

## **ANTIETAM MS/HS**

100 Antietam Rd

ATSI non-Title 1 School Plan | 2021 - 2022

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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
Joan Groves	Counselor	Antietam MSHS
Steph Smith	Teacher	Antietam MSHS
Nicole Levan-Miller	Teacher/Special Ed	Antietam MSHS
Becky Kohr	Special Ed Director	Antietam MSHS
Myra Morales	Attendance/Admin Assistant	Antietam MSHS
Tara Halvorson	Teacher/Parent	Antietam MSHS
Monica Bernstein	Teacher	Antietam MSHS
Timothy Matlack	Administrator	Antietam School District
Janice Kline	Teacher	Antietam MSHS
Jen Gavin	Teacher	Antietam MSHS
Kirsten Lebo	Teacher	Antietam MSHS
Jen Reeves	Parent	Antietam MSHS

**Name**

**Position**

**Building/Group**

Taryn Moyer

Teacher

Antietam MSHS

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>In collaboration with our regular education and special education ELA teachers, we will analyze data from the past two years and continue to use instructional practices and support delivery in noted areas of improvement while revising and supplementing them for areas of continuous skill deficits in Literature.</p>	<p>English Language Arts  English Language Arts</p>
<p>In collaboration with our regular education and special education Math teachers, we will analyze data from the past two years and continue to use instructional practices and support delivery in noted areas of improvement while revising and supplementing them for areas of continuous skill deficits in Algebra 1. Additionally, we will continue to monitor the effect of our new math tools (Big Ideas and Imagine Math) and adjust as needed.</p>	<p>Mathematics  Mathematics</p>
<p>Our staff and administration will work collaboratively to continue implementing the current successful instructional practices and support delivery in all tested subjects, and to introduce additional research-based programs and instructional strategies to enhance our achievement scores where we still note skill deficits.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction  Essential Practices 1: Focus on Continuous Improvement of Instruction</p>

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Engage instructional teams in assessing and monitoring

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Data Analysis Meeting  
ELA

Once per quarter the regular education ELA teachers and special education teachers will collaboratively analyze the available data--focused on students in our identified subgroups--gathered through local assessments and district tools including, but not limited to, the CDT, Lexia, IXL, Read 180, STAR, and F&P.

Intervention Team  
Meeting Math

Once per quarter the regular education teachers and special education teachers will meet in grade-level teams to examine the skill gaps identified in the analyzed data gathered using the Math tools and will plan or adjust instructional supports for the students who are struggling. As a result of this collaboration, the students identified for additional support will show a reduction of 5% in their at-risk score concerning their academic performance as reported through EdInsight data.

Instructional Practices

School leaders will complete classroom visits and provide three targeted focus components from the Danielson Framework for teachers in tested subjects to incorporate within their instructional practices.

Data Analysis Math

Once per quarter the regular education and special education Math teachers will collaboratively analyze the available data--focused on students in our identified subgroups--gathered through local assessments and district tools including, but not limited to, the CDT, IXL, Imagine Math and Big Ideas.

Intervention Team  
Meeting ELA

Once per quarter the regular education teachers and special education teachers will meet in grade-level teams to examine the skill gaps identified in the analyzed data gathered through the ELA tools in order to plan or adjust instructional supports for the students who are struggling. As a result of this collaboration, the students

Goal Nickname	Measurable Goal Statement (Smart Goal)
	identified for support will show a reduction of 5% in their at-risk score concerning their academic performance as reported through EdInsight academic data.
Reaching Interim Targets	Teachers in tested subject areas will focus on students reaching our interim target benchmarks for ELA and Math achievement scores. In ELA, the All student group will show a difference of less than 3% between the 2022 interim benchmark and the percentage of proficient/advanced students. In Math, the All Student Group will show a difference of less than 8% between the 2022 interim benchmark and the percentage proficient/advanced students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop meeting schedules	2021-08-23 - 2021-08-23	Administration	Master schedule
Developing meeting protocols	2021-07-26 - 2021-07-26	Administration	Research based protocols
Select instructional practice focus areas	2021-07-26 - 2021-07-26	Administration in collaboration with math and literacy consultants	Best practice guides
Schedule a separate meeting with ELA and Math teachers to review protocols, rubric and focus components	2021-09-15 - 2021-09-15	Administration	Rubric, meeting protocols
Review Danielson focus components selected by administration team	2021-09-15 - 2021-09-15	Administration	Presentation of selected Danielson focus components

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Review of CDT data analysis	2021-09-29 - 2021-09-29	BCIU presenter	CDT analysis presentation
Administration of baseline CDT to students in tested subjects; administration of STAR Reading to middle school students, Imagine Math benchmark	2021-09-20 - 2021-09-24	Teachers	online CDT, Imagine Math and STAR setup
Analyze CDT, Imagine Math and STAR data looking at groups of students and needs; instructional practices	2021-09-30 - 2021-10-08	Teachers and administration	CDT, Imagine math and STAR data
Teachers implement targeted instructional practices	2021-10-11 - 2021-11-05	Teachers	Targeted instructional practices
Classroom visits to determine extent of implementation	2021-10-11 - 2021-10-29	Administration	Rubric
Feedback to teachers about classroom visits	2021-10-11 - 2021-10-29	Administration	Rubric
Diagnostic CDT, Imagine Math benchmark	2021-11-15 - 2021-11-19	Teachers	Online CDT and Imagine Math
Analyze data looking at groups of students and needs; instructional practices	2021-11-22 - 2021-11-22	Teachers and administration	CDT and Imagine Math data
Revise delivery of instructional practice according to student needs	2021-12-06 - 2021-12-24	Teachers of tested subjects	Targeted instructional practices

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Classroom visits to monitor implementation of instructional practices	2021-12-06 - 2021-12-24	Administration	Rubric
Midterm CDT and STAR Reading administered	2022-01-17 - 2022-01-21	Teachers of tested subjects	Online CDT and STAR
Analyze data of CDT and STAR tests to determine if students reached 2nd quarter goals	2022-01-24 - 2022-01-28	Teachers and administration	CDT and STAR data and other data points; meeting protocols and data analysis
Meeting with teachers of tested subjects to revise and improve delivery of instructional practices	2022-01-31 - 2022-02-04	Administration, Literacy and Math consultants and teachers	Instructional practices and best practices
Classroom visits to determine implementation of instructional practices	2022-02-14 - 2022-02-18	Administration	Rubric
Feedback to teachers based on classroom visits	2022-02-21 - 2022-02-25	Administration	Rubric
Diagnostic CDT, Imagine Math	2022-03-07 - 2022-03-11	Teachers	CDT and Imagine Math online setup
Analyze data of CDT and Imagine Math	2022-03-16 - 2022-03-18	Administrators, consultants and teachers	Data



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Revise instructional delivery based on the data and student needs	2022-03-21 - 2022-03-25	Teachers and coaches	Targeted instructional practice
Classroom visits to determine implementation of instructional practices	2022-04-04 - 2022-04-08	Administration	Rubric
Feedback to teachers	2022-04-11 - 2022-04-12	Administration	Rubric
PSSA and Keystone data analysis	2022-05-31 - 2022-06-03	Teachers, administration and coaches	PSSA and Keystone Data

### Anticipated Outcome

We anticipate that our overall achievement scores will increase as well as for all subgroups.

### Monitoring/Evaluation

Data analysis, teacher collaboration and administrator feedback



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Once per quarter the regular education teachers and special education teachers will meet in grade-level teams to examine the skill gaps identified in the analyzed data gathered using the Math tools and will plan or adjust instructional supports for the students who are struggling. As a result of this collaboration, the students identified for additional support will show a reduction of 5% in their at-risk score concerning their academic performance as reported through EdInsight data. (Intervention Team Meeting Math)</p>	<p>Engage instructional teams in assessing and monitoring</p>	<p>Review of CDT data analysis</p>	<p>09/29/2021 - 09/29/2021</p>
<p>School leaders will complete classroom visits and provide three targeted focus components from the Danielson Framework for teachers in tested subjects to incorporate within their instructional practices. (Instructional Practices )</p>			
<p>Once per quarter the regular education ELA teachers and special education teachers will collaboratively analyze the available data--focused on students in our identified subgroups--gathered through local assessments and district tools including, but not limited to, the CDT, Lexia, IXL, Read 180, STAR, and F&amp;P. (Data Analysis Meeting ELA)</p>			
<p>Once per quarter the regular education and special education Math teachers will collaboratively analyze the available data--focused on students in our identified subgroups--gathered through local assessments and district tools including, but not limited to, the CDT, IXL, Imagine Math and Big Ideas. (Data Analysis Math)</p>			
<p>Once per quarter the regular education teachers and special education teachers will</p>			

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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meet in grade-level teams to examine the skill gaps identified in the analyzed data gathered through the ELA tools in order to plan or adjust instructional supports for the students who are struggling. As a result of this collaboration, the students identified for support will show a reduction of 5% in their at-risk score concerning their academic performance as reported through EdInsight academic data. (Intervention Team Meeting ELA)

Teachers in tested subject areas will focus on students reaching our interim target benchmarks for ELA and Math achievement scores. In ELA, the All student group will show a difference of less than 3% between the 2022 interim benchmark and the percentage of proficient/advanced students. In Math, the All Student Group will show a difference of less than 8% between the 2022 interim benchmark and the percentage proficient/advanced students. (Reaching Interim Targets)

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## 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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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

Felice Stern

2021-06-01

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

We focus on continuous improvement of instruction and have aligned curriculum, evidence-based instruction and a variety of assessments.

We foster a culture of high expectations for students and staff and continuously monitor school improvement plan.

We identify professional learning needs through a variety of resources.

We utilize evidence-based strategies to try and engage families.

We use human and capital resources to gain the best results in school improvement and the needs of our community.

White, Hispanic and economically disadvantaged subgroups are showing upward trends in ELA and Math achievement scores

Students in ELA and Science met the state growth expectations in 2019

We met our interim target goal in ELA in our Hispanic and economically disadvantaged subgroups; we met the Science interim target in Hispanic subgroup

### Challenges

Developing and implementing an MTSS system for our middle school.

Students with disabilities group did not make progress in ELA and Math achievement scores

Economically disadvantaged students did not make progress in Science achievement scores

Graduation rate growth shows downward trend for white and economically disadvantaged subgroups

Our overall achievement scores are below the state average in all tested subjects

Projections show that 44% of MS students and 39% of high school students are below the 40% probability for being proficient.

We still need to grow our students in Keystone Literature for the Hispanic, Economically disadvantaged and students with disabilities subgroups as their scores are all in the yellow range.

44% of MS students are projected to be below the 67% probability for being proficient in Math.

## Strengths

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Students in Math exceeded the state growth expectations in 2019

Students with disabilities and Hispanic subgroups showed an upward trend in Science achievement scores

Our middle school and high school students have made progress in identifying key ideas and details in literature

We achieved a positive growth score for middle school ELA students. Our 2020-2021 F&P scores for 7th graders indicate that a percentage of students increased their reading levels this year.

We achieved an overall positive growth score for Literature Keystone students. All students improved in vocabulary acquisition and use.

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

We achieved an overall middle school Math growth score of 1.7, a dark blue designation.

Middle school students in 8th grade produced a Science growth score of 6.8, a green designation.

The Biology Keystone growth score was a 2.3, a green designation. Students improved overall in all topics in Biology.

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## Challenges

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77% of high school students are projected to be below the 67% probability for being proficient in Math

Students in students with disabilities, economically disadvantaged and Hispanic subgroups did not meet the growth target for Algebra 1 and are in the yellow zone.

All subgroups have specific areas in Biology that still need improvement.

Low achievement scores in all tested subjects

Students with disabilities group did not make progress in ELA and Math achievement scores

Specific subgroups did not show adequate growth in some tested subjects.

Economically disadvantaged students did not make progress in Science achievement scores

Our achievement scores are low in all tested subjects.

## Strengths

Students in all tested subjects met or exceeded the state growth expectations in 2019

Students with disabilities subgroup showed upward trend in Science scores

Hispanic, white and economically disadvantaged students showed upward trend in ELA and Math achievement scores

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

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

We achieved an overall Algebra I Keystone growth measure of .03, a green designation. Students showed growth in several areas of Algebra 1.

We exceeded growth expectations in 8th grade ELA for Hispanic, students with disabilities and economically disadvantaged subgroups and met the growth scores for these subgroups in 7th grade.

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## Strengths

Middle school students in the students with disabilities, Hispanic and economically disadvantaged subgroups met or exceeded growth levels for Math.

Middle school Students have shown growth when asked to simplify algebraic expressions using different mathematical operations.

Students with disabilities exceeded growth target in both Science 8 and Biology.

Students in Hispanic and economically disadvantaged subgroups met the growth expectations for bot Science 8 and Biology.

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## Most Notable Observations/Patterns

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. Although we are growing our middle school students in all areas, many of them 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 50% free and reduced lunch and our transient district population have a significant impact on our financial resources. The COVID 19 pandemic has severely hampered our improvement strategies for the 2020-2021 school year; we were fully virtual until mid-February. Even when we returned to in-person learning, almost 50% of our students decided to remain virtual due to fears about the pandemic.

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Challenges	Discussion Point	Priority for Planning
Students with disabilities group did not make progress in ELA and Math achievement scores		
Economically disadvantaged students did not make progress in Science achievement scores		
Our overall achievement scores are below the state average in all tested subjects	We need to implement more effective instructional strategies and resources in these subjects. We need to provide additional support for students in Math, ELA and Science classes since our class sizes are growing and more students require 1:1 assistance. Our students enter middle school with deficits in reading and math and we need to try and close the gaps before they move onto high school.	
44% of MS students are projected to be below the 67% probability for being proficient in Math.		
77% of high school students are projected to be below the 67% probability for being proficient in Math		
Students in students with	Our students have skill deficits in foundational math topics and struggle when	

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

disabilities, economically disadvantaged and Hispanic subgroups did not meet the growth target for Algebra 1 and are in the yellow zone.

they move into Algebra 1.

Developing and implementing an MTSS system for our middle school.

Projections show that 44% of MS students and 39% of high school students are below the 40% probability for being proficient.

We still need to grow our students in Keystone Literature for the Hispanic, Economically disadvantaged and students with disabilities subgroups as their scores are all in the yellow range.

The reading levels that many of our students enter with are several levels below their current grade. This compounds as they move forward and we are unable to completely close those gaps. This is significant in our transient population.

Economically disadvantaged students did not make progress in Science achievement scores

## ADDENDUM B: ACTION PLAN

### Action Plan: Engage instructional teams in assessing and monitoring

Action Steps	Anticipated Start/Completion Date
Develop meeting schedules	08/23/2021 - 08/23/2021

  

Monitoring/Evaluation	Anticipated Output
We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.	We anticipate that our overall achievement scores will increase as well as for all subgroups.

  

Material/Resources/Supports Needed	PD Step
Master schedule	no

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

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Developing meeting protocols

07/26/2021 - 07/26/2021

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

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We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

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Research based protocols

no

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

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Select instructional practice focus areas

07/26/2021 - 07/26/2021

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

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We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

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Best practice guides

no

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

Schedule a separate meeting with ELA and Math teachers to review protocols, rubric and focus components

09/15/2021 - 09/15/2021

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

Rubric, meeting protocols

no



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

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Review Danielson focus components selected by administration team

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09/15/2021 - 09/15/2021

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

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We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

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We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

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Presentation of selected Danielson focus components

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no

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

Review of CDT data analysis

09/29/2021 - 09/29/2021

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

CDT analysis presentation

yes



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

Administration of baseline CDT to students in tested subjects; administration of STAR Reading to middle school students, Imagine Math benchmark

09/20/2021 - 09/24/2021

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

online CDT, Imagine Math and STAR setup

no



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

Analyze CDT, Imagine Math and STAR data looking at groups of students and needs; instructional practices

09/30/2021 - 10/08/2021

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

CDT, Imagine math and STAR data

no



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

Teachers implement targeted instructional practices

10/11/2021 - 11/05/2021

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

Targeted instructional practices

no



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

Classroom visits to determine extent of implementation

10/11/2021 - 10/29/2021

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

Rubric

no



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

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Feedback to teachers about classroom visits

10/11/2021 - 10/29/2021

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

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We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

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Rubric

no

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

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Diagnostic CDT, Imagine Math benchmark

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11/15/2021 - 11/19/2021

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

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We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

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We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

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Online CDT and Imagine Math

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no

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

Analyze data looking at groups of students and needs;  
instructional practices

11/22/2021 - 11/22/2021

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

We will evaluate the plan based on the data from the  
PSSA and Keystone scores as well as from CDTs,  
STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all  
subgroups.

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

CDT and Imagine Math data

no





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

Revise delivery of instructional practice according to student needs

12/06/2021 - 12/24/2021

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

Targeted instructional practices

no



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

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Classroom visits to monitor implementation of instructional practices

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12/06/2021 - 12/24/2021

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

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We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

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We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

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Rubric

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no

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

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Midterm CDT and STAR Reading administered

01/17/2022 - 01/21/2022

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

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We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

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Online CDT and STAR

no

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

Analyze data of CDT and STAR tests to determine if students reached 2nd quarter goals

01/24/2022 - 01/28/2022

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

CDT and STAR data and other data points; meeting protocols and data analysis

no



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

Meeting with teachers of tested subjects to revise and improve delivery of instructional practices

01/31/2022 - 02/04/2022

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

Instructional practices and best practices

no



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

Classroom visits to determine implementation of instructional practices

02/14/2022 - 02/18/2022

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

Rubric

no



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

Feedback to teachers based on classroom visits

02/21/2022 - 02/25/2022

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

Rubric

no



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

Diagnostic CDT, Imagine Math

03/07/2022 - 03/11/2022

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

CDT and Imagine Math online setup

no





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

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Analyze data of CDT and Imagine Math

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03/16/2022 - 03/18/2022

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

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We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

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We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

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Data

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no

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

Revise instructional delivery based on the data and student needs

03/21/2022 - 03/25/2022

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

Targeted instructional practice

no



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

Classroom visits to determine implementation of instructional practices

04/04/2022 - 04/08/2022

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

Rubric

no



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

Feedback to teachers

04/11/2022 - 04/12/2022

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

We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

Rubric

no



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

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PSSA and Keystone data analysis

05/31/2022 - 06/03/2022

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

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We will evaluate the plan based on the data from the PSSA and Keystone scores as well as from CDTs, STAR and Imagine Math.

We anticipate that our overall achievement scores will increase as well as for all subgroups.

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

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PSSA and Keystone Data

no

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>School leaders will complete classroom visits and provide three targeted focus components from the Danielson Framework for teachers in tested subjects to incorporate within their instructional practices. (Instructional Practices )</p>	Engage	Review of CDT data analysis	09/29/2021
<p>Once per quarter the regular education ELA teachers and special education teachers will collaboratively analyze the available data--focused on students in our identified subgroups--gathered through local assessments and district tools including, but not limited to, the CDT, Lexia, IXL, Read 180, STAR, and F&amp;P. (Data Analysis Meeting ELA)</p>	instructional teams in assessing and monitoring		-
<p>Once per quarter the regular education and special education Math teachers will collaboratively analyze the available data--focused on students in our identified subgroups--gathered through local assessments and district tools including, but not limited to, the CDT, IXL, Imagine Math and Big Ideas. (Data Analysis Math)</p>			
<p>Once per quarter the regular education teachers and special education teachers will meet in grade-level teams to examine the skill gaps identified in the analyzed data gathered through the ELA tools in order to plan or adjust instructional supports for the students who are struggling. As a result of this collaboration, the students identified for support will show a reduction of 5% in their at-risk score concerning their academic performance as reported through EdInsight academic data. (Intervention Team Meeting ELA)</p>			
<p>Teachers in tested subject areas will focus on students reaching our interim target</p>			

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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benchmarks for ELA and Math achievement scores. In ELA, the All student group will show a difference of less than 3% between the 2022 interim benchmark and the percentage of proficient/advanced students. In Math, the All Student Group will show a difference of less than 8% between the 2022 interim benchmark and the percentage proficient/advanced students. (Reaching Interim Targets)

Once per quarter the regular education teachers and special education teachers will meet in grade-level teams to examine the skill gaps identified in the analyzed data gathered using the Math tools and will plan or adjust instructional supports for the students who are struggling. As a result of this collaboration, the students identified for additional support will show a reduction of 5% in their at-risk score concerning their academic performance as reported through EdInsight data. (Intervention Team Meeting Math)

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CDT analysis	Teachers of tested subjects	CDT analysis of data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will understand how to analyze their data and share it at each of our data meetings	09/22/2021 - 09/22/2021	BCIU

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
ATSI Committee meeting	review plan for input from stakeholders	virtual	stakeholders	completed in May
Share plan with building stakeholders	Review components of the plan	Post on district website	Stakeholders	June 1, 2021
Share plan with teachers	Review goals and action steps	Meeting	Teachers	Fall 2021

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