**McCaskey Campus**  
ATSI Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| JP McCaskey High School | | 113364002 |
| **Address 1** | | |
| 445 North Reservoir Street | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Lancaster | Pa | 19602 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Keith Miles | | keithmiles@sdlancaster.org |
| **Principal Name** | | |
| Justin Reese | | |
| **Principal Email** | | |
| jlreese@sdlancaster.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 717-396-6810 | |  |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Jennifer Bean | | jennifer\_bean@iu13.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Karen Wynn | Director of Instructional Programs and Profressional Development | School District of Lancaster | klwynn@sdlancaster.org |
| James Weidemoyer | Master Scheduler | McCaskey High School | jaweidemoyer@sdlancaster.org |
| Allison Mummert | Exceptional Student Specialist | McCaskey High School | aamummert@sdlancaster.org |
| Keila Santos | Parent | School District of Lancaster | n/a |
| Marie Byler | District Level Leaders | School District of Lancaster | mwbyler@sdlancaster.org |
| Amy Berger | Other | McCaskey High School | abberger@sdlancaster.org |
| Brian McDonald | District Level Leaders | School District of Lancaster | btmcdonald@sdlancaster.org |
| Justin Reese | Principal | McCaskey High School | jlreese@sdlancaster.org |
| Jayden Rosario | Student | McCaskey High School | n/a |
| Matt Mandell | District Level Leaders | McCaskey High School | mhmandell@sdlancaster.org |
| Jonathan Hess | Teacher | McCaskey High School | jmhess@sdlancaster.org |
| Jed Burkholder | Principal | McCaskey High School | jdburkholder@sdlancaster.org |
| Edwin Rosario | Community Member | School District of Lancaster | n/a |
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# Vision for Learning

**Vision for Learning**

McCaskey High School students are prepared, empowered and inspired to reach their full potential and contribute as respectful, responsible citizens of our global society.

# Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **False** K | **False** 1 | **False** 2 | **False** 3 | **False** 4 | **False** 5 | **False** 6 |
| **False** 7 | **False** 8 | **True** 9 | **True** 10 | **True** 11 | **True** 12 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Keystone: Literature | All Student Groups: All student groups met or exceeded the standard demonstrating growth. |
| Keystone: Biology | All Student Groups: All student groups met or exceeded the standard demonstrating growth. |
| Keystone: Algebra | All Student Groups: All student groups met or exceeded the standard demonstrating growth. |
|  |  |
|  |  |
|  |  |
| Student Attendance | Student daily attendance shows significant improvement. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
|  |  |
| Keystone: Algebra | Number of proficient/advanced scores is well below the statewide average and statewide goal |
| Keystone: Biology | Number of proficient/advanced scores is well below the statewide average and statewide goal |
| Keystone: Literature | Students with disabilities not hitting growth targets at the same rate as other subgroups |
| English language Growth and Attainment | Percent English Language growth and attainment is well below the statewide average and statewide goal and is decreasing over time. |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|  |  |
| --- | --- |
| **Indicator**  Keystone: English Language Arts/Literature  **ESSA Student Subgroups**  African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Met or exceeded statewide growth target. |
| **Indicator**  Keystone: Math/Algebra  **ESSA Student Subgroups**  African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Met or exceeded statewide growth target. |
| **Indicator**  Keystone: Science/Biology  **ESSA Student Subgroups**  African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Met or exceeded statewide growth target. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  Keystone: Algebra  **ESSA Student Subgroups**  African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Student group is well below the achievement target |
| **Indicator**  English Language Growth and Attainment  **ESSA Student Subgroups**  African-American/Black, Asian (not Hispanic), Hispanic, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Student group is well below the growth and attainment target |
| **Indicator**  Student Attendance  **ESSA Student Subgroups**  African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Students in subgroups daily attendance is below school average. |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| Keystone Literature: All student groups met or exceeded the standard demonstrating growth. |
| Keystone Algebra: All student groups met or exceeded the standard demonstrating growth. |
| Keystone Biology: All student groups met or exceeded the standard demonstrating growth. |

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|  |
| --- |
| Students with disabilities did not meet growth targets in Literature at the same rate as other subgroups |
| Students in Hispanic, Economically Disadvantaged, Black, English Learners, and disability subgroups daily attendance is significantly below school average. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Literature STAR | Students identified as black, make up a disproportionally high level of the basic subgroup. |
| Literature STAR | Students identified as English learning, make up a disproportionally high level of the basic subgroup. |
| ELA Local Common Assessment | Students with a disability, and English Language learners are not meeting performance measures and decreased from previous year. |
| Literature STAR | Students identified with a disability make up a disproportionally high level of basic performance group. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| White student group exceeds performance of designated sub-groups on the STAR Literature Common Assessment. |
| Increase in Growth in STAR assessment compared to previous year. |

### Challenges

|  |
| --- |
| Students identified as English learning, make up a disproportionally high level of the basic subgroup on STAR Literature. |
| Students with a disability, and English Language learners are not meeting STAR common assessment performance measures and decreased from previous year. |
| Asian and two or more races student groups were insufficient sized for data in STAR Literature. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Monthly Check for Understanding | Students identified as Black, make up a disproportionally high level of the basic subgroup on CFU |
| Monthly Check for Understanding | Students identified as English Learning, make up a disproportionally high level of the basic subgroup on CFU |
| Monthly Check for Understanding | Students identified with a disability make up a disproportionally high level of basic performance subgroup on CFU |

## Mathematics Summary

### Strengths

|  |
| --- |
| The shift from STAR to CFU (Check for Understanding) more appropriately assesses Keystone related content |
| CFU Algebra: Increase in number of students taking benchmark. |
| CFU Algebra: Increase in number of proficient scores. |

### Challenges

|  |
| --- |
| CFU Algebra: Not meeting growth in students with disability subgroup |
| CFU Algebra: Not meeting growth in students identified as black subgroup |
| CFU Algebra: Not meeting growth in students identified as English learning subgroup |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Biology monthly CFU (Check For Understanding) | Increase in number of students scoring proficient on the CFU |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| CFU Biology: Increase in number of students taking benchmark. |
| CFU Biology: Increase in number of proficient scores. |

### Challenges

|  |
| --- |
| CFU Biology: Not meeting growth in students with disability subgroup |
| CFU Biology: Not meeting growth in students identified as black subgroup |
| CFU Biology: Not meeting growth in students identified as English learning subgroup |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Students did not fully complete locally delivered XELLO College and Career Software in all subgroups including Hispanic, Students with a Disability, Black, and Economically Disadvantaged. | Lack of accountability for students may have impacted student completion. |

## Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Local Developed Industry Based Competency Assessment | Hispanic, Economically disadvantaged students underperformed on the Local Developed Industry Competency Assessment. |
| Local Developed Industry Based Competency Assessment | Students with disabilities, black students, and English language learners underperformed on the Local Developed Industry Based Competency Assessment. |
| Local Developed Industry Based Competency Assessment | The white student group outperformed other subgroups on Local Developed Industry Based Competency Assessments. |

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| The white student group outperformed other subgroups on Local Developed Industry Based Competency Assessments. |

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| Students with disabilities and black students underperformed on the Local Developed Industry Based Competency Assessment. |
| Hispanic, Economically disadvantaged students underperformed on the Local Developed Industry Competency Assessment. |

# Equity Considerations

## English Learners

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| English Learners have shown low ACCESS scores | Can be addressed by adjusting testing schedule and assessment of ELD students for exiting dually identified programming. |
| English learners are not meeting the statewide goal/performance measures and decreased from the previous year. | Can be addressed by increasing instructional time and daily support of ELD students |
|  |  |

## Students with Disabilities

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| ELA | Students identified with a disability make up a large percentage of benchmark STAR basic performance group. |
| Algebra | Students identified with a disability make up a large percentage of benchmark CFU basic performance group. |
| Attendance | Students identified with a disability demonstrate below average attendance. |
| Students with disabilities are not meeting the statewide goal/performance measures and decreased from the previous year. | Students with a disability are not completing assessments. |

## Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| ELA | Students identified as economically disadvantaged make up a large percentage of STAR basic performance group. |
| Algebra | Students identified as economically disadvantaged make up a large percentage of CFU basic performance group. |
| Attendance | Students identified as economically disadvantaged demonstrate below average attendance. |

## Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Black | Students identified make up a large percentage of STAR basic performance group. |
| Hispanic | Students identified make up a large percentage of CFU basic performance group. |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| Benchmark Literature: All groups meet or exceeded the growth standard. |
| Benchmark Algebra: All groups meet or exceeded the growth standard. |
|  |
|  |
|  |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| English Language Growth and Attainment: English learners are not meeting the statewide goal/performance measures and decreased from the previous year. |
| Attendance: Students identified with a disability demonstrate below average attendance. |
|  |
|  |
|  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Emerging |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Emerging |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Emerging |
| Identify and address individual student learning needs | Emerging |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Emerging |

## Empower Leadership

|  |  |
| --- | --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Emerging |
| Collectively shape the vision for continuous improvement of teaching and learning | Emerging |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Operational |

## Provide Student-Centered Support Systems

|  |  |
| --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Operational |
| Implement a multi-tiered system of supports for academics and behavior | Emerging |
| Implement evidence-based strategies to engage families to support learning | Emerging |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Emerging |

## Foster Quality Professional Learning

|  |  |
| --- | --- |
| Identify professional learning needs through analysis of a variety of data | Operational |
| Use multiple professional learning designs to support the learning needs of staff | Emerging |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Emerging |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

|  |
| --- |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |
| Provide frequent, timely, and systematic feedback and support on instructional practices |
| Align curricular materials and lesson plans to the PA Standards |
| Use multiple professional learning designs to support the learning needs of staff |
| Identify professional learning needs through analysis of a variety of data |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

|  |
| --- |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| Identify and address individual student learning needs |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| Keystone Literature: All student groups met or exceeded the standard demonstrating growth. | True |
| Keystone Algebra: All student groups met or exceeded the standard demonstrating growth. | True |
| White student group exceeds performance of designated sub-groups on the STAR Literature Common Assessment. | False |
| The shift from STAR to CFU (Check for Understanding) more appropriately assesses Keystone related content | False |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | False |
| CFU Biology: Increase in number of students taking benchmark. | False |
| CFU Biology: Increase in number of proficient scores. | False |
| The white student group outperformed other subgroups on Local Developed Industry Based Competency Assessments. | False |
| Benchmark Literature: All groups meet or exceeded the growth standard. | False |
| Keystone Biology: All student groups met or exceeded the standard demonstrating growth. | False |
| Increase in Growth in STAR assessment compared to previous year. | False |
| Benchmark Algebra: All groups meet or exceeded the growth standard. | False |
| Provide frequent, timely, and systematic feedback and support on instructional practices | True |
| Identify professional learning needs through analysis of a variety of data | False |
| Use multiple professional learning designs to support the learning needs of staff | False |
| Align curricular materials and lesson plans to the PA Standards | False |
| CFU Algebra: Increase in number of students taking benchmark. | False |
| CFU Algebra: Increase in number of proficient scores. | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| Students with disabilities did not meet growth targets in Literature at the same rate as other subgroups | True |
| Students in Hispanic, Economically Disadvantaged, Black, English Learners, and disability subgroups daily attendance is significantly below school average. | True |
| CFU Algebra: Not meeting growth in students with disability subgroup | True |
| Students identified as English learning, make up a disproportionally high level of the basic subgroup on STAR Literature. | False |
| CFU Biology: Not meeting growth in students with disability subgroup | False |
| Hispanic, Economically disadvantaged students underperformed on the Local Developed Industry Competency Assessment. | False |
| English Language Growth and Attainment: English learners are not meeting the statewide goal/performance measures and decreased from the previous year. | True |
| CFU Algebra: Not meeting growth in students identified as black subgroup | False |
| Students with disabilities and black students underperformed on the Local Developed Industry Based Competency Assessment. | False |
| CFU Algebra: Not meeting growth in students identified as English learning subgroup | False |
| Students with a disability, and English Language learners are not meeting STAR common assessment performance measures and decreased from previous year. | False |
| Asian and two or more races student groups were insufficient sized for data in STAR Literature. | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | False |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | True |
| Identify and address individual student learning needs | True |
| Attendance: Students identified with a disability demonstrate below average attendance. | True |
| CFU Biology: Not meeting growth in students identified as black subgroup | False |
| CFU Biology: Not meeting growth in students identified as English learning subgroup | False |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Declining student with disability subgroup attendance is having a significant impact on student growth and achievement. Students with disabilities sub-group did not meet performance standards across all subjects as indicated in the Future Ready PA Index. Formative assessments are not serving as adequate predictors of performance on state assessments for students with disabilities.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Students with disabilities did not meet growth targets in Literature at the same rate as other subgroups | Students who are in the disability subgroup are not receiving differentiation and individualized intervention at the appropriate level of need. | True |
| Students in Hispanic, Economically Disadvantaged, Black, English Learners, and disability subgroups daily attendance is significantly below school average. | Students who are in the disability subgroup are not receiving individualized attendance and positive behavior support/intervention at the appropriate level of need. | False |
| CFU Algebra: Not meeting growth in students with disability subgroup | Students in the disability subgroup are not meeting growth on CFU in Algebra. | True |
| Identify and address individual student learning needs | Select student groups are not meeting acheivement targets through core instruction alone. | True |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Increasing the types of assements will allow teachers to capture a more composite representation of student growth and achievement. | False |
| English Language Growth and Attainment: English learners are not meeting the statewide goal/performance measures and decreased from the previous year. | Students who are English learners are not meeting achievement targets through core instruction alone. | False |
| Attendance: Students identified with a disability demonstrate below average attendance. | Attendance patterns remain a concern for students with disabilities. | False |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Keystone Literature: All student groups met or exceeded the standard demonstrating growth. | The curriculum was updated to include high interest novels that include characters that reflect the student body. |
| Keystone Algebra: All student groups met or exceeded the standard demonstrating growth. | Targeted co-teaching was implemented |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Observation feedback is provided within the contractual window |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | If students with disabilities are enrolled in classes cotaught by high performing teachers then learners will be exposed to high impact instructional strategies and student growth and achievement will increase. |
|  | If the school identifies individual student needs of students with IEPs in Math and ELA and identifies differentiated support for learners, then student growth and achievement will increase. |
|  | If the school identifies individual student needs of students with IEPs in Math and ELA and identifies differentiated support for learners then student growth and achievement will increase. |

# Goal Setting

## Priority: If the school identifies individual student needs of students with IEPs in Math and ELA and identifies differentiated support for learners then student growth and achievement will increase.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 1, 2025, 65% of students with an IEP who are participating in grade level core instruction in Communication Arts will demonstrate a typical year of growth as measured by the STAR assessment. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA Growth | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 16% of students with an IEP who are participating in grade level core instruction in Communication Arts will be on track for a typical year of growth as measured by the STAR assessment. | By December 31, 2024, 32% of students with an IEP who are participating in grade level core instruction in Communication Arts will be on track for a typical year of growth as measured by the STAR assessment. | By March 31, 2025, 48% of students with an IEP who are participating in grade level core instruction in Communication Arts will be on track for a typical year of growth as measured by the STAR assessment. | By June 1, 2024, 65% of students with an IEP who are participating in grade level core instruction in Communication Arts will demonstrate a typical year of growth as measured by the STAR assessment. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 (out of 4) on one Communication Arts common assessment over the course of the year. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA Achievement | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 12% of students with an IEP will achieve a minimum score of 2 on one Communication Arts common assessment over the course of the year. | By December 31, 2024, 25% of students with an IEP will achieve a minimum score of 2 on one Communication Arts common assessment over the course of the year. | By March 31, 2025 37% of students with an IEP will achieve a minimum score of 2 on one Communication Arts common assessment over the course of the year. | By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 on one Communication Arts common assessment over the course of the year. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 (out of 4) on one Algebra common assessment over the course of the year. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math Achievement | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2023 12% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year. | By December 31, 2023 25% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year. | By March 31st, 2024 35% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year. | By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year. |

## Priority: If students with disabilities are enrolled in classes cotaught by high performing teachers then learners will be exposed to high impact instructional strategies and student growth and achievement will increase.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 1, 2025, 65% of students with an IEP who are participating in grade level core instruction in Communication Arts will demonstrate a typical year of growth as measured by the STAR assessment. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA Growth | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 16% of students with an IEP who are participating in grade level core instruction in Communication Arts will be on track for a typical year of growth as measured by the STAR assessment. | By December 31, 2024, 32% of students with an IEP who are participating in grade level core instruction in Communication Arts will be on track for a typical year of growth as measured by the STAR assessment. | By March 31, 2025, 48% of students with an IEP who are participating in grade level core instruction in Communication Arts will be on track for a typical year of growth as measured by the STAR assessment. | By June 1, 2024, 65% of students with an IEP who are participating in grade level core instruction in Communication Arts will demonstrate a typical year of growth as measured by the STAR assessment. |

## Priority: If the school identifies individual student needs of students with IEPs in Math and ELA and identifies differentiated support for learners, then student growth and achievement will increase.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 (out of 4) on one Algebra common assessment over the course of the year. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math Achievement | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2023 12% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year. | By December 31, 2023 25% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year. | By March 31st, 2024 35% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year. | By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| ELA Growth | ELA Achievement |
| Math Achievement | ELA Growth |
| Math Achievement |

## Action Plan For: Teacher Credibility (potential to considerably accelerate)

|  |
| --- |
| **Measurable Goals:** |
| * By June 1, 2025, 65% of students with an IEP who are participating in grade level core instruction in Communication Arts will demonstrate a typical year of growth as measured by the STAR assessment. * By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 (out of 4) on one Communication Arts common assessment over the course of the year. |

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| **Action Step** | | **Anticipated Start/Completion Date** | |
| Identify students receiving special education services who have low Literature Keystone projections, attendance concerns, and or grades below a C- who may benefit from co-taught core ELA instruction. | | 2024-08-12 | 2024-08-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Special Education Coordinator/Case Manager | 100-Salary/200- Benefits; Additional Building Staff | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Place identified students in ELA classes co-taught by teachers whose historic PVAAS scores are greater than 2.0 and certified special education teachers. | | 2024-08-05 | 2024-08-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Master Scheduler/Special Education Coordinator. | student transcripts IEPs PVAAS data Synergy 100-Salary/200- Benefits; Additional Building Staff | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Review and modify individualized education plans (IEPs). IEPs should be customized to address each student's unique ELA needs through placement with high performing educators and should include measurable goals. | | 2024-08-05 | 2024-09-03 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coaches, District Coaches, Administrators. | 600-Supplies;Co-Teaching Materials Individual and Group Coaching Data Access 100-Salary/200- Benefits; Building Coach 300- Purchased Professional Technical Services; Funding for Internal Professional Development and external professional development. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide professional development to staff, related to students with special needs, using evidence-based practices in ELA. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs. | | 2024-08-12 | 2024-10-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coaches, District Coaches, Administrators. | 600-Supplies;Co-Teaching Materials Individual and Group Coaching Data Access 100-Salary/200- Benefits; Building Coach 300- Purchased Professional Technical Services; Funding for Internal Professional Development and external professional development. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide targeted instruction using evidence-based practices in ELA to identified students with special needs. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs. | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | 600-Supplies | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Assess students quarterly using STAR Reading assessment to monitor growth and achievement toward grade level proficiency. Use data to make informed decisions about instructional practices and to adjust instruction as needed. | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Educators | 600-Supplies | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Ensure that students with special needs in ELA receive the accommodations and modifications outlined in their IEPs. These might include assistive technology, additional time for tests, or modified assignments. | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Educators | 600-Supplies | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Engage families in the special education process and provide regular updates on their child's progress in ELA. Encourage families to participate in IEP meetings and to be active partners in their child's education. | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Case Manager | Student data and communicative tools. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Engage high performing exemplar presenters in multi-modal forms of education to engage with staff and students to provide best practices in achievement. | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | 300-Purchased Professional Technical Services; Funding for Internal and External Professional Development. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide Professional Development (Internal and External) to improve the Social Emotional Capacity of both staff and students to increase engagement with students. | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | 300-Purchased Professional Technical Services; Funding for Internal and External Professional Development. | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Students receiving special education services who are placed with high performing teachers will demonstrate accelerated growth and achievement as measured by the STAR Reading assessment. | Quarterly evaluation through grades common assessments STAR Reading and Keystone Data. This is completed through educators and case managers. |

## Action Plan For: Teacher Credibility (potential to considerably accelerate)

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| --- |
| **Measurable Goals:** |
| * By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 (out of 4) on one Algebra common assessment over the course of the year. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Identify students receiving special education services who have low Literature Keystone projections, attendance concerns, and or grades below a C- who may benefit from co-taught core Math instruction. | | 2024-08-12 | 2024-08-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Case Manager/Special Education Coordinator. | Student Data/100-Salary/200- Benefits; Additional Building Staff | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Place identified students in Algebra classes co-taught by teachers whose historic PVAAS scores are greater than 2.0 and certified special education teachers. | | 2024-08-05 | 2024-08-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Master Scheduler/Special Education Coordinator. | student transcripts IEPs PVAAS data Synergy 100-Salary/200- Benefits; Additional Building Staff | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Review and modify individualized education plans (IEPs). IEPs should be customized to address each student's unique Algebra needs through placement with high performing educators and should include measurable goals. | | 2024-08-05 | 2024-09-03 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Case Manager/Special Education Coordinator | Student Data 100-Salary/200- Benefits; Additional Building Staff | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide professional development to staff, related to students with special needs, using evidence-based practices in Algebra. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs. | | 2024-08-12 | 2024-10-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coaches/Administrators | 300-Purchased Professional Technical Services; Funding for Internal and External Professional Development 100-Salary/200- Benefits; Building Coach. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide targeted instruction using evidence-based practices in Algebra to identified students with special needs. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs. | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Educators | 600-Supplies | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Assess students quarterly using monthly Checks for Understanding via SAS to monitor growth and achievement toward grade level proficiency. Use data to make informed decisions about instructional practices and to adjust instruction as needed. | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Educators | 600-Supplies | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Ensure that students with special needs in Algebra receive the accommodations and modifications outlined in their IEPs. These might include assistive technology, additional time for tests, or modified assignments. | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Educators | 600-Supplies | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Engage families in the special education process and provide regular updates on their child's progress in Algebra. Encourage families to participate in IEP meetings and to be active partners in their child's education. | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Case Manager | Student data and communicative tools. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Ensure hands on learning and application based learning opportunities occur for students through the STEM Lab and other high leverage experiential learning. | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Administration and District Coordinator. | 600-Supplies | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Students receiving special education services who are placed with high performing teachers will demonstrate accelerated growth and achievement as measured by the Checks for Understanding via SAS. | Quarterly evaluation through grades, standard assessments, and Keystone Data. This is completed through educators and case managers. |

# Expenditure Tables

## School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

## Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Other Expenditures | * Teacher Credibility (potential to considerably accelerate) * Teacher Credibility (potential to considerably accelerate) | 300- Purchased/Professional Technical Services; Internal Professional Development | 115939 |
| Other Expenditures | * Teacher Credibility (potential to considerably accelerate) * Teacher Credibility (potential to considerably accelerate) | 300- Purchased/Professional Technical Services; External Professional Development | 115938 |
| Other Expenditures | * Teacher Credibility (potential to considerably accelerate) * Teacher Credibility (potential to considerably accelerate) | 600-Supplies | 432194 |
| Instruction | * Teacher Credibility (potential to considerably accelerate) * Teacher Credibility (potential to considerably accelerate) | 100-Salary/200- Benefits; Building Purchased Staff-Instructional Coach | 76670 |
| Other Expenditures | * Teacher Credibility (potential to considerably accelerate) * Teacher Credibility (potential to considerably accelerate) | 300-Community Services-Parent Engagement | 16035 |
| Instruction | * Teacher Credibility (potential to considerably accelerate) * Teacher Credibility (potential to considerably accelerate) | 100-Salary/200- Benefits; Building Purchased Staff-District Instructional Coach | 110000 |
| Total Expenditures | | | | 866776 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Teacher Credibility (potential to considerably accelerate) | Review and modify individualized education plans (IEPs). IEPs should be customized to address each student's unique ELA needs through placement with high performing educators and should include measurable goals. |
| Teacher Credibility (potential to considerably accelerate) | Engage high performing exemplar presenters in multi-modal forms of education to engage with staff and students to provide best practices in achievement. |
| Teacher Credibility (potential to considerably accelerate) | Provide Professional Development (Internal and External) to improve the Social Emotional Capacity of both staff and students to increase engagement with students. |
| Teacher Credibility (potential to considerably accelerate) | Provide professional development to staff, related to students with special needs, using evidence-based practices in ELA. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs. |
| Teacher Credibility (potential to considerably accelerate) | Provide professional development to staff, related to students with special needs, using evidence-based practices in Algebra. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs. |

## ELA

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Provide professional development to staff, related to students with special needs, using evidence-based practices in ELA. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs. | | |
| **Audience** | | |
| ELA and special education teachers | | |
| **Topics to be Included** | | |
| small group instruction, differentiated instruction, co-teaching, reading strategies for highly effective readers | | |
| **Evidence of Learning** | | |
| lesson plans, formal and informal observation increased student growth and achievement on common assessments, STAR Reading assessment, Keystone Literature Assessment | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Instructional coaches, District coaches, Coordinator of Secondary ELA | 2024-08-12 | 2025-05-07 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | 4 times yearly |
| **Observation and Practice Framework Met in this Plan** | |
| * 3c: Engaging Students in Learning * 1e: Designing Coherent Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

## Algebra

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Provide professional development to staff, related to students with special needs, using evidence-based practices in Algebra. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs. | | |
| **Audience** | | |
| Math and special education teachers | | |
| **Topics to be Included** | | |
| small group instruction, differentiated instruction, co-teaching, math strategies for highly effective learners | | |
| **Evidence of Learning** | | |
| lesson plans, formal and informal observation increased student growth and achievement on common assessments, STAR Math assessment, Keystone Algebra Assessment | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Instructional Coaches, District Coaches, Coordinator for Secondary STEM | 2024-08-12 | 2025-05-07 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | 4 times yearly |
| **Observation and Practice Framework Met in this Plan** | |
| * 3c: Engaging Students in Learning * 1e: Designing Coherent Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * Board Affirmation Statement.pdf |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Dr Keith Miles | 2024-08-20 |
| **Building Principal Signature** | **Date** |
| Justin L Reese | 2024-07-01 |
| **School Improvement Facilitator Signature** | **Date** |
| Jennifer S Bean | 2024-08-22 |