

CONRAD WEISER HS

44 Big Spring Road

ATSI non-Title 1 School Plan | 2023 - 2024

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
Dr. Ryan Giffing	Chief School Administrator	Conrad Weiser Area School District
Robert Galtere	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
Lindsa Gerhart	Teacher	Conrad Weiser High School
Dr. Chris Ruoss	Teacher	Conrad Weiser High School
Tara Monaghan	Community Member	Conrad Weiser High School
Eric Rothenberger	Teacher	Conrad Weiser High School
Indiana Auchenbach	Student	Conrad Weiser High School

Name

Position

Building/Group

ESTABLISHED PRIORITIES

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

ACTION PLAN AND STEPS

Evidence-based Strategy	
Berks Initiative for School Attendance (BISA)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Disability	Student with disabilities will have regular attendance at 90% or greater by the end of the 2023-24 school year.

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Attendance			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify students with IEPs and less than 85% attendance for the 2022-23 school year	2023-08-01 - 2023-08-08	Randy Neider - Assistant Principal	Attendance data 2022-23
Send letter regarding importance of attendance on high school success to identified students	2023-08-08 - 2023-08-15	Randy Neider	Attendance data 2022-23
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.	2023-08-28 - 2023-08-28	Kim Nakonechny (Attendance secretary)	Skyward
Weekly attendance meetings identifying students with multiple absences	2023-09-05 - 2023-11-16	Randy Neider - school counselors	Attendance data from Skyward
Send "Nudge Letters" quarterly to all students with high numbers of absences	2023-09-05 - 2023-11-16	Randy Neider	Attendance data - Skyward family information
Parent meetings for students with excessive absences after Nudge letter sent	2023-09-05 - 2023-11-16	Randy Neider - Assistant Principal	Attendance data - Skyward family information
File citations with District Justice for students with excessive absences after parent meeting	2023-09-05 - 2023-11-16	Randy Neider - Assistant Principal	Attendance data - Skyward family information

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Attendance reviewed at IEP meeting by case manager and/or LEA	2023-09-05 - 2024-05-30	LEA or student case manager	IEP document - skyward data
Weekly attendance meetings identifying students with multiple absences	2023-11-20 - 2024-01-16	Randy Neider - school counselors	Attendance data from Skyward
Send "Nudge Letters" quarterly to all students with high numbers of absences	2023-11-20 - 2024-01-16	Randy Neider - Assistant Principal	Attendance data - Skyward family information
Parent meetings for students with excessive absences after Nudge letter sent	2023-11-20 - 2024-01-16	Randy Neider - Assistant Principal	Attendance data - Skyward family information
File citations with District Justice for students with excessive absences after parent meeting	2023-11-20 - 2024-01-16	Randy Neider - Assistant Principal	Attendance data - Skyward family information
Weekly attendance meetings identifying students with multiple absences	2024-01-17 - 2024-03-22	Randy Neider - school counselors	Attendance data from Skyward
Send "Nudge Letters" quarterly to all students with high numbers of absences and have not had a parent meeting or district justice citation	2024-01-17 - 2024-03-22	Randy Neider - Assistant Principal	Attendance data - Skyward family information
Parent meetings for students with excessive absences after Nudge letter sent	2024-01-17 - 2024-03-22	Randy Neider - Assistant Principal	Attendance data from Skyward
File citations with District Justice for students with excessive absences after parent meeting	2024-01-17 - 2024-03-22	Randy Neider - Assistant Principal	Attendance data - Skyward family information

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Weekly attendance meetings identifying students with multiple absences	2024-04-01 - 2024-05-29	Randy Neider - school counselors	Attendance data from Skyward
Send "Nudge Letters" quarterly to all students with high numbers of absences and have not had a parent meeting or district justice citation	2024-04-01 - 2024-05-29	Randy Neider - Assistant Principal	Attendance data - Skyward family information
Parent meetings for students with excessive absences after Nudge letter sent	2024-04-01 - 2024-05-29	Randy Neider - Assistant Principal	Attendance data from Skyward
File citations with District Justice for students with excessive absences after parent meeting	2024-04-01 - 2024-05-29	Randy Neider - Assistant Principal	Attendance data - Skyward family information

Anticipated Outcome
Students with IEPS missing fewer days illegally

Monitoring/Evaluation
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team

Evidence-based Strategy
Writing Across the Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Writing Across the Curriculum	50% of regular education students will improve their performance beyond two standard error from baseline to a Literacy Writing/English Composition CDT diagnostic category assessment by end of semester (2nd and 4th quarter). 40% of students with IEPS in regular education classrooms will will improve their performance beyond two standard error from baseline to a Literacy Writing/English Composition CDT diagnostic category assessment by end of semester (2nd and 4th quarter).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Introduction to writing initiatives including writing lab at opening day faculty meeting	2023-08-17 - 2023-08-18	Chris Ruoss - Building Coach	Instructor - presentation
Create a "Writing Center" manned by fellow students to assist students struggling with writing assignments	2023-09-11 - 2024-05-29	Chris Ruoss - Building coach	Space in Library Media Center - training of students
Train student interns to assist in Writing Center	2023-09-18 - 2024-05-29	Chris Ruoss	Space - training materials
Students in English class take Writing/English Composition CDT	2023-09-05 - 2023-09-22	Chris Ruoss	Laptops/IT support
Analyze results from Writing CDT to identify common weaknesses	2023-09-25 -	Chris Ruoss	CDT data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2023-10-02		
BCIU instructor gives presentation on Writing Across the Curriculum.	2023-10-09 - 2023-10-09	BCIU representative - Dr. Foehl	LGI - monitors
Share results with teachers at October faculty meeting and brainstorm ideas to incorporate focused assignments across curriculum	2023-10-09 - 2023-10-13	Rob Galtere - Chris Ruoss	CDT Results - Presentation tool with data incorporated
Teachers assign subject related writing assignments based on In-Service/faculty meeting conversations and CDT data results	2023-10-11 - 2024-01-12	Rob Galtere - Chris Ruoss	EdInsight - Schoology
Students in English class take Writing/English Composition CDT	2023-12-20 - 2023-12-21	Chris Ruoss	Laptops/IT support
Analyze results from Writing CDT to identify improvements and continued common weaknesses	2024-01-03 - 2024-01-10	Chris Ruoss	CDT data
Share results with teachers at January faculty meeting and brainstorm and share ideas to incorporate focused assignments across curriculum	2024-01-08 - 2024-01-09	Rob Galtere - Chris Ruoss	Presentation - LGI
Students in English class take Writing/English Composition CDT	2024-01-29 - 2024-02-09	Chris Ruoss	Laptops/IT support
Analyze results from Writing CDT to identify common weaknesses and compare and contrast them to first semester English class students	2024-02-12 - 2024-02-21	Chris Ruoss	CDT results from first and second semester
Teachers assign subject related writing assignments based on In-	2024-01-22 -	Rob Galtere -	EdInsight - Schoology

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Service/faculty meeting conversations and CDT data results	2024-05-29	Chris Ruoss	
Students in English class take Writing/English Composition CDT	2024-05-17 - 2024-05-22	Chris Ruoss	Laptops/IT support
Analyze results from Writing CDT to identify improvements and continued common weaknesses	2024-05-23 - 2023-06-15	Chris Ruoss	CDT data
Acquire and analyze feedback from building faculty to determine if the Writing Center met student needs and identify areas for growth and improvement.	2024-05-23 - 2024-06-28	Chris Ruoss	Survey

Anticipated Outcome
Students will feel more confident in writing and asking for assistance in their writing

Monitoring/Evaluation
Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of regular education students will improve their performance beyond two standard error from baseline to a Literacy Writing/English Composition CDT diagnostic category assessment by end of semester (2nd and 4th quarter). 40% of students with IEPs in regular education classrooms will will improve their performance beyond two standard error from baseline to a Literacy Writing/English Composition CDT diagnostic category assessment by end of semester (2nd and 4th quarter). (Writing Across the Curriculum)	Writing Across the Curriculum	BCIU instructor gives presentation on Writing Across the Curriculum.	10/09/2023 - 10/09/2023

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.

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

Academic Growth Scores

Graduation rate 5 year cohort

Industry Based Learning

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.

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.

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.

133 students enrolled in dual enrollment permissible course

Created year long math course for 9th grade students moving into Keystone trigger course and less that PVAAS 40% probability rate of proficiency - waiting on Keystone results

Challenges

Regular attendance for students who are economically disadvantaged

Regular attendance for students with disabilities

Keystone ELA proficiency

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.

Still overcoming Covid related learning deficiencies

Finishing standards based curriculum writing and common assessments

Development of common assessments for all grade levels

Mental health concerns increasing

CYS placed students in local Children's Home are not subjected to consequences as per local district justice

Not all students are accepted to programs that may be a students

Strengths

Nationally recognized Agricultural Science program

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

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

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.

Nationally recognized Science Research Institute available to any student

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.

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

The district has a transition coordinator that supports case managers and students with IEPs to work towards each students

Challenges

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.

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

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

Implement standards based curriculum writing

Cohesive Curricular Science plan K-12

Cohesive Curricular Computer Science Science plan K-12

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

Dramatically increased mental health needs

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

Still overcoming Covid related learning deficiencies (face to face class time)

Strengths

transition from high school plan. We offer a variety of career readiness options to all students.

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

Career Internship program started 3 years prior has grown from 5 to 71 students

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

Year 3 coming up of curriculum cycle focused on standards based curriculum and common assessments for Keystone trigger courses

Career Standard Benchmark up from 67% to 85%. Curriculum being written for career lessons across the grade levels.

New Advisory groups to give all students another teacher to "check-in" with

Challenges

Finding internships for increased number of interested students.

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 ELA proficiency	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.	✓
Still overcoming Covid related learning deficiencies	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.	
CYS placed students in local Children's Home are not subjected to consequences as per local district justice		

ADDENDUM B: ACTION PLAN

Action Plan: Berks Initiative for School Attendance (BISA)

Action Steps	Anticipated Start/Completion Date
Identify students with IEPs and less than 85% attendance for the 2022-23 school year	08/01/2023 - 08/08/2023
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Attendance data 2022-23	

Action Steps	Anticipated Start/Completion Date
Send letter regarding importance of attendance on high school success to identified students	08/08/2023 - 08/15/2023
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Attendance data 2022-23	no

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.	08/28/2023 - 08/28/2023
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Skyward	no

Action Steps	Anticipated Start/Completion Date
Weekly attendance meetings identifying students with multiple absences	09/05/2023 - 11/16/2023
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Attendance data from Skyward	no

Action Steps**Anticipated Start/Completion Date**

Send "Nudge Letters" quarterly to all students with high numbers of absences

09/05/2023 - 11/16/2023

Monitoring/Evaluation**Anticipated Output**

Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team

Students with IEPS missing fewer days illegally

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

Attendance data - Skyward family information

no

Action Steps	Anticipated Start/Completion Date
Parent meetings for students with excessive absences after Nudge letter sent	09/05/2023 - 11/16/2023
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Attendance data - Skyward family information	

Action Steps**Anticipated Start/Completion Date**

File citations with District Justice for students with excessive absences after parent meeting

09/05/2023 - 11/16/2023

Monitoring/Evaluation**Anticipated Output**

Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team

Students with IEPS missing fewer days illegally

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

Attendance data - Skyward family information

Action Steps**Anticipated Start/Completion Date**

Attendance reviewed at IEP meeting by case manager and/or LEA

09/05/2023 - 05/30/2024

Monitoring/Evaluation**Anticipated Output**

Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team

Students with IEPS missing fewer days illegally

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

IEP document - skyward data

no

Action Steps**Anticipated Start/Completion Date**

Weekly attendance meetings identifying students with multiple absences

11/20/2023 - 01/16/2024

Monitoring/Evaluation**Anticipated Output**

Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team

Students with IEPS missing fewer days illegally

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

Attendance data from Skyward

no

Action Steps	Anticipated Start/Completion Date
Send "Nudge Letters" quarterly to all students with high numbers of absences	11/20/2023 - 01/16/2024
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Attendance data - Skyward family information	no

Action Steps**Anticipated Start/Completion Date**

Parent meetings for students with excessive absences
after Nudge letter sent

11/20/2023 - 01/16/2024

Monitoring/Evaluation**Anticipated Output**

Weekly data report and review with school
counselors, student case managers, Director of
Special Education, and school administration team

Students with IEPS missing fewer days illegally

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

Attendance data - Skyward family information

no

Action Steps	Anticipated Start/Completion Date
File citations with District Justice for students with excessive absences after parent meeting	11/20/2023 - 01/16/2024
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Attendance data - Skyward family information	no

Action Steps	Anticipated Start/Completion Date
Weekly attendance meetings identifying students with multiple absences	01/17/2024 - 03/22/2024
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Attendance data from Skyward	no

Action Steps**Anticipated Start/Completion Date**

Send "Nudge Letters" quarterly to all students with high numbers of absences and have not had a parent meeting or district justice citation

01/17/2024 - 03/22/2024

Monitoring/Evaluation**Anticipated Output**

Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team

Students with IEPS missing fewer days illegally

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

Attendance data - Skyward family information

no

Action Steps	Anticipated Start/Completion Date
Parent meetings for students with excessive absences after Nudge letter sent	01/17/2024 - 03/22/2024
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Attendance data from Skyward	no

Action Steps	Anticipated Start/Completion Date
File citations with District Justice for students with excessive absences after parent meeting	01/17/2024 - 03/22/2024
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Attendance data - Skyward family information	no

Action Steps	Anticipated Start/Completion Date
Weekly attendance meetings identifying students with multiple absences	04/01/2024 - 05/29/2024
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Attendance data from Skyward	no

Action Steps	Anticipated Start/Completion Date
Send "Nudge Letters" quarterly to all students with high numbers of absences and have not had a parent meeting or district justice citation	04/01/2024 - 05/29/2024
Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally
Material/Resources/Supports Needed	PD Step
Attendance data - Skyward family information	no

Action Steps**Anticipated Start/Completion Date**

Parent meetings for students with excessive absences after Nudge letter sent

04/01/2024 - 05/29/2024

Monitoring/Evaluation**Anticipated Output**

Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team

Students with IEPS missing fewer days illegally

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

Attendance data from Skyward

no

Action Steps	Anticipated Start/Completion Date
File citations with District Justice for students with excessive absences after parent meeting	04/01/2024 - 05/29/2024

Monitoring/Evaluation	Anticipated Output
Weekly data report and review with school counselors, student case managers, Director of Special Education, and school administration team	Students with IEPS missing fewer days illegally

Material/Resources/Supports Needed	PD Step
Attendance data - Skyward family information	no

Action Plan: Writing Across the Curriculum

Action Steps	Anticipated Start/Completion Date
Introduction to writing initiatives including writing lab at opening day faculty meeting	08/17/2023 - 08/18/2023
Monitoring/Evaluation	Anticipated Output
Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester	Students will feel more confident in writing and asking for assistance in their writing
Material/Resources/Supports Needed	PD Step
Instructor - presentation	no

Action Steps	Anticipated Start/Completion Date
Create a "Writing Center" manned by fellow students to assist students struggling with writing assignments	09/11/2023 - 05/29/2024
Monitoring/Evaluation	Anticipated Output
Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester	Students will feel more confident in writing and asking for assistance in their writing
Material/Resources/Supports Needed	PD Step
Space in Library Media Center - training of students	no

Action Steps**Anticipated Start/Completion Date**

Train student interns to assist in Writing Center

09/18/2023 - 05/29/2024

Monitoring/Evaluation**Anticipated Output**

Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester

Students will feel more confident in writing and asking for assistance in their writing

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

Space - training materials

no

Action Steps	Anticipated Start/Completion Date
Students in English class take Writing/English Composition CDT	09/05/2023 - 09/22/2023
Monitoring/Evaluation	Anticipated Output
Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester	Students will feel more confident in writing and asking for assistance in their writing
Material/Resources/Supports Needed	PD Step
Laptops/IT support	no

Action Steps**Anticipated Start/Completion Date**

Analyze results from Writing CDT to identify common weaknesses

09/25/2023 - 10/02/2023

Monitoring/Evaluation**Anticipated Output**

Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester

Students will feel more confident in writing and asking for assistance in their writing

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

CDT data

no

Action Steps	Anticipated Start/Completion Date
BCIU instructor gives presentation on Writing Across the Curriculum.	10/09/2023 - 10/09/2023
Monitoring/Evaluation	Anticipated Output
Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester	Students will feel more confident in writing and asking for assistance in their writing
Material/Resources/Supports Needed	PD Step
LGI - monitors	yes

Action Steps**Anticipated Start/Completion Date**

Share results with teachers at October faculty meeting and brainstorm ideas to incorporate focused assignments across curriculum

10/09/2023 - 10/13/2023

Monitoring/Evaluation**Anticipated Output**

Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester

Students will feel more confident in writing and asking for assistance in their writing

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

CDT Results - Presentation tool with data incorporated

no

Action Steps	Anticipated Start/Completion Date
Teachers assign subject related writing assignments based on In-Service/faculty meeting conversations and CDT data results	10/11/2023 - 01/12/2024
Monitoring/Evaluation	Anticipated Output
Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester	Students will feel more confident in writing and asking for assistance in their writing
Material/Resources/Supports Needed	PD Step
EdInsight - Schoology	no

Action Steps**Anticipated Start/Completion Date**

Students in English class take Writing/English
Composition CDT

12/20/2023 - 12/21/2023

Monitoring/Evaluation**Anticipated Output**

Building coaches and administrators check monthly
writing assignments assigned, writing center usage
data, CDT results for each semester

Students will feel more confident in writing and asking for assistance in their
writing

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

Laptops/IT support

no

Action Steps**Anticipated Start/Completion Date**

Analyze results from Writing CDT to identify improvements and continued common weaknesses

01/03/2024 - 01/10/2024

Monitoring/Evaluation**Anticipated Output**

Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester

Students will feel more confident in writing and asking for assistance in their writing

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

CDT data

no

Action Steps	Anticipated Start/Completion Date
Share results with teachers at January faculty meeting and brainstorm and share ideas to incorporate focused assignments across curriculum	01/08/2024 - 01/09/2024
Monitoring/Evaluation	Anticipated Output
Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester	Students will feel more confident in writing and asking for assistance in their writing
Material/Resources/Supports Needed	PD Step
Presentation - LGI	no

Action Steps**Anticipated Start/Completion Date**

Students in English class take Writing/English Composition CDT

01/29/2024 - 02/09/2024

Monitoring/Evaluation**Anticipated Output**

Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester

Students will feel more confident in writing and asking for assistance in their writing

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

Laptops/IT support

no

Action Steps**Anticipated Start/Completion Date**

Analyze results from Writing CDT to identify common weaknesses and compare and contrast them to first semester English class students

02/12/2024 - 02/21/2024

Monitoring/Evaluation**Anticipated Output**

Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester

Students will feel more confident in writing and asking for assistance in their writing

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

CDT results from first and second semester

no

Action Steps**Anticipated Start/Completion Date**

Teachers assign subject related writing assignments based on In-Service/faculty meeting conversations and CDT data results

01/22/2024 - 05/29/2024

Monitoring/Evaluation**Anticipated Output**

Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester

Students will feel more confident in writing and asking for assistance in their writing

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

EdInsight - Schoology

no

Action Steps**Anticipated Start/Completion Date**

Students in English class take Writing/English
Composition CDT

05/17/2024 - 05/22/2024

Monitoring/Evaluation**Anticipated Output**

Building coaches and administrators check monthly
writing assignments assigned, writing center usage
data, CDT results for each semester

Students will feel more confident in writing and asking for assistance in their
writing

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

Laptops/IT support

no

Action Steps**Anticipated Start/Completion Date**

Analyze results from Writing CDT to identify improvements and continued common weaknesses

05/23/2024 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester

Students will feel more confident in writing and asking for assistance in their writing

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

CDT data

no

Action Steps**Anticipated Start/Completion Date**

Acquire and analyze feedback from building faculty to determine if the Writing Center met student needs and identify areas for growth and improvement.

05/23/2024 - 06/28/2024

Monitoring/Evaluation**Anticipated Output**

Building coaches and administrators check monthly writing assignments assigned, writing center usage data, CDT results for each semester

Students will feel more confident in writing and asking for assistance in their writing

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

Survey

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of regular education students will improve their performance beyond two standard error from baseline to a Literacy Writing/English Composition CDT diagnostic category assessment by end of semester (2nd and 4th quarter). 40% of students with IEPS in regular education classrooms will will improve their performance beyond two standard error from baseline to a Literacy Writing/English Composition CDT diagnostic category assessment by end of semester (2nd and 4th quarter). (Writing Across the Curriculum)	Writing Across the Curriculum	BCIU instructor gives presentation on Writing Across the Curriculum.	10/09/2023 - 10/09/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Writing Across the Curriculum	High School teaching staff and para professionals	Writing
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Surveys	10/09/2023 - 10/09/2023	Dr. Christina Foehl
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
		Structured Literacy

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post on the school website	23-23 ATSI plan	website	Community	mid-July
Present plan to school board Curriculum Committee	Attendance and writing plan	In-person	School board members - community - district administrators - teachers	mid-August
Faculty Meeting	New Writing Center	face to face	teachers/paras	Early September
Nudge Letters	Importance of attendance	letter	Parents	early September and throughout the year
