

ALBERT GALLATIN AREA SHS

1119 Township Dr

ATSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Albert Gallatin Area school District is a place of excellence where students feel safe and reach their optimal potential in academic, creative, personal, physical, moral, and spiritual areas of development.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Improve students with disabilities attendance at Albert Gallatin High School	Regular Attendance
ELA - All student groups Interim Goal Target.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Check and Connect

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	Albert Gallatin High School students with disabilities attendance will increase yearly beginning with a last recorded starting year of 21-22 (55.9%), 2% annually.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Decrease the number of students identified as truant, specifically those with disabilities.	2023-08-28 - 2024-06-01	High School Admin. Special Education	Allocation of funds to support training and facilitation of the program.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Director.	

Anticipated Outcome

Decrease in student behavior referrals, increase attendance data, and the creation of an environment whereby students, social, emotional, behavioral, and academic needs will be addressed through communication with specially trained staff members.

Monitoring/Evaluation

Regular meetings with Check and Connect Team to review data and progress of students. Designated team will utilize specific strategies as outlined in the Check and Connect model for implementation.

Evidence-based Strategy

ELA

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Interim Goal	Using the CDTs as an interim measure, the number of students in the Focus report will decrease by 2% following each administration of the test.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement the Wilson Reading initiative in both the Elementary, Middle, and High School targeting our highest need students most of which identified as Students with Disabilities, specifically Dyslexia.	2023-08-28 - 2024-06-01	Special Education Director	WRS Introductory Set will be provided for designated staff. This will include all instructor materials and students materials .

Anticipated Outcome

Intensive, systematic and explicit instruction to small groups students in grades K-8 who are not making sufficient progress in intervention and require more intensive instruction in a small groups or individually and are not making sufficient progress in intervention or who may require more intensive instruction due to a language-based learning disability/dyslexia.

Monitoring/Evaluation

Progress monitoring of students supports personalized pacing through the program, ensuring that students master the skills presented in each subset before moving on to learn new skills, and allowing teachers to diagnostically plan each lesson. In addition, student take an End-of Step Assessment that that is both formative and summative. These End-of-Step Assessments determine a student's mastery and understanding of the concepts taught in the specific Step and identify any areas that need further instruction. The district intends to monitor growth of individual students as they progress on their individual continuum of literacy growth.

Evidence-based Strategy

READ 180

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Interim Goal	Using the CDTs as an interim measure, the number of students in the Focus report will decrease by 2% following each administration of the test.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue implementation of Read 180 in Grades 6-12 for students identified as struggling readers. These students are not identified as "benchmarked" yet do not meet a level of intensive intervention.	2023-08-28 - 2024-06-01	District Special Education Director	Instructor manuals and student resources. Technology is currently available to all students.

Anticipated Outcome

The program will provide our older struggling readers with age-appropriate and engaging content at their content at their reading level. It is anticipated students will increase performance in the areas of Phonemic Awareness, Phonics, Fluency and Comprehension.

Monitoring/Evaluation

The nature of the Read 180 Program is such that continuous assessment and feedback is available. Data generated from initial screenings, diagnostics placements, progress monitoring and evaluations will be entered into the program's data management system. Progress will be monitored in terms of skills that have been mastered and areas still in need of improvement.

Evidence-based Strategy

Establish Intervention Time

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA Interim Goal

Using the CDTs as an interim measure, the number of students in the Focus report will decrease by 2% following each administration of the test.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Students not demonstrating measurable quarterly growth, will receive intervention in the form of supported remediation utilizing MobyMax as a supplement to their core ELA course.

2023-08-28 -
2024-06-01

Building
Administration
Department Chairs
Regular Education
teachers

School License for
MobyMax.

Anticipated Outcome

The number of students in the Focus Report will decrease through out the course of the school with the provided intervention time.

Monitoring/Evaluation

By analyzing the data quarterly with the CDTs, students will be supplemented with Moby Max with their core ELA course. Progress will be monitored by their core ELA teachers.



APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Graduation Rate

All students groups exceeding the standard demonstrating growth on the state assessments in ELA and Math.

All student groups met the Interim Goal for Math.

ELA/Literature All Student group exceeds the Standard of Demonstrating Growth for 21-22 Academic Growth Score - 80% (Exceeded the State Growth Average)

ELA - Students with disabilities Growth Score - 74%

ELA - Economically Disadvantaged Growth Score - 73%

Mathematics/Algebra All Student group meets interim goal/improvement goal. 68.6% Proficient or Advanced State-wide average was 35.7% The high school scores have dropped from previous year data, however the school has exceeded the state-wide average by 10%.

Mathematics/ Algebra - Economically Disadvantaged - 41.9% Proficient/Advanced

Challenges

Special Education Students' Daily Attendance

All student groups did not meet ELA and Science interim goal.

ELA/Literature All Student group did not meet interim goal/improvement goal for 21-22. Proficient/Advanced - 46.3%

ELA Students with disabilities did not meet the interim goal/Improvement goal - 10.6%

No challenges noticeable in Mathematics.

Science/Biology all student group did not meet interim goal/Improvement target. - 25.3% Proficient or Advanced

A system of keeping track of the Career Benchmarks in a more efficient manner. The district has implemented a portal to track the artifacts that are produced in each area. This will improve the school score as well as the districts score overall.

Implement evidence-based strategies to engage families to support learning.

Strengths

Mathematics/Algebra all student group exceeds the Standard Demonstrating Growth Academic Growth Score - 98%

No strengths noticeable in Science, Technology, and Engineering Education. State-wide average was 63.7% Although state wide target was not meet with all students the data shows an increase in performance from previous school year. The school did increase by 20%.

This past and upcoming school year, Career based standards have been implemented at the high school in the 11th grade English classes.

Foster a culture of high expectations for success for all students, educators, families, and community members.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Identify and address individual student learning needs

Graduation Rate

Math And LEA Growth All Student Groups

Math Met interim Goal

Challenges

Special Education attendance

ELA did not meet interim goal (Proficient/Advanced)

Strengths

Career Standards showed significant growth

Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

Special Education Students' Daily Attendance

✓

ELA/Literature All Student group did not meet interim goal/ improvement goal for 21-22.
Proficient/Advanced - 46.3%

✓

ADDENDUM B: ACTION PLAN

Action Plan: Check and Connect

Action Steps	Anticipated Start/Completion Date
Decrease the number of students identified as truant, specifically those with disabilities.	08/28/2023 - 06/01/2024

Monitoring/Evaluation	Anticipated Output
Regular meetings with Check and Connect Team to review data and progress of students. Designated team will utilize specific strategies as outlined in the Check and Connect model for implementation.	Decrease in student behavior referrals, increase attendance data, and the creation of an environment whereby students, social, emotional, behavioral, and academic needs will be addressed through communication with specially trained staff members.

Material/Resources/Supports Needed	PD Step
Allocation of funds to support training and facilitation of the program.	no

Action Plan: ELA

Action Steps**Anticipated Start/Completion Date**

Implement the Wilson Reading initiative in both the Elementary, Middle, and High School targeting our highest need students most of which identified as Students with Disabilities, specifically Dyslexia.

08/28/2023 - 06/01/2024

Monitoring/Evaluation**Anticipated Output**

Progress monitoring of students supports personalized pacing through the program, ensuring that students master the skills presented in each subset before moving on to learn new skills, and allowing teachers to diagnostically plan each lesson. In addition, student take an End-of Step Assessment that that is both formative and summative. These End-of-Step Assessments determine a student's mastery and understanding of the concepts taught in the specific Step and identify any areas that need further instruction. The district intends to monitor growth of individual students as they progress on their individual continuum of literacy growth.

Intensive, systematic and explicit instruction to small groups students in grades K-8 who are not making sufficient progress in intervention and require more intensive instruction in a small groups or individually and are not making sufficient progress in intervention or who may require more intensive instruction due to a language-based learning disability/dyslexia.

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

WRS Introductory Set will be provided for designated staff. This will include all instructor materials and students materials .

no



Action Plan: READ 180

Action Steps	Anticipated Start/Completion Date
Continue implementation of Read 180 in Grades 6-12 for students identified as struggling readers. These students are not identified as "benchmarked" yet do not meet a level of intensive intervention.	08/28/2023 - 06/01/2024

Monitoring/Evaluation	Anticipated Output
The nature of the Read 180 Program is such that continuous assessment and feedback is available. Data generated from initial screenings, diagnostics placements, progress monitoring and evaluations will be entered into the program's data management system. Progress will be monitored in terms of skills that have been mastered and areas still in need of improvement.	The program will provide our older struggling readers with age-appropriate and engaging content at their content at their reading level. It is anticipated students will increase performance in the areas of Phonemic Awareness, Phonics, Fluency and Comprehension.

Material/Resources/Supports Needed	PD Step
Instructor manuals and student resources. Technology is currently available to all students.	no



Action Plan: Establish Intervention Time

Action Steps

Anticipated Start/Completion Date

Students not demonstrating measurable quarterly growth, will receive intervention in the form of supported remediation utilizing MobyMax as a supplement to their core ELA course.

08/28/2023 - 06/01/2024

Monitoring/Evaluation

Anticipated Output

By analyzing the data quarterly with the CDTs, students will be supplemented with Moby Max with their core ELA course. Progress will be monitored by their core ELA teachers.

The number of students in the Focus Report will decrease through out the course of the school with the provided intervention time.

Material/Resources/Supports Needed

PD Step

School License for MobyMax.

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

PROFESSIONAL DEVELOPMENT PLANS

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

