

**TUNKHANNOCK HS**

135 Tiger Drive

ATSI non-Title 1 School Plan | 2022 - 2023

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**VISION FOR LEARNING**

The mission of the Tunkhannock Area School District is to maximize the potential of all students to become productive individuals in an ever changing environment.



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
All students in the identified subgroup will participate in ongoing and end of year CDT administration to identify appropriate course selection as well strengths and weaknesses for targeted intervention	Mathematics
All students in identified subgroup will participate in common ELA assessments to establish a baseline measure of instructional effectiveness and attain student growth measures	English Language Growth and Attainment
All students will increase their rates of attendance to meet the requirements as established by PDE.	Regular Attendance

## ACTION PLAN AND STEPS

<b>Evidence-based Strategy</b>	
CDT Testing (Beginning, Middle, End)	
<b>Measurable Goals</b>	
<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
ELA	All students in the identified sub group will participate in common ELA assessments to establish a baseline measure of instructional effectiveness and attain student growth measures
Attendance2022	All students will increase thier rates of attendance to meet the requirements as established by PDE

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Math CDT

All students in the identified sub group will participate in end of year CDT testing to identify appropriate course select

**Action Step**

Train teachers in the administration of CDT's and report interpretation in order to raise the scores of the desired subgroups.

Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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2022-08-11 - 2023-05-13	High School Principal	Attendance Training
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**Anticipated Outcome**

Teachers and Principals will be aware of the skill sets of each student and have the necessary information to remediate them in a timely fashion. Attendance reports will guide the feasibility of the training and dictate the need for additional resources.

**Monitoring/Evaluation**

CDT Benchmark results and reports. Results of the benchmarks. Student scores

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All students in the identified sub group will participate in common ELA assessments to establish a baseline measure of instructional effectiveness and attain student growth measures (ELA )	CDT Testing (Beginning, Middle, End)	Train teachers in the administration of CDT's and report interpretation in order to raise the scores of the desired subgroups.	08/11/2022 - 05/13/2023
All students will increase their rates of attendance to meet the requirements as established by PDE (Attendance2022)			
All students in the identified sub group will participate in end of year CDT testing to identify appropriate course select (Math CDT)			

## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

### **Assurance of Quality and Accountability**

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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School Board Minutes or Affirmation Statement

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

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Chief School Administrator Paul Dougherty 2022-10-13

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School Improvement Facilitator Signature Deanna Mennig 2022-10-13

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Building Principal Signature todd bosscher 2022-10-13

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
<p>English Language Arts/Literature PVAAS All Student Group Exceeds the Standard Demonstrating Growth</p>	<p>Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target</p>
<p>Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth</p>	<p>Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target</p>
<p>74.5% of students with disabilities did meet ELA growth measure</p>	<p>English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target</p>
<p>73.5% of students with disabilities did meet Math growth measure</p>	<p>13% of students with disabilities did not meet ELA achievement measure</p>
<p>Does not apply</p>	<p>0% of students with disabilities met Math achievement measure</p>
<p>At TAHS students with disabilities are integrated into all classes and heavily supported to ensure success</p>	<p>does not apply</p>
<p>Content teachers and learning support teachers are committed to the success of all students</p>	<p>Reductions in staffing have challenged us to adequately support the needs of students with disabilities.</p>
<p>Identify professional learning needs through analysis of a variety of data *</p>	<p>Reductions in staffing and the complexities of growth and achievement</p>
<p>Use multiple professional learning designs to support the learning needs of staff *</p>	<p>Attendance among the students with disabilities subgroup has not met state expectations</p>



**Challenges**

Implement a multi-tiered system of supports for academics and behavior \*

Monitor and evaluate the impact of professional learning on staff practices and student learning \*

**Most Notable Observations/Patterns**

**Challenges**

Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target

13% of students with disabilities did not meet ELA achievement measure

Attendance among the students with disabilities subgroup has not met state expectations

**Discussion Point**

All students in the identified subgroup will participate in ongoing and end of year CDT administration

we will use common assessments testing to assess performance and inform instruction and intervention

All students will increase their rates of attendance to meet the requirements established by PDE

**Priority for Planning**

## ADDENDUM B: ACTION PLAN

### Action Plan: CDT Testing (Beginning, Middle, End)

**Action Steps** **Anticipated Start/Completion Date**

Train teachers in the administration of CDT's and report interpretation in order to raise the scores of the desired subgroups.

08/11/2022 - 05/13/2023

### Monitoring/Evaluation

### Anticipated Output

CDT Benchmark results and reports. Results of the benchmarks. Student scores

Teachers and Principals will be aware of the skill sets of each student and have the necessary information to remediate them in a timely fashion. Attendance reports will guide the feasibility of the training and dictate the need for additional resources.

### Material/Resources/Supports Needed

### PD Step

Attendance Training

yes

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All students in the identified sub group will participate in common ELA assessments to establish a baseline measure of instructional effectiveness and attain student growth measures (ELA )	CDT Testing (Beginning, Middle, End)	Train teachers in the administration of CDT's and report interpretation in order to raise the scores of the desired subgroups.	08/11/2022 - 05/13/2023
All students will increase thier rates of attendance to meet the requirements as established by PDE (Attendance2022)			
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# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CDT Training	Principals and Teachers	Administration, Report interpretation
<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Work with teachers to setup and read reports	11/03/2022 - 06/13/2023	HS Principal IU Staff
<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>	
	Trauma Informed Training (Act 18)	



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
will be posted on the school website	school improvement plan	electronic	public	2022-2023 school year



# Tunkhannock Area School District

41 Philadelphia Ave., Tunkhannock, PA 18657

## Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the Tunkhannock Area School District reviewed and approved the plan(s) at the following Board Meeting, held on **November 17, 2022**. The plan(s) was (were) approved by a vote of 9 (yes) and 0 (no).

Plan(s) Approved at School Board Meeting:

*Place a check in the box next to the board approved plan(s).*

Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances\* (Chapter 16)

School Plan(s)

*List school name and plan type on the next page.*

Affirmed on this 17 day of November, 2022

By: Holly Arnold (Signature of Board President)

Holly Arnold (Print Name)

Tunkhannock Area School District Board of Education

<u>School Name</u>	<u>Plan Type</u>
Tunkhannock Area High School	ATSI – non – Title I

**Plan Types:**

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I