

ANTIETAM MS/HS

100 Antietam Rd

ATSI non-Title 1 School Plan | 2021 - 2022

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
Gianna Reeves	Student	Antietam MSHS
Lynn Wilson	Community Member	AVRCC

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If our staff and administration work collaboratively to implement the writing workshop model, additional classroom time will be spent on collaboration, independent work, and teacher feedback. Our overall PSSA scores will improve.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If our middle school math teachers analyze data, then their instructional practices will address student needs. Students receiving special education math services and the general population will improve their math performance.	Mathematics Mathematics
If our middle school ELA teachers analyze data, then their instructional practices will address student needs. Students receiving special education services and the general population will improve their ELA performance.	English Language Arts English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
Engage instructional teams in assessing and monitoring	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Writing initiative ELA	By June 2022, 50% of ELA students in regular education classes will improve their score on the PSSA Open

Goal Nickname	Measurable Goal Statement (Smart Goal)
	Response Rubric by 1 level
	60% of the middle school special education students will demonstrate a passing grade of at least 60% in their ELA class by the end of the school year.
Workshop Model	By June 2022 student quarterly questionnaires will reflect 80% of students feel teacher feedback has been constructive and supportive and has improved their writing.
Writing initiative Math	By the end of the year, 50% of math students in regular education classes will improve their score on the PSSA Open Response Rubric by 1 level
	60% of the middle school special education students will demonstrate a passing grade of at least 60% in their Math class by the end of the school year.

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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
Teachers implement targeted instructional practices and monthly writing initiative focuses	2021-10-11 - 2021-11-05	Teachers	Targeted instructional practices and walkthrough form
Classroom visits to determine extent of implementation	2021-10-11 - 2021-10-29	Administration	Rubric and walkthrough form
Feedback to teachers about classroom visits	2021-10-11 - 2021-10-29	Administration	Rubric and walkthrough form
Analyze quarterly grades for special education students in ELA and Math Review student goal questionnaires and open ended writing responses for 1st quarter	2021-11-22 - 2021-11-23	Teachers and administration	1st quarter grades and questionnaire responses
Classroom visits to monitor implementation of instructional practices and writing workshop initiatives	2021-12-06 - 2021-12-24	Administration	Rubric and walkthrough form
Review student goal questionnaires, quarterly grades for special ed students in ELA and Math, and open ended writing responses for 2nd quarter	2022-01-31 - 2022-02-04	Administration, Literacy and Math consultants and teachers	Student grades and work samples
Classroom visits to determine implementation of workshop model	2022-02-14 - 2022-02-18	Administration	Rubric and walkthrough form

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Feedback to teachers based on classroom visits	2022-02-21 - 2022-02-25	Administration	Rubric and walkthrough form
Review student goal questionnaires and open ended writing responses for 3rd quarter; review special education student grades in ELA and Math for 3rd quarter	2022-03-28 - 2022-03-31	Teachers and coaches	Student work, student grades
Classroom visits to determine implementation of writing and workshop model	2022-04-04 - 2022-04-08	Administration	Rubric and walkthrough form
Feedback to teachers	2022-04-11 - 2022-04-12	Administration	Rubric and walkthrough form
PSSA data analysis	2022-06-06 - 2022-06-10	administration and coaches	PSSA Data
Classroom coaching visit for writing initiative	2021-09-30 - 2021-10-27	Administrator and Literacy coach	writing initiative focus, feedback to administration
Teacher coaching session with math department for writing initiative	2021-10-27 - 2021-10-27	literacy coach and administration	writing initiative focus and feedback to administration
Teacher coaching sessions on writing initiative	2021-11-03 - 2021-11-04	Literacy coach and administration	writing initiative focus and feedback to administration
review ELA PSSA open ended TDA writing rubric with ELA teachers	2021-11-09 - 2021-11-09	Dr. Christina Foehl	rubric, student baseline respons samples

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
review Math PSSA open-ended rubric with math teachers	2021-11-17 - 2021-11-17	Dr. Josh Hoyt	

Anticipated Outcome

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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>By June 2022, 50% of ELA students in regular education classes will improve their score on the PSSA Open Response Rubric by 1 level (Writing initiative ELA)</p> <p>60% of the middle school special education students will demonstrate a passing grade of at least 60% in their ELA class by the end of the school year. ()</p> <p>By June 2022 student quarterly questionnaires will reflect 80% of students feel teacher feedback has been constructive and supportive and has improved their writing. (Workshop Model)</p> <p>()</p>	<p>Engage instructional teams in assessing and monitoring</p>	<p>review ELA PSSA open ended TDA writing rubric with ELA teachers</p>	<p>11/09/2021 - 11/09/2021</p>
<p>By the end of the year, 50% of math students in regular education classes will improve their score on the PSSA Open Response Rubric by 1 level (Writing initiative Math)</p> <p>60% of the middle school special education students will demonstrate a passing grade of at least 60% in their Math class by the end of the school year. ()</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2022, 50% of ELA students in regular education classes will improve their score on the PSSA Open Response Rubric by 1 level (Writing initiative ELA)</p> <p>60% of the middle school special education students will demonstrate a passing grade of at least 60% in their ELA class by the end of the school year. ()</p> <p>By June 2022 student quarterly questionnaires will reflect 80% of students feel teacher feedback has been constructive and supportive and has improved their writing. (Workshop Model)</p> <p>()</p>	<p>Engage instructional teams in assessing and monitoring</p>	<p>review Math PSSA open-ended rubric with math teachers</p>	<p>11/17/2021 - 11/17/2021</p>
<p>By the end of the year, 50% of math students in regular education classes will improve their score on the PSSA Open Response Rubric by 1 level (Writing initiative Math)</p> <p>60% of the middle school special education students will demonstrate a passing grade of at least 60% in their Math class by the end of the school year. ()</p>			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

2021-06-28

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

Superintendent/Chief Executive Officer

Heidi Rochlin

2021-11-12

School Improvement Facilitator Signature

Building Principal Signature

Felice Stern

2021-10-30

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

Low achievement scores in all tested subjects

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 achievement scores are low in all tested subjects.

Strengths

Students in Math exceeded the state growth expectations in 2019

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

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

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

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

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

Our middle school and high school students have made progress

Challenges

Specific subgroups did not show adequate growth in some 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.

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.

Strengths

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.

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.

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

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

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

Strengths

operations.

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.

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

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

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.

Challenges	Discussion Point	Priority for Planning
<p>Students with disabilities group did not make progress in ELA and Math achievement scores</p>		
<p>Economically disadvantaged students did not make progress in Science achievement scores</p>		
<p>Our overall achievement scores are below the state average in all tested subjects</p>	<p>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.</p>	
<p>44% of MS students are projected to be below the 67% probability for being proficient in Math.</p>		
<p>77% of high school students are projected to be below the 67% probability for being proficient in Math</p>		
<p>Students in students with</p>	<p>Our students have skill deficits in foundational math topics and struggle when</p>	

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
Data analysis, teacher collaboration and administrator feedback	We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

Material/Resources/Supports Needed	PD Step
Master schedule	no

Action Steps**Anticipated Start/Completion Date**

Developing meeting protocols

07/26/2021 - 07/26/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Research based protocols

no



Action Steps**Anticipated Start/Completion Date**

Select instructional practice focus areas

07/26/2021 - 07/26/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Best practice guides

no



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**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Rubric, meeting protocols

no



Action Steps**Anticipated Start/Completion Date**

Teachers implement targeted instructional practices and monthly writing initiative focuses

10/11/2021 - 11/05/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Targeted instructional practices and walkthrough form

no



Action Steps**Anticipated Start/Completion Date**

Classroom visits to determine extent of implementation

10/11/2021 - 10/29/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Rubric and walkthrough form

no

Action Steps**Anticipated Start/Completion Date**

Feedback to teachers about classroom visits

10/11/2021 - 10/29/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Rubric and walkthrough form

no

Action Steps**Anticipated Start/Completion Date**

Analyze quarterly grades for special education students in ELA and Math Review student goal questionnaires and open ended writing responses for 1st quarter

11/22/2021 - 11/23/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

1st quarter grades and questionnaire responses

no



Action Steps**Anticipated Start/Completion Date**

Classroom visits to monitor implementation of instructional practices and writing workshop initiatives

12/06/2021 - 12/24/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Rubric and walkthrough form

no



Action Steps**Anticipated Start/Completion Date**

Review student goal questionnaires, quarterly grades for special ed students in ELA and Math, and open ended writing responses for 2nd quarter

01/31/2022 - 02/04/2022

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Student grades and work samples

no



Action Steps**Anticipated Start/Completion Date**

Classroom visits to determine implementation of workshop model

02/14/2022 - 02/18/2022

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Rubric and walkthrough form

no



Action Steps**Anticipated Start/Completion Date**

Feedback to teachers based on classroom visits

02/21/2022 - 02/25/2022

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Rubric and walkthrough form

no



Action Steps**Anticipated Start/Completion Date**

Review student goal questionnaires and open ended writing responses for 3rd quarter; review special education student grades in ELA and Math for 3rd quarter

03/28/2022 - 03/31/2022

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Student work, student grades

no



Action Steps**Anticipated Start/Completion Date**

Classroom visits to determine implementation of writing and workshop model

04/04/2022 - 04/08/2022

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Rubric and walkthrough form

no



Action Steps**Anticipated Start/Completion Date**

Feedback to teachers

04/11/2022 - 04/12/2022

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

Rubric and walkthrough form

no



Action Steps**Anticipated Start/Completion Date**

PSSA data analysis

06/06/2022 - 06/10/2022

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

PSSA Data

no



Action Steps**Anticipated Start/Completion Date**

Classroom coaching visit for writing initiative

09/30/2021 - 10/27/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

writing initiative focus, feedback to administration

no

Action Steps**Anticipated Start/Completion Date**

Teacher coaching session with math department for writing initiative

10/27/2021 - 10/27/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

writing initiative focus and feedback to administration

no

Action Steps**Anticipated Start/Completion Date**

Teacher coaching sessions on writing initiative

11/03/2021 - 11/04/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

writing initiative focus and feedback to administration

no



Action Steps**Anticipated Start/Completion Date**

review ELA PSSA open ended TDA writing rubric with ELA teachers

11/09/2021 - 11/09/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

rubric, student baseline respons samples

yes

Action Steps**Anticipated Start/Completion Date**

review Math PSSA open-ended rubric with math teachers

11/17/2021 - 11/17/2021

Monitoring/Evaluation**Anticipated Output**

Data analysis, teacher collaboration and administrator feedback

We anticipate that our overall Math and ELA PSSA scores will increase as well as special education student grades in ELA and Math

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

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2022, 50% of ELA students in regular education classes will improve their score on the PSSA Open Response Rubric by 1 level (Writing initiative ELA)</p> <p>60% of the middle school special education students will demonstrate a passing grade of at least 60% in their ELA class by the end of the school year. ()</p> <p>By June 2022 student quarterly questionnaires will reflect 80% of students feel teacher feedback has been constructive and supportive and has improved their writing. (Workshop Model)</p> <p>()</p>	Engage instructional teams in assessing and monitoring	review ELA PSSA open ended TDA writing rubric with ELA teachers	11/09/2021 - 11/09/2021
<p>By the end of the year, 50% of math students in regular education classes will improve their score on the PSSA Open Response Rubric by 1 level (Writing initiative Math)</p> <p>60% of the middle school special education students will demonstrate a passing grade of at least 60% in their Math class by the end of the school year. ()</p>			
<p>By June 2022, 50% of ELA students in regular education classes will improve their score on the PSSA Open Response Rubric by 1 level (Writing initiative ELA)</p> <p>60% of the middle school special education students will demonstrate a passing grade of at least 60% in their ELA class by the end of the school year. ()</p> <p>By June 2022 student quarterly questionnaires will reflect 80% of students feel teacher</p>	Engage instructional teams in assessing and monitoring	review Math PSSA open-ended rubric with math teachers	11/17/2021 - 11/17/2021

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

feedback has been constructive and supportive and has improved their writing.
(Workshop Model)

()

By the end of the year, 50% of math students in regular education classes will improve their score on the PSSA Open Response Rubric by 1 level (Writing initiative Math)

60% of the middle school special education students will demonstrate a passing grade of at least 60% in their Math class by the end of the school year. ()

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step

Audience

Topics of Prof. Dev

Review ELA PSSA open-ended rubric

ELA middle school teachers

PSSA scoring rubric and skills students need in order to be successful with the TDA portion of PSSA

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Improved TDA scores in classroom and on PSSA

11/09/2021 - 11/09/2021

Dr. Christina Foehl/ BCIU

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Review Math PSSA scoring rubric

Middle school math teachers

Review of open-ended scoring rubric and skills needed by students to be successful

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

PSSA open-ended question results

11/17/2021 - 11/17/2021

Dr. Josh Hoyt

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

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
