CONRAD WEISER HS

44 Big Spring Road

ATSI non-Title 1 School Plan | 2022 - 2023

- -

VISION FOR LEARNING

Conrad Weiser Area School District will work towards investigating areas of weakness within the special education growth for math and English at the secondary level. Once areas have been identified the team will work together with various stakeholders to investigate new programs and interventions to implement throughout the school term. Data will be tracked and key staff will be identified to be able to monitor the progress and ensure fidelity of the programs that are in place. Professional development will be provided, as needed, in order to guarantee said fidelity of the plan.

STEERING COMMITTEE

Name	Position	Building/Group
Jessica Head	Director of Special Education	Conrad Weiser Area School District
Dr. Ryan Giffing	Chief School Administrator	Conrad Weiser Area School District
Robert Galtere	High School Principal	Conrad Weiser High School
Dr. Stephen Burnham	District Level Leaders	Conrad Weiser Area School District
Dr. Alissa Sweigart	District Level Leaders	Conrad Weiser Area School District
Jodi L. Hunt	Parent	Conrad Weiser High School
Elizabeth Schrack	Teacher	Conrad Weiser High School
Randy Neider	Principal	Conrad Weiser High School
Todd Rathman	Community Member	H.B Frazer
Josh Pazdrick	Student	Conrad Weiser High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implement research-based strategies to engage parents/guardians in an effort to promote regular attendance which supports learning.	Regular Attendance
A well planned standards based curriculum with common assessments and supports will greatly improve our PVAAS growth and Keystone test proficiency.	Mathematics Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Berks Initiative for School Attendance (BISA)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Disability Attendance	Student with disabilities will have regular attendance at 90% or greater by the end of the 2022-23 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Set up parameters in Skyward attendance to alert attendance secretary of students reaching 4, 8, 12, and 16 absences for each of the 4 quarters.	2022-09-01 - 2022-09-01	Linda Gresoi/Attendance secretary	Create alert in Skyward
Send "Nudge Letters" quarterly to all students with high numbers of absences	2022-09-01 - 2022-11-15	Randy Neider/Assistant Principal	Updated data record
Send "Nudge Letters" quarterly to all students with high numbers of absences	2022-11-16 - 2023-01-15	Randy Neider/Assistant Principal	Updated data record
Send "Nudge Letters" quarterly to all students with high numbers of absences	2023-01-16 - 2023-04-01	Randy Neider/Assistant Principal	Updated data record
Send "Nudge Letters" quarterly to all students with high numbers of absences	2023-04-02 - 2023-06-03	Randy Neider/Assistant Principal	Updated data record
Weekly attendance meetings identifying students with multiple absences	2022-09-01 - 2022-11-15	Randy Neider/Assistant Principal	Updated weekly data records
Weekly attendance meetings identifying students with multiple absences	2022-11-16 - 2023-01-15	Randy Neider/Assistant Principal	Updated weekly data records

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Weekly attendance meetings identifying students with multiple absences	2023-01-16 - 2023-04-01	Randy Neider/Assistant Principal	Updated weekly data records
Weekly attendance meetings identifying students with multiple absences	2023-04-02 - 2023-06-03	Randy Neider/Assistant Principal	Updated weekly data records
Parent meetings for students with excessive absences	2022-09-01 - 2022-11-15	Randy Neider/Assistant Principal	Updated data records
Parent meetings for students with excessive absences	2022-11-16 - 2023-01-15	Randy Neider/Assistant Principal	Updated data records
Parent meetings for students with excessive absences	2023-01-16 - 2023-04-01	Randy Neider/Assistant Principal	Updated data records
Parent meetings for students with excessive absences	2023-04-02 - 2023-06-03	Randy Neider/Assistant Principal	Updated data records
File citations with District Justice for students with excessive absences after parent meeting	2021-09-01 - 2022-11-15	Randy Neider/Assistant	Updated data records

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Principal	
File citations with District Justice for students with excessive absences after parent meeting	2022-11-16 - 2023-01-15	Randy Neider/Assistant Principal	Updated data records
File citations with District Justice for students with excessive absences after parent meeting	2023-01-16 - 2023-04-01	Randy Neider/Assistant Principal	Updated data records
File citations with District Justice for students with excessive absences after parent meeting	2023-04-02 - 2023-06-03	Randy Neider/Assistant Principal	Updated data records

Anticipated Outcome

Fewer students with excessive absences

Monitoring/Evaluation

Weekly data report and review with school counselors

Evidence-based Strategy

Year Long Algebra Course

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Operation Algebra Improvement	75% of regular education students will improve their performance beyond one standard error from baseline to an Algebra 1 CDT diagnostic category assessment by quarter 4.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify students with under 40% PVAAS probability for proficiency in Algebra Keystone	2022-04-01 - 2022-04-30	Lindsay Gerhart/Math data coordinator-teacher	Student records and PVAAS information
Schedule identified students into year long math class in a block schedule	2022-05-01 - 2022-06-01	Rob Galtere/HS Principal	Student schedule
Create standards based curriculum for new year-long Math class	2022-06-05 - 2022-09-01	Lindsay Gerhart/Math data coordinator-teacher Nicole Krick teacher	SAS/Schoology/Ed Insight
Arrange logistics for CDTs	2022-09-01 - 2023-06-03	Chris Ruoss/Building coach	DRC access
Administer full CDT test first quarter	2022-09-01 - 2022-11-15	Lindsay Gerhart/Nicole Krick Classroom teachers	DRC
Team analyzes full report CDT data	2022-09-11 - 2022-09-21	Lindsay Gerhart/Math Coach	CDT data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer diagnostic CDT test	2022-09-01 - 2022-11-15	Lindsay Gerhart/Nicole Krick Classroom teachers	DRC
Administer diagnostic CDT test	2022-11-16 - 2023-01-15	Lindsay Gerhart/Nicole Krick Classroom teachers	DRC
Administer diagnostic CDT test	2023-01-16 - 2023-04-01	Lindsay Gerhart/Nicole Krick Classroom teachers	DRC
Administer diagnostic CDT test	2023-04-02 - 2023-06-03	Lindsay Gerhart/Nicole Krick Classroom teachers	DRC
Plan adjusted instruction and student groups based upon CDT conversations	2022-09-21 - 2022-11-15	Lindsay Gerhart/Math Coach	
Plan adjusted instruction and student groups based upon CDT conversations	2022-11-16 - 2023-01-15	Lindsay Gerhart/Math Coach	CDT data
Plan adjusted instruction and student groups based upon CDT conversations	2023-01-16 - 2023-04-01	Lindsay Gerhart/Math Coach	CDT data
Plan adjusted instruction and student groups based upon CDT conversations	2023-04-02 - 2023-06-03	Lindsay Gerhart/Math Coach	CDT data
Attend math professional learning through the BCIU	2022-10-15 - 2023-06-03	Lindsay Gerhart/ Math Coach	Time
Create Common Assessments for students in	2022-09-01 -	Lindsay Gerhart/Math data	SAS/USA Test

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
year-long math class	2022-11-15	coordinator-teacher Nicole Krick teacher	Prep/Schoology
Create Common Assessments for students in year-long math class	2022-11-16 - 2023-01-15	Lindsay Gerhart/Math data coordinator-teacher	SAS/USA Test Prep/Schoology
Create Common Assessments for students in year-long math class	2023-01-16 - 2023-04-01	Lindsay Gerhart/Math data coordinator-teacher	SAS/USA Test Prep/Schoology
Create Common Assessments for students in year-long math class	2023-04-02 - 2023-06-03	Lindsay Gerhart/Math data coordinator-teacher	SAS/USA Test Prep/Schoology
Coaches and special educators provide coaching and feedback	2022-09-01 - 2022-11-15	Chris Ruoss/Building Coach	Data
Coaches and special educators provide coaching and feedback	2022-11-16 - 2023-01-15	Chris Ruoss/Building Coach	Data
Coaches and special educators provide coaching and feedback	2023-01-16 - 2023-04-01	Chris Ruoss/Building Coach	Data
Coaches and special educators provide coaching and feedback	2023-04-02 - 2023-06-03	Chris Ruoss/Building Coach	Data

Anticipated Outcome

At least 70% of the students show growth based on PVAAS projections

Monitoring/Evaluation

Regular CDT testing and Keystone Algebra test scores

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of regular education students will improve their performance beyond one standard error from baseline to an Algebra 1 CDT diagnostic category assessment by quarter 4. (Operation Algebra Improvement)	Year Long Algebra Course	Identify students with under 40% PVAAS probability for proficiency in Algebra Keystone	04/01/2022 - 04/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of regular education students will improve their performance beyond one standard error from baseline to an Algebra 1 CDT diagnostic category assessment by quarter 4. (Operation Algebra Improvement)	Year Long Algebra Course	Attend math professional learning through the BCIU	10/15/2022 - 06/03/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of regular education students will improve their performance beyond one standard error from baseline to an Algebra 1 CDT diagnostic category assessment by quarter 4. (Operation Algebra Improvement)	Year Long Algebra Course	Coaches and special educators provide coaching and feedback	11/16/2022 - 01/15/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

School Board Minutes or Affirmation Statement

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
Transition from students with IEPs to receive learning support instruction from only 1/2 a year to a full school year at the high school level.	Regular attendance for students who are economically disadvantaged
Allowing students to push out in general education classes at a faster rate by truncating special education services. Exposure to content is helpful with performance growth.	Regular attendance for students with disabilities
Graduation rate 4 year cohort	Keystone Algebra proficiency and growth
Graduation rate 5 year cohort	No Middle School MTSS/RTII feeder system to support students prior to high school. This sets students behind prior to arriving at the high school setting.
Industry Based Learning	Overcoming Covid related learning deficiencies (face to face class time)
Nationally recognized Science Research Institute available to any student	Not all students are accepted to programs that may be a students first choice for a career path. Students are asked to explore other opportunities and/or supplement in a way that would not meet the more traditional path.
Transition from students with IEPs to receive learning support instruction from only 1/2 a year to a full school year at the high school level.	Development of common assessments for all grade levels
Allowing students to push out in general education classes at a faster rate by truncating special education services. Exposure to content is helpful with performance growth.	Overcoming Covid related learning deficiencies (face to face class time)

Strengths

The district has a transition coordinator that supports case managers and students with IEPs to work towards each students transition from high school plan. We offer a variety of career readiness options to all students.

Adding 4 additional dual enrollment courses for 2022-23

Creating year long math course for 9th grade students moving into Keystone trigger course and less that PVAAS 40% probability rate of proficiency

Nationally recognized Agricultural Science program

Majority of student with IEP mainstreamed into regular ed classroom with para supports

Career Internship program started 3 years prior has grown from 5 to 52 students

Weekly attendance meetings with staff will identify barriers to regular school attendance and plan remediation strategies to reduce absenteeism.

Run weekly attendance reports to identify students with attendance concerns.

Challenges

Further development of Flexible Learning Time to incorporate more tutoring/remedial opportunities

Implement standards based curriculum writing

Implement standards based curriculum writing (will start summer of 2022)

Science Research Institute

Cohesive Curricular Science plan K-12

Cohesive Curricular Computer Science Science plan K-12

The COVID environment and fear of attending school.

Regression from summer slide and COVID slide

Offering professional development in the area of co-teaching, learning strategies for all, and special education support ideas for the general education teacher.

Following PDE recommendations of not withdrawing student until records request received by new school district

Dramatically increased mental health needs since return from Covid layoff

Strengths

Allowing more student to attend general education classes with differentiation strategies for general education content exposure.

Positive School Environment would support the need to change culture of differentiation for all learners.

Personalized Learning Time - report to case manager for daily/weekly check-ins

Weekly attendance meetings identifying individual student attendance issues followed by parental meetings

School support room for students needing additional social emotional support

Additional math support for students taking Algebra 1 Keystone trigger course

4 year curriculum cycle planned out with implementation starting summer 2022

Challenges

District wide need for curriculum writing training to support new 4 year cycle

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Regular attendance for students who are economically disadvantaged	Middle School is looking to realign and implement the beginning stages of an MTSS system. Progress monitoring and data collection has started for the younger middle school grades. The team will look to expand in the future.	
Regular attendance for students with disabilities	Attendance meetings and action protocols are happening on a regular basis.	
Keystone Algebra proficiency and growth	Updated standards based curriculum. Common assessments created. Teacher dedicated to data study and creating additional supports for students. Year-long class established for students with PVAAS proficiency probability of below 40%. Moving students with PVAAS proficiency probability of over 50% to first semester trigger class for improved retention of material from 8th grade.	
Overcoming Covid related learning deficiencies (face to face class time)	The math department has started to work together to align efforts. The team consists of general and special educators. This will be a continual process.	

ADDENDUM B: ACTION PLAN

Action Plan: Berks Initiative for School Attendance (BISA)

Action Steps	Anticipated Start/Completion Date
Set up parameters in Skyward attendance to alert attendance secretary of students reaching 4, 8, 12, and 16 absences for each of the 4 quarters.	09/01/2022 - 09/01/2022

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Create alert in Skyward	no

Action Steps	Anticipated Start/Completion Date
Send "Nudge Letters" quarterly to all students with high numbers of absences	09/01/2022 - 11/15/2022

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated data record	no

Action Steps	Anticipated Start/Completion Date
Send "Nudge Letters" quarterly to all students with high numbers of absences	11/16/2022 - 01/15/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated data record	no

Action Steps	Anticipated Start/Completion Date
Send "Nudge Letters" quarterly to all students with high numbers of absences	01/16/2023 - 04/01/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed		PD Step
Updated data record		no

Action Steps	Anticipated Start/Completion Date
Send "Nudge Letters" quarterly to all students with high numbers of absences	04/02/2023 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated data record	no

Action Steps	Anticipated Start/Completion Date
Weekly attendance meetings identifying students with multiple absences	09/01/2022 - 11/15/2022

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated weekly data records	no

Action Steps	Anticipated Start/Completion Date
Weekly attendance meetings identifying students with multiple absences	11/16/2022 - 01/15/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated weekly data records	no

Action Steps	Anticipated Start/Completion Date
Weekly attendance meetings identifying students with multiple absences	01/16/2023 - 04/01/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated weekly data records	no

Action Steps	Anticipated Start/Completion Date
Weekly attendance meetings identifying students with multiple absences	04/02/2023 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated weekly data records	no

Action Steps	Anticipated Start/Completion Date
Parent meetings for students with excessive absences	09/01/2022 - 11/15/2022

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed		PD Step
Updated data records		no

Action Steps	Anticipated Start/Completion Date
Parent meetings for students with excessive absences	11/16/2022 - 01/15/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed		PD Step
Updated data records		no

Action Steps	Anticipated Start/Completion Date
Parent meetings for students with excessive absences	01/16/2023 - 04/01/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated data records	no

Action Steps	Anticipated Start/Completion Date
Parent meetings for students with excessive absences	04/02/2023 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated data records	no

Action Steps	Anticipated Start/Completion Date
File citations with District Justice for students with excessive absences after parent meeting	09/01/2021 - 11/15/2022

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed		PD Step
Updated data records		no

Action Steps	Anticipated Start/Completion Date
File citations with District Justice for students with excessive absences after parent meeting	11/16/2022 - 01/15/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated data records	no

Action Steps	Anticipated Start/Completion Date
File citations with District Justice for students with excessive absences after parent meeting	01/16/2023 - 04/01/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated data records	no

Action Steps	Anticipated Start/Completion Date
File citations with District Justice for students with excessive absences after parent meeting	04/02/2023 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors	Fewer students with excessive absences

Material/Resources/Supports Needed	PD Step
Updated data records	no

Action Plan: Year Long Algebra Course

Action Steps	Anticipated Start/Completion Date
Identify students with under 40% PVAAS probability for proficiency in Algebra Keystone	04/01/2022 - 04/30/2022

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
Student records and PVAAS information	yes

Action Steps	Anticipated Start/Completion Date
Schedule identified students into year long math class in a block schedule	05/01/2022 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
Student schedule	no

Action Steps	Anticipated Start/Completion Date
Create standards based curriculum for new year-long Math class	06/05/2022 - 09/01/2022

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
SAS/Schoology/Ed Insight	no

Action Steps	Anticipated Start/Completion Date
Arrange logistics for CDTs	09/01/2022 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
DRC access	no

Action Steps	Anticipated Start/Completion Date
Administer full CDT test first quarter	09/01/2022 - 11/15/2022

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
DRC	no

Action Steps	Anticipated Start/Completion Date
Team analyzes full report CDT data	09/11/2022 - 09/21/2022

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
CDT data	no

Action Steps	Anticipated Start/Completion Date
Administer diagnostic CDT test	09/01/2022 - 11/15/2022

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
DRC	no

Action Steps	Anticipated Start/Completion Date
Administer diagnostic CDT test	11/16/2022 - 01/15/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
DRC	no

Action Steps	Anticipated Start/Completion Date
Administer diagnostic CDT test	01/16/2023 - 04/01/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
DRC	no

Action Steps	Anticipated Start/Completion Date
Administer diagnostic CDT test	04/02/2023 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
DRC	no

Action Steps	Anticipated Start/Completion Date
Plan adjusted instruction and student groups based upon CDT conversations	09/21/2022 - 11/15/2022

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Plan adjusted instruction and student groups based upon CDT conversations	11/16/2022 - 01/15/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
CDT data	no

Action Steps	Anticipated Start/Completion Date
Plan adjusted instruction and student groups based upon CDT conversations	01/16/2023 - 04/01/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
CDT data	no

Action Steps	Anticipated Start/Completion Date
Plan adjusted instruction and student groups based upon CDT conversations	04/02/2023 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
CDT data	no

Action Steps	Anticipated Start/Completion Date
Attend math professional learning through the BCIU	10/15/2022 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
Time	yes

Action Steps	Anticipated Start/Completion Date
Create Common Assessments for students in year-long math class	09/01/2022 - 11/15/2022

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
SAS/USA Test Prep/Schoology	no

Action Steps	Anticipated Start/Completion Date
Create Common Assessments for students in year-long math class	11/16/2022 - 01/15/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
SAS/USA Test Prep/Schoology	no

Action Steps	Anticipated Start/Completion Date
Create Common Assessments for students in year-long math class	01/16/2023 - 04/01/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
SAS/USA Test Prep/Schoology	no

Action Steps	Anticipated Start/Completion Date
Create Common Assessments for students in year-long math class	04/02/2023 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
SAS/USA Test Prep/Schoology	no

Action Steps	Anticipated Start/Completion Date
Coaches and special educators provide coaching and feedback	09/01/2022 - 11/15/2022

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
Data	no

Action Steps	Anticipated Start/Completion Date
Coaches and special educators provide coaching and feedback	11/16/2022 - 01/15/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
Data	yes

Action Steps	Anticipated Start/Completion Date
Coaches and special educators provide coaching and feedback	01/16/2023 - 04/01/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
Data	no

Action Steps	Anticipated Start/Completion Date
Coaches and special educators provide coaching and feedback	04/02/2023 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Regular CDT testing and Keystone Algebra test scores	At least 70% of the students show growth based on PVAAS projections

Material/Resources/Supports Needed	PD Step
Data	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of regular education students will improve their performance beyond one standard error from baseline to an Algebra 1 CDT diagnostic category assessment by quarter 4. (Operation Algebra Improvement)	Year Long Algebra Course	Identify students with under 40% PVAAS probability for proficiency in Algebra Keystone	04/01/2022 - 04/30/2022
75% of regular education students will improve their performance beyond one standard error from baseline to an Algebra 1 CDT diagnostic category assessment by quarter 4. (Operation Algebra Improvement)	Year Long Algebra Course	Attend math professional learning through the BCIU	10/15/2022 - 06/03/2023
75% of regular education students will improve their performance beyond one standard error from baseline to an Algebra 1 CDT diagnostic category assessment by quarter 4. (Operation Algebra Improvement)	Year Long Algebra Course	Coaches and special educators provide coaching and feedback	11/16/2022 - 01/15/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math Instructional Practices - BCIU	Algebra 1 and special ed math teachers	Math practices and engagement

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walk-throughs seeing teachers utilizing practices in the classroom	09/01/2022 - 06/03/2023	BCIU admin

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
Post on the school website	Contents of High School ATSI plan	Website	Community	28 days
Share at school board curriculum committee meeting	Contents of high school ATSI plan and rationale for action steps	In-person	School board and community	May/June 2022