

**Sheffield M/HS**

TSI non-Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Sheffield M/HS		105628302
<b>Address 1</b>		
6760 Route 6		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Sheffield	PA	16347
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mr Gary L Weber		weberg@wcsdpa.org
<b>Principal Name</b>		
Misty Weber		
<b>Principal Email</b>		
webermd@wcsdpa.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
814-723-0574		1315
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Lynn Shultz		shultzl@wcsdpa.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Misty Weber	Principal	Sheffield Area Middle High School	webermd@wcsdpa.org
Amy O'Donnell	Other	Warren County School District	odonnellal@wcsdpa.org
Natalie Black	Principal	Sheffield Area Middle High School	blackn@wcsdpa.org
Lisa Keesler	Teacher	Sheffield Area Middle High School	keeslerl@wcsdpa.org
Jen Hackley	Paraprofessional	Sheffield Area Middle High School	hackleyjm@wcsdpa.org
Lisa Smith	Other	Sheffield Area Middle High School	smithla@wcsdpa.org
Lynn Shultz	District Level Leaders	Central Office	shultzl@wcsdpa.org
Carol Hultman	Community Member	Sheffield, PA Shaw House Owner	carolhultman@yahoo.com
Gary Weber	Chief School Administrator	Warren County School District	weberg@wcsdpa.org
Joseph Saltsgiver	Parent	Sheffield Area Middle High School	jsaltsgiver1995@gmail.com

## **Vision for Learning**

### **Vision for Learning**

At Sheffield Area Middle High School, we are committed to creating an inclusive educational environment where every student can achieve their full potential. By implementing targeted interventions and personalized learning plans, we aim to enhance academic growth and ensure all students meet or exceed state performance standards. Through collaboration with educators, parents, and the community, we strive to prepare our students for successful futures, valuing diversity and setting high expectations for all.

## Future Ready PA Index

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

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>True 6</b>
<b>True 7</b>	<b>True 8</b>	<b>True 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
2022 -2023 ELA Participation: The All Student Group had a PA ELA State Assessment Participation Rate of 96.2%.	2022 -2023 ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 96.2%. Students in the White subgroup had a PA State Assessment Participation Rate of 96.9%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 95.4%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 92.3%.
2022 -2023 Math Participation: The All Student Group had a PA Math State Assessment Participation Rate of 97.7%.	2022 - 2023 Math Participation: The All Student Group had a PA State Assessment Participation Rate of 97.7%. Students in the White subgroup had a PA State Assessment Participation Rate of 97.7%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 95.3%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 92.3%.
2022 -2023 Science Participation: The All Student Group had a PA Science State Assessment Participation Rate of 95.8%.	2022 -2023 Science Participation: The All Student Group had a PA State Assessment Participation Rate of 95.8%. Students in the White subgroup had a PA State Assessment Participation Rate of 95.7%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 94.4%. Students in the Students with Disabilities subgroup: IS.

### Challenges

Indicator	Comments/Notable Observations
2022 -2023 ELA All Student Group scored 50.4% Proficient or Advanced. This falls below the Statewide Average of 54.5%.	2022-2023 ELA Achievement: Students in the White subgroup: 50.4% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 53.2% scored proficient or advanced. Students in the Students with Disabilities subgroup: 16.7% scored proficient or advanced. ELA Growth: Students in the All Student Group earned an Academic Growth Score

	<p>of 79% and exceeded the standard demonstrating growth (70.0%). The Statewide Average Growth Score was 75.4%. Students in the White subgroup earned an Academic Growth Score of 79.3% and exceeded the standard demonstrating growth. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 81.7% and exceeded the standard demonstrating growth. Students in the Students with Disabilities subgroup: IS. ELA Advanced on the ELA: 4.7% of the All Student Group scored advanced on the ELA, which is below the statewide average of 15.0%. 4.8% of students in the White subgroup scored advanced on the ELA. 8.1% of students in the Economically Disadvantaged subgroup scored advanced on the ELA. 0.0% of students in the Students with Disabilities subgroup scored advanced on the ELA.</p>
<p>2022 -2023 Math All Student Group scored 28.9% Proficient or Advanced. This falls below the Statewide Average of 38.3%.</p>	<p>2022-2023 Math Achievement: Students in the White subgroup: 29.6% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 27.9% scored proficient or advanced. Students in the Students with Disabilities subgroup: 12.5% scored proficient or advanced. Math Growth: Students in the All Student Group earned an Academic Growth Score of 80.5% and exceeded the standard demonstrating growth (70%). The Statewide Average Growth Score was 74.9%. Students in the White subgroup earned an Academic Growth Score of 81.3% and exceeded the standard demonstrating growth of 70%. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 76.3% and exceeded the standard demonstrating growth 70%. Students in the Students with Disabilities subgroup: IS. Math Advanced on the Math: 3.9% of the All Student Group scored advanced on the Math, which is below the statewide average of 14.0%. 4.0% of students in the White subgroup scored advanced on the Math. 6.6% of students in the Economically Disadvantaged subgroup scored advanced on the Math. 0.0% of students in the Students with Disabilities subgroup scored advanced on the Math.</p>
<p>2022 -2023 Science All Student Group scored 47.1% Proficient or Advanced. This falls below the Statewide Average of 58.9%.</p>	<p>2022-2023 Science Achievement: Students in the White subgroup: 47.8% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 47.1% scored proficient or advanced. Students in the Students with Disabilities subgroup: IS. Science Growth: Students in the All Student Group earned an Academic Growth Score of 86% and exceeded the standard demonstrating growth (70%). The Statewide Average Growth Score was 74.7%. Students in the White subgroup earned an Academic Growth Score of 86% and did meet the standard demonstrating growth. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 83% and did meet the standard demonstrating growth. Students in the Students with Disabilities subgroup: IS. Science Advanced on the Science: 17.6% of the All Student Group scored advanced on the Science, which is below the statewide average of 26.0%. 17.9% of students in the White subgroup scored advanced on the Science. 23.5% of</p>

	students in the Economically Disadvantaged subgroup scored advanced on the Science. Students in the Students with Disabilities subgroup: IS.
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## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<b>Indicator</b> 2022-2023 ELA Participation was 96.2%. <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> 2022 -2023 ELA Participation Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 95.4%.
<b>Indicator</b> 2022-2023 Math Participation was 97.7%. <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> 2022 -2023 Math Participation Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 95.3%.
<b>Indicator</b> 2022-2023 Science Participation was 95.8% <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> 2022 -2023 Science Participation Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 94.4%.

### Challenges

<b>Indicator</b> 2022 -2023 ELA Achievement was 50.4% <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Students in the Economically Disadvantaged subgroup: 53.2% scored proficient or advanced. This falls below the Statewide Average of 54.5%.
<b>Indicator</b> 2022 -2023 Math Achievement was 28.9% <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Students in the Economically Disadvantaged subgroup: 27.9% scored proficient or advanced. This falls below the Statewide Average of 38.3%.
<b>Indicator</b>	<b>Comments/Notable Observations</b>

2022 -2023 Science Achievement was 47.1% <b>ESSA Student Subgroups</b> Economically Disadvantaged	Students in the Economically Disadvantaged subgroup: 47.1% scored proficient or advanced. This falls below the Statewide Average of 58.9%.
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**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.

2022 -2023 ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 96.2%.
2022 -2023 Math Participation: The All Student Group had a PA State Assessment Participation Rate of 97.7%.
2022 -2023 Science Participation: The All Student Group had a PA State Assessment Participation Rate of 95.8%.
2022-2023 Standard Demonstrating Growth Scores: All subject area exceeded the Statewide Standard Growth Score.
2022-2023 Standard Demonstrating Growth Scores: All subject area exceeded the Statewide Growth Standard.

**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.

2022 -2023 ELA All Student Group scored 50.4% Proficient or Advanced. This does not meet the Statewide Average of 54.5%
2022 -2023 Math All Student Group scored 28.9% Proficient or Advanced. This falls well below the Statewide Average of 38.3%
2022 -2023 Science All Student Group scored 47.1% Proficient or Advanced. This falls below the Statewide Average of 58.9%.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
2023-2024 CDT ELA Grades 6-8 was 14.3%	2023-2024 ELA CDT Grades 6-8 is far below state levels. Grade 6 = 22.6% Grade 7 = 12.5% Grade 8 = 7.1%
2021-2022 ELA PSSA for Grades was 6-8 Proficient or Advanced was 42.4%	The ELA PSSA category breakdowns are as follows: Grade 6 = 44% Proficiency Total Students Tested: 25 Advanced= 1 (0.04%) Proficient= 10 (40%) Basic= 13 (52%) Below Basic= 1 (0.04%) Grade 7 = 29% Proficiency Total Students Tested: 28 Advanced= 0 (0%) Proficient= 8 (28.6%) Basic= 17 (60.7%) Below Basic= 3 (10.7%) Grade 8 = 53% Proficiency Total Students Tested: 32 Advanced= 2 (0.06%) Proficient= 15 (46.9%) Basic= 9 (28.1%) Below Basic= 6 (18.8%)
2022-2023 ELA PSSA Grades 6-8 was 46.1%	2023-2024 ELA PSSA Grades 6-8 is below state levels. Grade 6 = 50% Grade 7 = 46.9%% Grade 8 = 40.7%%
2022-2023 ELA Keystones CDT was 29%.	2022-2024 ELA Keystone CDT score is below the Statewide Average.
Spring 2022- Winter 2023 ELA Keystone was 56.5%.	Spring 2022-Winter 2023 ELA Keystone is above the Statewide Average.

### English Language Arts Summary

#### Strengths

2021-2022 ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 99.2%
Spring 2022-Winter 2023 ELA Keystone of 56.5% is above the Statewide Average of 54.5%.

#### Challenges

The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic is 57.6%.
The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced in Grades 6-8 is 14.3%.
2023-2024 ELA Keystone CDT score of 29% is below the Statewide Average of 54.5%.

### Mathematics

Data	Comments/Notable Observations
2023-2024 CDT Math Grades 6-8 was 12.1%	2023-2024 Math CDT Grades 6-8 is far below state levels. Grade 6 = 16.1% Grade 7 = 12.5% Grade 8 = 7.1%

2021-2022 Math PSSA Grades 6-8 was 15.9%	Grade 6 = 20% Proficiency Total Students Tested: 25 Advanced= 0 (0%) Proficient= 5 (20%) Basic= 11 (44%) Below Basic= 9 (36%) Grade 7 = 21% Proficiency Total Students Tested: 28 Advanced= 0 (80%) Proficient= 6 (21%) Basic= 4 (14.3%) Below Basic= 18 (64.3%) Grade 8 = 0% Proficiency Total Students Tested: 32 Advanced= 0 (0%) Proficient= 0 (0%) Basic= 8 (25%) Below Basic= 24 (75%)
2022-2023 Math PSSA Grades 6-8 was 28.9%	2023-2024 Math PSSA Grades 6-8 is far below state levels. Grade 6 = 236.7% Grade 7 = 21.9% Grade 8 = 18.5%
2022-2024 Math Keystones CDT was 16.3%	2022-2024 Math Keystones CDT of 16.3% falls far below Statewide Averages.
Spring 2022- Winter 2023 Math Keystone was 43.6%.	Spring 2022- Winter 2023 Math Keystone of 43.6% exceeded Statewide Averages.

## Mathematics Summary

### Strengths

2021-2022 Mathematics All Student Group had a PA State Assessment Participation Rate of 99.1%.
2022-2023 Math PSSA Grades 6-8 showed an increase of 13% for Proficient or Advanced categories.
2022-2023 Math PSSA Grades 6-8 showed an Academic Growth Score of 80.5%.
Spring 2022- Winter 2023 Math Keystone of 43.6% exceeded Statewide Averages.

### Challenges

The 2021-2022 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 6= 80% (20 of 25 students), Grade 7= 79% (22 of 28 students), and Grade 8= 100% (32 of 32 students)
The 2023-2024 Math CDT percentage of students scoring Basic or Below Basic in Grades 6-8 is 87.9%.
2022-2024 Math Keystones CDT of 16.3% falls far below Statewide Averages.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2023-2024 CDT Science Grades 4 was 14.3%	2023-2024 Science CDT Grade 8 was far below state levels. Grade BOY- 3 of 28 (10.7%) MOY- 4 of 28 (14.3%) EOY- 4 of 28 (14.3%)
2021-2022 PSSA Science Grade 4 was 46.9%	PSSA Science Grade 8 = 47% Proficiency Total Students Tested: 32 Advanced= 5 (15.6%) Proficient= 10 (31.3%) Basic= 6 (18.8%) Below Basic= 11 (34.4%)

2022-2024 Biology Keystones CDT was 37.1%	2022-2024 Biology Keystones CDT of 37.1% was far below the Statewide Average of 58.9%.
Spring 2022- Winter 2023 Biology Keystone was 44.8%.	Spring 2022- Winter 2023 Biology Keystone of 44.8% was below the Statewide Average of 58.9%.

## Science, Technology, and Engineering Education Summary

### Strengths

2021-2022 Science Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.
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### Challenges

The 2021-2022 Science PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 8= 56.3% (18 of 32 students).
The 2023-2024 Science CDT percentage of students scoring Basic or Below Basic are as follows: Grade 8 is 85.7%.
Spring 2022- Winter 2023 Biology Keystone of 44.8% was below the Statewide Average of 58.9%.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
2022 - 2023 PA Future Ready Index Career Standards Benchmark was 91.7%	91.7% of students demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. This was above the statewide average of 89.6%, but did not meet the Statewide Performance Standard of 98%.

### Career and Technical Education (CTE) Programs

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

### 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.

91.7% completion of College and Career Readiness Activities. This was above the statewide average of 89.6%.
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## 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.

The 91.7% rate did not meet Performance Standards. This did not meet the Statewide Performance Standard of 98%

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
English Language Arts/Literature: Subgroup-Students with Disabilities	2022 - 2023 ELA: Students in the Students with Disabilities subgroup: 16.7% scored proficient or advanced.
Math: Subgroup-Students with Disabilities	2022 - 2023 MATH: Students in the Students with Disabilities subgroup: 12.5% scored proficient or advanced.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA: Subgroup-Economically Disadvantaged	2022 - 2023 ELA: Students in the Economically Disadvantaged subgroup: 53.2% scored proficient or advanced.
Math: Subgroup-Economically Disadvantaged	2022 -2023 MATH: Students in the Economically Disadvantaged subgroup: 27.9 % scored proficient or advanced.

## Student Groups by Race/Ethnicity

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

### 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.

The fact that over half (53.2%) of the students in the Economically Disadvantaged subgroup scored proficient or advanced in ELA indicates strong literacy support and targeted instructional strategies that are making a positive impact.
With 27.9% of students in the Economically Disadvantaged subgroup scoring proficient or advanced in math, there is a solid foundation in place that can be built upon to further support and improve math performance.

#### 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.

2022 - 2023 ELA: Students in the Students with Disabilities subgroup: 16.7% scored proficient or advanced.
2022 - 2023 MATH: Students in the Students with Disabilities subgroup: 12.5% scored proficient or advanced.
2022 - 2023 ELA: Students in the Economically Disadvantaged subgroup: 53.2% scored proficient or advanced.
2022 -2023 MATH: Students in the Economically Disadvantaged subgroup: 27.9 % scored proficient or advanced.



## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### 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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### 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	Not Yet Evident

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
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?

The school effectively aligns curricular materials and lesson plans to the PA Standards, ensuring that the instruction meets state requirements and provides a solid educational foundation for students.
Leadership actively engages in shaping the vision for continuous improvement in teaching and learning, ensuring that the school remains focused on progressive educational goals.
The school promotes a positive environment with comprehensive support systems for both academics and behavior, ensuring that all students feel supported and capable of success.
Professional learning needs are systematically identified through thorough data analysis, ensuring that staff development is targeted and effective.

### 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?

There is a need to enhance strategies to engage families more effectively in supporting student learning, which is crucial for a holistic educational approach.
A stronger culture of high expectations needs to be cultivated across all stakeholders, including students, educators, and the community.
The school should develop and implement enhanced strategies to engage families in student learning, recognizing the crucial role families play in educational success.
Efforts should be made to cultivate a culture of high expectations for all stakeholders, fostering an environment where excellence is the norm.

## 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
2022 -2023 ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 96.2%.	True
2022 -2023 Math Participation: The All Student Group had a PA State Assessment Participation Rate of 97.7%.	True
2022 -2023 Science Participation: The All Student Group had a PA State Assessment Participation Rate of 95.8%.	True
2022-2023 Standard Demonstrating Growth Scores: All subject area exceeded the Statewide Standard Growth Score.	True
2021-2022 ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 99.2%	False
2021-2022 Mathematics All Student Group had a PA State Assessment Participation Rate of 99.1%.	False
Spring 2022-Winter 2023 ELA Keystone of 56.5% is above the Statewide Average of 54.5%.	False
The school effectively aligns curricular materials and lesson plans to the PA Standards, ensuring that the instruction meets state requirements and provides a solid educational foundation for students.	False
Leadership actively engages in shaping the vision for continuous improvement in teaching and learning, ensuring that the school remains focused on progressive educational goals.	False
The school promotes a positive environment with comprehensive support systems for both academics and behavior, ensuring that all students feel supported and capable of success.	False
Professional learning needs are systematically identified through thorough data analysis, ensuring that staff development is targeted and effective.	False
The fact that over half (53.2%) of the students in the Economically Disadvantaged subgroup scored proficient or advanced in ELA indicates strong literacy support and targeted instructional strategies that are making a positive impact.	False
With 27.9% of students in the Economically Disadvantaged subgroup scoring proficient or advanced in math, there is a solid foundation in place that can be built upon to further support and improve math performance.	False
2021-2022 Science Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.	False
91.7% completion of College and Career Readiness Activities. This was above the statewide average of 89.6%.	True

2022-2023 Standard Demonstrating Growth Scores: All subject area exceeded the Statewide Growth Standard.	True
2022-2023 Math PSSA Grades 6-8 showed an increase of 13% for Proficient or Advanced categories.	True
2022-2023 Math PSSA Grades 6-8 showed an Academic Growth Score of 80.5%.	True
Spring 2022- Winter 2023 Math Keystone of 43.6% exceeded Statewide Averages.	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
2022 -2023 ELA All Student Group scored 50.4% Proficient or Advanced. This does not meet the Statewide Average of 54.5%	True
2022 -2023 Math All Student Group scored 28.9% Proficient or Advanced. This falls well below the Statewide Average of 38.3%	True
2022 -2023 Science All Student Group scored 47.1% Proficient or Advanced. This falls below the Statewide Average of 58.9%.	True
The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic is 57.6%.	False
The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced in Grades 6-8 is 14.3%.	True
The 2021-2022 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 6= 80% (20 of 25 students), Grade 7= 79% (22 of 28 students), and Grade 8= 100% (32 of 32 students)	False
2023-2024 ELA Keystone CDT score of 29% is below the Statewide Average of 54.5%.	False
2022-2024 Math keystones CDT of 16.3% falls far below Statewide Averages.	False
There is a need to enhance strategies to engage families more effectively in supporting student learning, which is crucial for a holistic educational approach.	False
A stronger culture of high expectations needs to be cultivated across all stakeholders, including students, educators, and the community.	False
The 2023-2024 Math CDT percentage of students scoring Basic or Below Basic in Grades 6-8 is 87.9%.	True
The 2021-2022 Science PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 8= 56.3% (18 of 32 students).	False
The 2023-2024 Science CDT percentage of students scoring Basic or Below Basic are as follows: Grade 8 is 85.7%.	True
2022 - 2023 ELA: Students in the Students with Disabilities subgroup: 16.7% scored proficient or advanced.	True

2022 - 2023 MATH: Students in the Students with Disabilities subgroup: 12.5% scored proficient or advanced.	True
2022 - 2023 ELA: Students in the Economically Disadvantaged subgroup: 53.2% scored proficient or advanced.	False
2022 -2023 MATH: Students in the Economically Disadvantaged subgroup: 27.9 % scored proficient or advanced.	False
The 91.7% rate did not meet Performance Standards. This did not meet the Statewide Performance Standard of 98%	True
The school should develop and implement enhanced strategies to engage families in student learning, recognizing the crucial role families play in educational success.	False
Efforts should be made to cultivate a culture of high expectations for all stakeholders, fostering an environment where excellence is the norm.	False
Spring 2022- Winter 2023 Biology Keystone of 44.8% was below the Statewide Average of 58.9%.	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.

The Interim Targets are not being met in ELA, Math, Science, and the Students with Disabilities Student Group. The All Student group are not meeting the interim targets in Math, Science, and ELA and have low CDT/PSSA scores that are areas of weakness that need addressed.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>2022 -2023 ELA All Student Group scored 50.4% Proficient or Advanced. This does not meet the Statewide Average of 54.5%</p>	<p>Students in the White subgroup: 52.3% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 41.9% scored proficient or advanced. Students in the Students with Disabilities subgroup: 31.3% scored proficient or advanced. ELA Growth: Students in the All Student Group earned an Academic Growth Score of 68% and did not meet the standard demonstrating growth (%). The Statewide Average Growth Score was . Students in the White Subgroup earned an Academic Growth Score of 67.0% and did not meet the standard demonstrating growth. Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 69.0% and did not meet the standard demonstrating growth. Students in the Students with Disabilities Subgroup earned an Academic Growth Score of IS. ELA Advanced on the ELA: 10.9% of the All Student Group scored advanced on the ELA, which is below the statewide average of 8.9%. 9.0 of students in the White subgroup scored advanced on the ELA. 7.9% of students in the Economically Disadvantaged subgroup scored advanced on the ELA. NA - IS of students in the Students with Disabilities subgroup scored advanced on the ELA.</p>	<p>False</p>
<p>2022 -2023 Math All Student Group scored 28.9% Proficient or Advanced. This falls well below the Statewide Average of 38.3%</p>	<p>Students in the White subgroup: 29.6% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 27.9% scored proficient or advanced. Students in the Students with Disabilities subgroup: 12.5% scored proficient or advanced. Math Growth: Students in the All Student Group earned an Academic Growth Score of 80.5% and did meet the standard demonstrating growth 70(%). The Statewide Average Growth Score was 74.9%. Students in the White Subgroup earned an Academic Growth Score of 81.3% and did meet the standard demonstrating growth. Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 76.3 % and did meet the standard demonstrating growth. Students in the Students with Disabilities Subgroup earned an Academic Growth Score of IS. Math Advanced on the Math: 3.9% of the All Student Group scored advanced on the Math PSSA, which is below the statewide average. 4% of students in the White subgroup scored advanced on the Math. 6.6%</p>	<p>False</p>

	of students in the Economically Disadvantaged subgroup scored advanced on the Math. 0% of students in the Students with Disabilities subgroup scored advanced on the Math.	
The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced in Grades 6-8 is 14.3%.		False
The 2023-2024 Math CDT percentage of students scoring Basic or Below Basic in Grades 6-8 is 87.9%.		False
The 2023-2024 Science CDT percentage of students scoring Basic or Below Basic are as follows: Grade 8 is 85.7%.		False
2022 - 2023 ELA: Students in the Students with Disabilities subgroup: 16.7% scored proficient or advanced.	Students in the White subgroup: 52.3% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 41.9% scored proficient or advanced. Students in the Students with Disabilities subgroup: 31.3% scored proficient or advanced. ELA Growth: Students in the All Student Group earned an Academic Growth Score of 68% and did not meet the standard demonstrating growth (%). The Statewide Average Growth Score was . Students in the White Subgroup earned an Academic Growth Score of 67.0% and did not meet the standard demonstrating growth. Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 69.0% and did not meet the standard demonstrating growth. Students in the Students with Disabilities Subgroup earned an Academic Growth Score of IS. ELA Advanced on the ELA: 10.9% of the All Student Group scored advanced on the ELA, which is below the statewide average of 8.9%. 9.0 of students in the White subgroup scored advanced on the ELA. 7.9% of students in the Economically Disadvantaged subgroup scored advanced on the ELA. NA - IS of students in the Students with Disabilities subgroup scored advanced on the ELA.	True
2022 - 2023 MATH: Students in the Students with Disabilities subgroup: 12.5% scored proficient or advanced.	Students in the White subgroup: 29.6% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 27.9% scored proficient or advanced. Students in the Students with Disabilities subgroup: 12.5% scored proficient or advanced. Math Growth: Students in the All Student Group earned an Academic Growth Score of 80.5% and did meet the standard demonstrating growth 70(%). The Statewide Average Growth Score was 74.9%. Students in the White Subgroup	True

	earned an Academic Growth Score of 81.3% and did meet the standard demonstrating growth. Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 76.3 % and did meet the standard demonstrating growth. Students in the Students with Disabilities Subgroup earned an Academic Growth Score of IS. Math Advanced on the Math: 3.9% of the All Student Group scored advanced on the Math PSSA, which is below the statewide average. 4% of students in the White subgroup scored advanced on the Math. 6.6% of students in the Economically Disadvantaged subgroup scored advanced on the Math. 0% of students in the Students with Disabilities subgroup scored advanced on the Math.	
2022 -2023 Science All Student Group scored 47.1% Proficient or Advanced. This falls below the Statewide Average of 58.9%.		False
The 91.7% rate did not meet Performance Standards. This did not meet the Statewide Performance Standard of 98%		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
2022 -2023 ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 96.2%.	ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%. Students in the White subgroup had a PA State Assessment Participation Rate of 96.9%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 95.4%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 92.3%.
2022 -2023 Math Participation: The All Student Group had a PA State Assessment Participation Rate of 97.7%.	The All Student Group had a PA State Assessment Participation Rate of 98.1% Students in the White subgroup had a PA State Assessment Participation Rate of 98.1%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 98.4%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 100%.
2022 -2023 Science Participation: The All Student Group had a PA State Assessment Participation Rate of 95.8%.	

2022-2023 Standard Demonstrating Growth Scores: All subject area exceeded the Statewide Standard Growth Score.	
91.7% completion of College and Career Readiness Activities. This was above the statewide average of 89.6%.	
2022-2023 Standard Demonstrating Growth Scores: All subject area exceeded the Statewide Growth Standard.	
2022-2023 Math PSSA Grades 6-8 showed an increase of 13% for Proficient or Advanced categories.	
2022-2023 Math PSSA Grades 6-8 showed an Academic Growth Score of 80.5%.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To support our Students with Disabilities in achieving proficiency in ELA, we need to implement targeted literacy interventions (read 180/RAP) and personalized learning plans that focus on individual student needs. This includes establishing a dedicated remedial period for 6th-8th grade students who did not achieve proficiency, providing professional development for teachers on effective strategies, and enhancing collaboration between general and special education teachers. We aim to create a more inclusive classroom environment that fosters growth and ensures all students can achieve growth/proficiency in ELA.
	To improve math proficiency among Students with Disabilities, we will adopt data-driven instructional practices, increase direct instruction of targeted math standards, and offer ongoing professional development for educators on differentiated instruction techniques. Additionally, we will establish a remedial period for any subject in which students did not achieve proficiency for 6th-8th grade students, providing targeted support and interventions. By strengthening the support system and fostering a collaborative learning environment, we will help our students with disabilities achieve higher growth/proficiency levels in math.



## Goal Setting

**Priority: To support our Students with Disabilities in achieving proficiency in ELA, we need to implement targeted literacy interventions (read 180/RAP) and personalized learning plans that focus on individual student needs. This includes establishing a dedicated remedial period for 6th-8th grade students who did not achieve proficiency, providing professional development for teachers on effective strategies, and enhancing collaboration between general and special education teachers. We aim to create a more inclusive classroom environment that fosters growth and ensures all students can achieve growth/proficiency in ELA.**

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-2025 school year, increase the percentage of Students with Disabilities scoring proficient or advanced in English Language Arts/Literature from 16.7% to 23% or above through the implementation of the Read 180/RAP program, personalized learning plans, and a dedicated remedial period for 6th-8th grade students who did not achieve proficiency. Additionally, utilize Classroom Diagnostic Tools (CDTs) to monitor progress and provide professional development for teachers on effective strategies, enhancing collaboration between general and special education teachers.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Proficiency Boost			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Establish and begin the remedial period for 6th-8th grade students who did not achieve proficiency. Implement the Read 180/RAP program and personalized learning plans. Administer initial Classroom Diagnostic Tools (CDTs) assessments to establish baseline data. Conduct professional development sessions for teachers on effective literacy strategies.	Monitor student progress using CDTs and adjust interventions and personalized learning plans as needed. Increase the frequency of collaboration sessions between general and special education teachers. Achieve at least a 3% increase in the number of Students with Disabilities demonstrating proficiency according to CDT results.	Continue with the Read 180/RAP program and remedial periods. Conduct the final CDT assessments to evaluate student progress. Achieve an additional 3% increase in the number of Students with Disabilities demonstrating proficiency based on CDT results.	Perform PSSA/Keystone assessments to measure student proficiency levels. Achieve the goal of having 23% of Students with Disabilities scoring proficient or advanced in ELA. Review and refine intervention strategies for the following school year based on outcomes and data collected.

**Priority: To improve math proficiency among Students with Disabilities, we will adopt data-driven instructional practices, increase direct instruction of targeted math standards, and offer ongoing professional development for educators on differentiated instruction techniques. Additionally, we will establish a remedial period for any subject in which students did not achieve proficiency for 6th-8th grade students, providing targeted support and interventions. By strengthening the support system and fostering a collaborative learning environment, we will help our students with disabilities achieve higher growth/proficiency levels in math.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-2025 school year, increase the percentage of Students with Disabilities scoring proficient or advanced in Mathematics from 12.5% to 19% or above through the implementation of data-driven instructional practices, direct instruction of targeted math standards, and the establishment of a dedicated remedial period for 6th-8th grade students who did not achieve proficiency. Additionally, provide ongoing professional development for educators on differentiated instruction techniques and utilize Classroom Diagnostic Tools (CDTs) to monitor progress and adjust interventions accordingly.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Proficiency Boost			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Establish and begin the remedial period for 6th-8th grade students who did not achieve proficiency. Implement initial data-driven instructional practices and direct instruction of targeted math standards. Administer initial Classroom Diagnostic Tools (CDTs) assessments to establish baseline data. Conduct professional development sessions for teachers on differentiated instruction techniques.	Monitor student progress using CDTs and adjust instructional practices and interventions as needed. Increase the frequency of collaboration sessions between general and special education teachers. Achieve at least a 3% increase in the number of Students with Disabilities demonstrating proficiency according to CDT results.	Continue with targeted math instruction and remedial periods. Conduct final CDT assessments to evaluate student progress. Achieve an additional 3% increase in the number of Students with Disabilities demonstrating proficiency based on CDT results.	Perform PSSA/Keystone assessments to measure student proficiency levels. Achieve the goal of having 19% of Students with Disabilities scoring proficient or advanced in Mathematics. Review and refine intervention strategies for the following school year based on outcomes and data collected.



## Action Plan

### Measurable Goals

ELA Proficiency Boost	Math Proficiency Boost
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### Action Plan For: Standards Aligned ELA Instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2024-2025 school year, increase the percentage of Students with Disabilities scoring proficient or advanced in English Language Arts/Literature from 16.7% to 23% or above through the implementation of the Read 180/RAP program, personalized learning plans, and a dedicated remedial period for 6th-8th grade students who did not achieve proficiency. Additionally, utilize Classroom Diagnostic Tools (CDTs) to monitor progress and provide professional development for teachers on effective strategies, enhancing collaboration between general and special education teachers.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Establish and begin the remedial period for 6th-8th grade students who did not achieve proficiency. Implement the Read 180/RAP program and complete targeted goal setting based on each student's testing data.		2024-08-27	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Misty Weber/Principal Natalie Black/Assistant Principal Lisa Smith/Special Education Supervisor	Read 180/RAP program materials, Student goal setting documents, initial Classroom Diagnostic Tools (CDTs) assessments.	Yes	
Action Step		Anticipated Start/Completion Date	
Monitor student progress using CDTs and adjust interventions and personalized learning plans as needed. Increase the frequency of collaboration sessions between general and special education teachers.		2024-11-04	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Misty Weber/Principal Natalie Black/Assistant Principal Lisa Smith/Special Education Supervisor	CDTs, time for collaboration with colleagues.	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
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Improved student proficiency rates. Detailed progress reports. Adjusted intervention strategies.	Regular monitoring by administration using CDTs and PSSA/Keystone assessments. Quarterly reviews of student progress and intervention effectiveness with teachers.
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### Action Plan For: Standards Aligned Math Instruction

<b>Measurable Goals:</b>

Action Step		Anticipated Start/Completion Date	
Establish and begin the remedial period for 6th-8th grade students who did not achieve proficiency. Implement initial data-driven instructional practices and direct instruction of targeted math standards. Students will complete targeted goal setting based on their testing data.		2024-08-27	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Misty Weber/Principal Natalie Black/Assistant Principal Lisa Smith/Special Education Supervisor	Student goal setting documents, Classroom Diagnostic Tools (CDTs), and data-driven instructional materials.	Yes	
Action Step		Anticipated Start/Completion Date	
Monitor student progress using CDTs and adjust instructional practices and interventions as needed. Increase the frequency of collaboration sessions between general and special education teachers.		2024-11-04	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Misty Weber/Principal Natalie Black/Assistant Principal Lisa Smith/Special Education Supervisor	CDTs, time for collaboration with colleagues.	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
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Increased student proficiency rates. Comprehensive progress reports. Enhanced instructional practices.	Ongoing monitoring by administration using CDTs and PSSA/Keystone assessments. Periodic evaluation of student progress and instructional effectiveness.
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### Action Plan For: Implementation of Multidisciplinary Teams

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2024-2025 school year, increase the percentage of Students with Disabilities scoring proficient or advanced in Mathematics from 12.5% to 19% or above through the implementation of data-driven instructional practices, direct instruction of targeted math standards, and the establishment of a dedicated remedial period for 6th-8th grade students who did not achieve proficiency. Additionally, provide ongoing professional development for educators on differentiated instruction techniques and utilize Classroom Diagnostic Tools (CDTs) to monitor progress and adjust interventions accordingly.</li> <li>By the end of the 2024-2025 school year, increase the percentage of Students with Disabilities scoring proficient or advanced in English Language Arts/Literature from 16.7% to 23% or above through the implementation of the Read 180/RAP program, personalized learning plans, and a dedicated remedial period for 6th-8th grade students who did not achieve proficiency. Additionally, utilize Classroom Diagnostic Tools (CDTs) to monitor progress and provide professional development for teachers on effective strategies, enhancing collaboration between general and special education teachers.</li> </ul>

Action Step		Anticipated Start/Completion Date	
WAHS will create a Multidisciplinary (MDT) Team by the start of the school year and continue to implement throughout the 24.25 school year. The purpose of this MDT is to align strategies around a MTSS model to support students across academics, social emotional learning, behavior, and attendance. An MDT Manual will be created and professional development will be provided to all staff to effectively implement MDT and MTSS.		2024-08-30	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joshua Vincent - Principal Elizabeth Kent - Supervisor of Secondary Education	District created MDT Manual; Professional Development	Yes	
Action Step		Anticipated Start/Completion Date	

Bi-Weekly Building Meetings at WAHS Quarterly MDT Referrals from Teaching Staff		2024-08-30	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Joshua Vincent - Principal	Attendance Printouts; Conference Area	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Quarterly MDT Referrals from Teaching Staff		2024-08-30	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Joshua Vincent - Principal Lori Hahn/Victoria Derby - School Counselors	MDT Referrals - Housed in PowerSchool Meeting Space	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Smaller Class Sizes Differentiated Instruction to close gaps	Josh Vincent/Principal & School MDT teams (School Counselor, Special Education Supervisor, Teacher) - Monthly The MDT team will look at local data available as well as the most recent CDT report throughout the school year to determine the effectiveness of the intervention and what students may benefit from moving to a smaller group as the year continues. Student grades, attendance, and testing data will be used as well as conferencing with the student and the student's parent(s)/guardian(s) to put students in appropriate class size and level groupings.

### Action Plan For: MTSS Framework

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2024-2025 school year, increase the percentage of Students with Disabilities scoring proficient or advanced in Mathematics from 12.5% to 19% or above through the implementation of data-driven instructional practices, direct instruction of targeted math standards, and the establishment of a dedicated remedial period for 6th-8th grade students who did not achieve proficiency. Additionally, provide ongoing professional development for educators on differentiated instruction techniques and utilize Classroom Diagnostic Tools (CDTs) to monitor progress and adjust interventions accordingly.</li> <li>By the end of the 2024-2025 school year, increase the percentage of Students with Disabilities scoring proficient or advanced in English Language Arts/Literature from 16.7% to 23% or above through the implementation of the Read 180/RAP program, personalized learning plans, and a dedicated remedial period for 6th-8th grade students who did not achieve proficiency. Additionally, utilize</li> </ul>

Classroom Diagnostic Tools (CDTs) to monitor progress and provide professional development for teachers on effective strategies, enhancing collaboration between general and special education teachers.

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Development of the WAHS's master schedule to allow for the creation of "at-risk" sections in both English Language Arts and Mathematics, as well as creating some learning support classes with dually certified teachers.		2024-08-30	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Joshua Vincent - Principal	Access to Student Information System, PowerSchool	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Analysis of Local Benchmark Data and Previous State Assessment Scores to create "at risk" sections and to target areas of weakness and gaps in order to raise student achievement. Analysis of student IEPs and school achievement data to properly place student in learning support sections of classes taught by highly qualified staff members to provide smaller class sizes and create more individualized one on one and small group instruction in the classroom at WAHS.		2024-08-30	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Joshua Vincent - Principal	Student Assessment Data	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Smaller Class Sizes Differentiated Instruction to close gaps at WAHS	Josh Vincent/Principal & School MDT teams (School Counselor, Special Education Supervisor, Teacher) - Monthly, the MDT team will look at local data available as well as the most recent CDT report throughout the school year to determine the effectiveness of the intervention and what students may benefit from moving to a smaller group as the year continues. Student grades, attendance, and testing data will be used as well as conferencing with the student and the student's parent(s)/guardian(s) to put students in appropriate class size and level groupings at WAHS.



## **Expenditure Tables**

### **School Improvement Set Aside Grant**

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

### **Schoolwide Title 1 Funding Allocation**

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

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards Aligned ELA Instruction	Establish and begin the remedial period for 6th-8th grade students who did not achieve proficiency. Implement the Read 180/RAP program and complete targeted goal setting based on each student's testing data.
Standards Aligned Math Instruction	Establish and begin the remedial period for 6th-8th grade students who did not achieve proficiency. Implement initial data-driven instructional practices and direct instruction of targeted math standards. Students will complete targeted goal setting based on their testing data.
Implementation of Multidisciplinary Teams	WAHS will create a Multidisciplinary (MDT) Team by the start of the school year and continue to implement throughout the 24.25 school year. The purpose of this MDT is to align strategies around a MTSS model to support students across academics, social emotional learning, behavior, and attendance. An MDT Manual will be created and professional development will be provided to all staff to effectively implement MDT and MTSS.

### Effective Strategies for ELA Proficiency

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Monitor student progress using CDTs and adjust interventions and personalized learning plans as needed. Increase the frequency of collaboration sessions between general and special education teachers.</li> </ul>		
<b>Audience</b>		
ELA, Reading, and Special Education Teachers		
<b>Topics to be Included</b>		
Read 180/RAP program implementation, student goal documents, data analysis, and initial Classroom Diagnostic Tools (CDTs) assessments, and strategies designed to meet the needs of all learners.		
<b>Evidence of Learning</b>		
Improved student proficiency rates and feedback from teachers.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Misty Weber/Principal Natalie Black/Assistant Principal Lisa Smith/Special Education Supervisor	2024-08-27	2025-06-06

### Learning Format

Type of Activities	Frequency
Inservice day	Multiple times during the 2024-2025 school year

<b>Observation and Practice Framework Met in this Plan</b>
<ul style="list-style-type: none"> <li>• 1e: Designing Coherent Instruction</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul>
<b>This Step Meets the Requirements of State Required Trainings</b>
Language and Literacy Acquisition for All Students

### Data-Driven Instruction for Math Proficiency

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Establish and begin the remedial period for 6th-8th grade students who did not achieve proficiency. Implement initial data-driven instructional practices and direct instruction of targeted math standards. Students will complete targeted goal setting based on their testing data.</li> </ul>		
<b>Audience</b>		
Math and Special Education Teachers		
<b>Topics to be Included</b>		
Data-driven instructional practices, student goal documents, data analysis, direct instruction of targeted math standards, and initial CDTs assessments.		
<b>Evidence of Learning</b>		
Improved student proficiency rates and feedback from teachers.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Misty Weber/Principal Natalie Black/Assistant Principal Lisa Smith/Special Education Supervisor	2024-08-27	2025-06-06

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Multiple times during the 2024-2025 school year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	



## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>