anticipated Outcome
Instruction will be curriculum-aligned and revised based on student assessment data. Students will receive additional support as needed through MTSS program and Special ed teachers.

Monitoring/Evaluation
Teachers and administration will monitor progress on a quarterly basis

Evidence-based Strategy
Instructional coaching in Math

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Growth in ELA for Tier 1 students	85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in ELA from benchmark to the end of the 2023-2024 school year.

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Growth in Math for Tier 1 students	85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in Math from benchmark to the end of the 2023-2024 school year.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Collaborative monthly review of progress towards outputs by reviewing data and lesson plans by IU Admin and teachers.	2023-10-02 - 2023-05-25	Abby Houck, BCIU Math coach	curriculum, instructional strategies, student data
Develop a schedule to accommodate core and additional math support classes.	2023-09-05 - 2023-09-11	Principal	teaching schedule, student rosters
IXL representative performs platform overview	2023-09-05 - 2023-09-29	principal	IXL rep, technology for group session
Observe math classes and consult with teachers to gain an understanding of the current needs	2023-09-15 - 2023-10-06	IU Math Program Admin	Laptop
Unpack math curriculum and standards	2023-10-16 - 2023-10-30	IU math Program Admin	standards, math resources, math curriculum
Guide IXL and STAR data analysis quarterly	2023-11-03 - 2024-05-13	Principal, IU Math Program admin	data reports and teacher input

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create formative assessment options with teachers	2023-11-09 - 2023-12-21	IU Math Admin	formative assessment resources, standards, math curriculum
Align lessons to standards	2023-10-09 - 2023-12-21	7th and 8th grade math teachers	standards, math curriculum, math resources
Provide feedback on classroom lessons	2023-10-12 - 2024-05-16	IU math Program Admin	lesson plans, classroom observations

Anticipated Outcome
Teachers will develop insight into their curriculum and design instruction to meet needs

Monitoring/Evaluation
Teachers and administrators will review data and instruction on a quarterly basis

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in ELA from benchmark to the end of the 2023-2024 school year. (Growth in ELA for Tier 1 students)	Engage instructional teams in developing standards-aligned units of instruction focusing specifically on standards-aligned learning activities and materials	Teachers will receive PD in IXL data analysis	09/18/2023 - 09/22/2023
85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in Math from benchmark to the end of the 2023-2024 school year. (Growth in Math for Tier 1 students)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in ELA from benchmark to the end of the 2023-2024 school year. (Growth in ELA for Tier 1 students)	Instructional coaching in Math	IXL representative performs platform overview	09/05/2023 - 09/29/2023
85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in Math from benchmark to the end of the 2023-2024 school year. (Growth in Math for Tier 1 students)			

## 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	Felice Stern	2023-11-22
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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Our all student group and white student subgroup showed an upward trend in Math growth. Our student with disabilities and white subgroups met the state math growth standard.

Our overall ELA growth met the state average. Our subgroups of student with disabilities and Hispanic students exceeded the ELA state growth average

All of our student groups exceeded the state average for the Career Standards Benchmark

49% of our 7th grade students showed one year's growth by the end of the school year

Antietam students complete a minimum of 30 volunteer hours as a graduation requirement

The Hispanic, white and students with disabilities subgroups have met or exceeded the state interim goal for growth

Economically disadvantaged and students with disabilities subgroups are trending upward in achievement

71% of our 8th grade students showed one year's growth by the

### Challenges

Our achievement scores in ELA and Math are well below the state average

We did not meet the state average for growth in math

At least of 50% of our middle school students are not reading on grade level.

Our All student group did not meet the state average or interim goal for Math achievement

Students with disabilities and our economically disadvantaged students have skill gaps that have been difficult to close.

Family and attendance issues have contributed to decreased academic achievement in our subgroups.

Social-emotional wellness of our students is a challenge; we have about 60 students on virtual learning.

Our economically disadvantaged and students with disabilities subgroups are trending downwards in growth

The all student group, Hispanic and white subgroups are trending

## Strengths

end of the school year

100% of special education students in grades 7 and 8 increased their reading level by at least 1 grade level by the end of the school year

95% of students increased by at least one grade level by the end of the year in their Read 180 program

Middle school students have shown growth in math from the beginning of the year to the end of the first quarter.

Our white and our students with disabilities subgroups met the state interim goal for growth

Many of our students, grades 7-12, actively participate in the Arts in our building

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

We provide individualized, personal support for our students and their families to assist with academic and social/emotional needs; we have many support programs in place for these students

Our students have multiple opportunities to participate in programs, clubs and sports

## Challenges

downward in Science achievement

Economically disadvantaged and all student group subgroups are all trending downward in growth

Student achievement scores are below the state averages in most subgroups for ELA, Math and Science

Students are performing below the state average and goal for Science achievement

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Our loss of the middle-senior high school building during the summer of 2023 will contribute to challenges in learning since our students are placed at several locations. Staff and students struggle with this change.

Continuing our implementation of an MTSS system for our middle school.

## Strengths

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Identify and address individual student learning needs

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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

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## Most Notable Observations/Patterns

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Within our student population a significant number of students cross over into more than one subgroup for which we have been identified as needing improvement. Another challenge is our transient population with students coming into the building without the foundational skills and the family engagement to promote the success. Many of our middle school students in all areas present with significant deficits in literacy and math that we need to try and remediate prior to them entering high school. Our status as almost 60% free and reduced lunch and our transient district population have a significant impact on our financial resources. The COVID 19 pandemic severely hampered our improvement strategies for the 2020-2021 school year; we were fully virtual until mid-February of 2021. Even when we returned to in-person learning, almost 50% of our students decided to remain virtual due to fears about the pandemic. The 2021-2022 school year was the first normal year students experienced in two years- skill gaps are difficult to close and there is a greater social-emotional component for staff and students. In addition, we were devastated by a flood this summer that rendered the use of our middle-senior high school impossible. Students have been placed at 3 locations for the year which adds to their social-emotional issues they and the staff are facing this year.

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Challenges	Discussion Point	Priority for Planning
Our achievement scores in ELA and Math are well below the state average	We need to ensure that our curriculum is aligned with the standards and is being delivered with fidelity.	✓
We did not meet the state average for growth in math	We need to improve math instructional practices to meet the individual needs of our students	✓



# ADDENDUM B: ACTION PLAN

Action Plan: Engage instructional teams in developing standards-aligned units of instruction focusing specifically on standards-aligned learning activities and materials

Action Steps	Anticipated Start/Completion Date
Regular ed and Special ed teachers will review lesson plans quarterly for alignment with curriculum and revise as necessary	09/04/2023 - 03/29/2024
Monitoring/Evaluation	Anticipated Output
Teachers and administration will monitor progress on a quarterly basis	Instruction will be curriculum-aligned and revised based on student assessment data. Students will receive additional support as needed through MTSS program and Special ed teachers.
Material/Resources/Supports Needed	PD Step
curriculum, assessment data, lesson plans	no

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Action Steps	Anticipated Start/Completion Date
STAR Reading and Math, and IXL benchmarks will be administered to regular education students 3 times per year	08/28/2023 - 04/30/2024
Monitoring/Evaluation	Anticipated Output
Teachers and administration will monitor progress on a quarterly basis	Instruction will be curriculum-aligned and revised based on student assessment data. Students will receive additional support as needed through MTSS program and Special ed teachers.
Material/Resources/Supports Needed	PD Step
STAR reading and Math assessments and IXL benchmark	no

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Action Steps	Anticipated Start/Completion Date
Read 180 and System 44 benchmarks will be administered 3 times per year to special education students in these classes	08/28/2023 - 09/28/2023
Monitoring/Evaluation	Anticipated Output
Teachers and administration will monitor progress on a quarterly basis	Instruction will be curriculum-aligned and revised based on student assessment data. Students will receive additional support as needed through MTSS program and Special ed teachers.
Material/Resources/Supports Needed	PD Step
Read 180 and System 44 benchmarks	no

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Action Steps	Anticipated Start/Completion Date
Teachers will receive PD in IXL data analysis	09/18/2023 - 09/22/2023

Monitoring/Evaluation	Anticipated Output
Teachers and administration will monitor progress on a quarterly basis	Instruction will be curriculum-aligned and revised based on student assessment data. Students will receive additional support as needed through MTSS program and Special ed teachers.

Material/Resources/Supports Needed	PD Step
IXL program, data	yes

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Action Steps	Anticipated Start/Completion Date
Teachers will compile data quarterly for discussion and reevaluate instructional strategies if necessary	11/13/2023 - 04/22/2024
Monitoring/Evaluation	Anticipated Output
Teachers and administration will monitor progress on a quarterly basis	Instruction will be curriculum-aligned and revised based on student assessment data. Students will receive additional support as needed through MTSS program and Special ed teachers.
Material/Resources/Supports Needed	PD Step
data from assessments and snapshots in IXL	no

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Action Steps	Anticipated Start/Completion Date
Students who are not projected to make a year's growth will be referred to MTSS. Students have the ability to test out of MTSS for reading and math	08/28/2023 - 05/13/2024
Monitoring/Evaluation	Anticipated Output
Teachers and administration will monitor progress on a quarterly basis	Instruction will be curriculum-aligned and revised based on student assessment data. Students will receive additional support as needed through MTSS program and Special ed teachers.
Material/Resources/Supports Needed	PD Step
growth data	no

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Action Steps	Anticipated Start/Completion Date
Teachers will monitor results of revised instructional strategies	10/31/2023 - 05/25/2023

Monitoring/Evaluation	Anticipated Output
Teachers and administration will monitor progress on a quarterly basis	Instruction will be curriculum-aligned and revised based on student assessment data. Students will receive additional support as needed through MTSS program and Special ed teachers.

Material/Resources/Supports Needed	PD Step
quarterly data	no

**Action Plan: Instructional coaching in Math**

Action Steps	Anticipated Start/Completion Date
Collaborative monthly review of progress towards outputs by reviewing data and lesson plans by IU Admin and teachers.	10/02/2023 - 05/25/2023
Monitoring/Evaluation	Anticipated Output
Teachers and administrators will review data and instruction on a quarterly basis	Teachers will develop insight into their curriculum and design instruction to meet needs
Material/Resources/Supports Needed	PD Step
curriculum, instructional strategies, student data	no

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**Action Steps****Anticipated Start/Completion Date**

Develop a schedule to accommodate core and additional math support classes.

09/05/2023 - 09/11/2023

**Monitoring/Evaluation****Anticipated Output**

Teachers and administrators will review data and instruction on a quarterly basis

Teachers will develop insight into their curriculum and design instruction to meet needs

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

teaching schedule, student rosters

no

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**Action Steps****Anticipated Start/Completion Date**

IXL representative performs platform overview

09/05/2023 - 09/29/2023

**Monitoring/Evaluation****Anticipated Output**

Teachers and administrators will review data and instruction on a quarterly basis

Teachers will develop insight into their curriculum and design instruction to meet needs

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

IXL rep, technology for group session

yes

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Action Steps	Anticipated Start/Completion Date
Observe math classes and consult with teachers to gain an understanding of the current needs	09/15/2023 - 10/06/2023
Monitoring/Evaluation	Anticipated Output
Teachers and administrators will review data and instruction on a quarterly basis	Teachers will develop insight into their curriculum and design instruction to meet needs
Material/Resources/Supports Needed	PD Step
Laptop	no

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**Action Steps****Anticipated Start/Completion Date**

Unpack math curriculum and standards

10/16/2023 - 10/30/2023

**Monitoring/Evaluation****Anticipated Output**

Teachers and administrators will review data and instruction on a quarterly basis

Teachers will develop insight into their curriculum and design instruction to meet needs

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

standards, math resources, math curriculum

no

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**Action Steps****Anticipated Start/Completion Date**

Guide IXL and STAR data analysis quarterly

11/03/2023 - 05/13/2024

**Monitoring/Evaluation****Anticipated Output**

Teachers and administrators will review data and instruction on a quarterly basis

Teachers will develop insight into their curriculum and design instruction to meet needs

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

data reports and teacher input

no

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Action Steps	Anticipated Start/Completion Date
Create formative assessment options with teachers	11/09/2023 - 12/21/2023

Monitoring/Evaluation	Anticipated Output
Teachers and administrators will review data and instruction on a quarterly basis	Teachers will develop insight into their curriculum and design instruction to meet needs

Material/Resources/Supports Needed	PD Step
formative assessment resources, standards, math curriculum	no

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**Action Steps****Anticipated Start/Completion Date**

Align lessons to standards

10/09/2023 - 12/21/2023

**Monitoring/Evaluation****Anticipated Output**

Teachers and administrators will review data and instruction on a quarterly basis

Teachers will develop insight into their curriculum and design instruction to meet needs

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

standards, math curriculum, math resources

no

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**Action Steps****Anticipated Start/Completion Date**

Provide feedback on classroom lessons

10/12/2023 - 05/16/2024

**Monitoring/Evaluation****Anticipated Output**

Teachers and administrators will review data and instruction on a quarterly basis

Teachers will develop insight into their curriculum and design instruction to meet needs

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

lesson plans, classroom observations

no

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## **ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in ELA from benchmark to the end of the 2023-2024 school year. (Growth in ELA for Tier 1 students)	Engage instructional teams in developing standards-aligned units of instruction focusing specifically on standards-aligned learning activities and materials	Teachers will receive PD in IXL data analysis	09/18/2023
85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in Math from benchmark to the end of the 2023-2024 school year. (Growth in Math for Tier 1 students)			- 09/22/2023
85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in ELA from benchmark to the end of the 2023-2024 school year. (Growth in ELA for Tier 1 students)	Instructional coaching in Math	IXL representative performs platform overview	09/05/2023
85% of all Tier 1 middle school students, who are at or below grade level, will demonstrate one year of growth in Math from benchmark to the end of the 2023-2024 school year. (Growth in Math for Tier 1 students)			- 09/29/2023

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
IXL program	Middle school math and ELA teachers	Data analysis, available reports, classroom strategies	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Teachers will implement the strategies in their classrooms and be able to run data reports for their quarterly meetings		09/04/2023 - 09/05/2023	IXL facilitator
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	

**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Plan will be shared with community on district website	Goals of plan for math and ELA improvement	Website	community, School Board, Staff	December 1, 2023

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