

DUBOIS AREA SHS

425 Orient Ave

ATSI non-Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

Vision Statement The DuBois Area School District will be a school district of excellence that provides the education necessary to make its students successfully competitive in the developing global economy and society. This will be accomplished by: - providing each student with diverse educational opportunities that encompass academic, physical, emotional and social needs; - encouraging each student to become a self-reliant and independent life-long learner as well as a productive citizen in the world; - developing a safe, positive learning environment based upon cooperation and understanding among students, staff, board, family and community; - developing the 21st Century Skills necessary in both staff and students to acquire and present information, knowledge and concepts. Vision for ATSI Plan - DuBois Area High School will develop and implement supports and services to increase Special Education attendance; - DuBois Area High School will enhance communication between school and families regarding student attendance; - DuBois Area High School will enhance team teaching model and increase access to regular education classes;

STEERING COMMITTEE

Name	Position	Building/Group
Brian Weible	Principal	DuBois Area High School
Anne Young	Curriculum Director	DuBois Area High School
Robert Kriner	Special Education Director	DuBois Area High School
Charles Pasternak	Assistant Principal	DuBois Area High School
Wendy Benton	Superintendent	DuBois Area High School
Diane Minns	Transition Coordinator	DuBois Area High School
Dorothea Hackett	Teacher	DuBois Area High School
Michelle Snyder	Teacher	DuBois Area High School
Marcy Kennis	Parent	Parent
Wendy Hnat	Parent	Parent

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

We will utilize benchmark assessment data to review and audit curriculum and common assessments.

Essential Practices 1: Focus on Continuous Improvement of Instruction

We will continue to utilize an attendance team to communicate with parents and guardians regarding attendance. We will continue to remove barriers that may be impeding regular attendance.

Parent and family engagement

We will provide explicit instruction of analyzing text for multiple step math problems.

Essential Practices 1: Focus on Continuous Improvement of Instruction

We will provide explicit instruction for close reading and analysis of text.

Essential Practices 1: Focus on Continuous Improvement of Instruction

We will expose students to higher depth of knowledge (level 3) questions on a regular basis.

Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Close reading and analysis of text

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Benchmark Data	By the end of the 2021-2022 school year, benchmark assessments will be administered two times (September, January) in Math and Literature Keystone Trigger Courses. Teachers will use benchmark data to audit common assessments and taught curriculum to target areas that need improvement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Data analysis, professional development, curriculum adjustment	2021-08-23 - 2022-05-24	Brian Weible High School Principal, Robert Kriner Special Education Director	On-Hands Benchmark Assessments, with professional development as needed by staff members on close reading, text analysis, depth of knowledge, and methods of explicit instruction

Anticipated Outcome

Student Growth

Monitoring/Evaluation

Benchmark data review, common assessment review throughout the school year.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2021-2022 school year, benchmark assessments will be administered two times (September, January) in Math and Literature Keystone Trigger Courses. Teachers will use benchmark data to audit common assessments and taught curriculum to target areas that need improvement. (Benchmark Data)	Close reading and analysis of text	Data analysis, professional development, curriculum adjustment	08/23/2021 - 05/24/2022

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.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Regular attendance - Students with disabilities had a 77% in this category. This is below the all student group that had a 82.6% in this category. We are performing higher from the Future Ready PA data than we had in previous years. Our most recent data from the Future Ready PA Index shows students with disabilities regular attendance at 79.9%.

Percent Proficient/Advanced in English Language Arts/Literature - We are at 77.3% in this category and the state average is 62.1%. We are performing well above the state average. We are within reach of our 2030 goal.

Percent Proficient/Advanced in Mathematics/Algebra 1 - We are at 73% in this category and the state average is 45.2%. We are currently performing well above the state average. We are already performing above our 2030 goal.

PVAAS - Mathematics/Algebra All Student Group Meets the Standard Demonstrating Growth - Special Education Subgroup Our Special Education Subgroup had a value of 73 in this category. They performed above the 70 value for meeting the statewide growth standard.

Challenges

Proficient or advanced on state assessments in English Language Arts - Students with disabilities performed at 17.1% in this category.

Proficient or advanced on state assessments in Math - Students with disabilities performed at 12.8% in this category.

English Language Arts/Literature - All Student Group Did Not Meet the Standard Demonstrating Growth Our academic growth score for this category is a 50. We are well below the state average of 75. Our meeting statewide growth standard is 70.

Advanced on State Assessments - English Language Arts/Literature - All Student Group We are at 13.4% in this category. The statewide average is 17.8%.

Percent Proficient/Advanced in English Language Arts/Literature - Special Education Subgroup 17.1% of the Special Education Subgroup scored either proficient or advanced in this category. This is significantly lower than the other subgroups at DuBois Area High School.

Percent Proficient/Advanced in Mathematics/Algebra 1 - Special Education Subgroup 12.8% of the Special Education Subgroup

Strengths

PVAAS - Mathematics/Algebra All Student Group Meets the Standard Demonstrating Growth - Economically Disadvantaged Subgroup The Economically Disadvantaged Sub Group had a value of 72 in this category. They performed above the 70 value for meeting the statewide growth standard.

Percent Proficient/Advanced in English Language Arts/Literature - We are at 77.3% in this category and the state average is 62.1%. We are performing well above the state average. We are within reach of our 2030 goal.

Percent Proficient/Advanced in Mathematics/Algebra 1 - We are at 73% in this category and the state average is 45.2%. We are currently performing well above the state average. We are already performing above our 2030 goal.

PVAAS - Mathematics/Algebra All Student Group Meets the Standard Demonstrating Growth - Special Education Subgroup Our Special Education Sub Group had a value of 73 in this category. They performed above the 70 value for meeting the statewide growth standard.

PVAAS - Mathematics/Algebra All Student Group Meets the Standard Demonstrating Growth - Economically Disadvantaged Subgroup The Economically Disadvantaged Sub Group had a value of 72 in this category. They performed above the 70 value for meeting the statewide growth standard.

Challenges

scored either proficient or advanced in this category. This is significantly lower than the other subgroups at DuBois Area High School.

Regular Attendance - Special Education Subgroup - We need to increase by 2.3% per each year of our plan.

English Language Arts/Literature - All Student Group Did Not Meet the Standard Demonstrating Growth Our academic growth score for this category is a 50. We are well below the state average of 75. Our meeting statewide growth standard is 70.

12.8% of the Special Education Subgroup scored either proficient or advanced in this category. This is significantly lower than the other subgroups at DuBois Area High School.

While 73% of our students with disabilities displayed adequate growth from the 2018-2019 Future Ready PA Index. We need to continue to increase student growth in Math by 7.5% over three years.

Advanced or Proficient on PA State Assessments Science/Biology All Student Group Meets Interim Goal/Improvement Target Students with disabilities Students with disabilities scored 15% in this category which is well below the all student group.

Career Standards Benchmark Students with disabilities performed at 95% in this category. While this is also listed as a strength, this

Strengths

Advanced or Proficient on PA State Assessments Science/Biology All Student Group Meets Interim Goal/Improvement Target. We scored at 70.6% which is well above the state average of 66%.

Advanced on State Assessments - Science/Biology - We scored 29.4% and the statewide average is 28.9%.

Career Standards Benchmark All Student Group Exceeds Performance Standard We performed at 98.4% in this category and the statewide average is 89.8%. We are performing above the statewide performance standard of 98%.

Career Standards Benchmark Students with disabilities performed at 95% in this category.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school - This continues to grow and develop as staff members work collaboratively with ATSI Support teachers to find ways to review data, plan for student success. Common assessment implementation and review of data has increased our efficiency returns on empowering leadership capacity. Staff members advocate for changes and supports they need while working with our ATSI Plan. Leadership through collaboration has been a positive outcome of the ATSI process at DAHS.

Challenges

sub group performed below the all student group in this category.

Use multiple professional learning designs to support the learning needs of staff. We continue to identify areas in which staff need support. We provide this support during PD times or planning time when possible. As staff have developed a fuller understanding of our ATSI Plan through implementation, they continue to identify and communicate needs as necessary.

Most Notable Observations/Patterns

The level of performance and growth on on state assessments for our special education subgroup is proving to be a challenge. We need to find ways to meet the needs of these students to help them increase in these categories. We have experienced an increase in regular attendance for our special education subgroup during the 2020-2021 school year. We will continue to implement practices that have proven to be successful in increasing regular attendance.

Challenges

Discussion Point

Priority for Planning

English Language Arts/Literature - All Student Group Did Not Meet the Standard Demonstrating Growth Our academic growth score for this category is a 50. We are well below the state average of 75. Our meeting statewide growth standard is 70.

We need to increase student growth by an aggregate score of 6.9% over the three year period of the ATSI Plan.

Advanced on State Assessments - English Language Arts/Literature - All Student Group We are at 13.4% in this category. The statewide average is 17.8%.

We need to increase the percentage of students performing at the advanced level by at least 4.4% to reach the statewide average.

Percent Proficient/Advanced in English Language Arts/Literature - Special Education Subgroup 17.1% of the Special Education Subgroup scored either proficient or advanced in this category. This is significantly lower than the other

The students with disabilities sub group needs to display an increase in proficiency of 4.6%

Challenges	Discussion Point	Priority for Planning
<p>subgroups at DuBois Area High School.</p>	<p>over the baseline established percentage of 20%.</p>	
<p>Percent Proficient/Advanced in Mathematics/Algebra 1 - Special Education Subgroup 12.8% of the Special Education Subgroup scored either proficient or advanced in this category. This is significantly lower than the other subgroups at DuBois Area High School.</p>	<p>The students with disabilities sub group needs to display an increase in proficiency of 5% over the baseline established percentage of 20.7%.</p>	
<p>Regular Attendance - Special Education Subgroup - We need to increase by 2.3% per each year of our plan.</p>	<p>We need to increase by 2.3% per each year of our plan over the established baseline of 66.9%.</p>	
<p>Use multiple professional learning designs to support the learning needs of staff. We continue to identify areas in which staff need support. We provide this support during PD times or planning time when possible. As staff have developed a fuller understanding of our ATSI Plan through implementation, they continue to identify and communicate needs as necessary.</p>	<p>Provide appropriate professional development according to staff need.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Close reading and analysis of text

Action Steps	Anticipated Start/Completion Date
Data analysis, professional development, curriculum adjustment	08/23/2021 - 05/24/2022
Monitoring/Evaluation	Anticipated Output
Benchmark data review, common assessment review throughout the school year.	Student Growth
Material/Resources/Supports Needed	PD Step
On-Hands Benchmark Assessments, with professional development as needed by staff members on close reading, text analysis, depth of knowledge, and methods of explicit instruction	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2021-2022 school year, benchmark assessments will be administered two times (September, January) in Math and Literature Keystone Trigger Courses. Teachers will use benchmark data to audit common assessments and taught curriculum to target areas that need improvement. (Benchmark Data)	Close reading and analysis of text	Data analysis, professional development, curriculum adjustment	08/23/2021 - 05/24/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional Development Supports 2021-2022	Teaching Staff and administrators	Close reading and analysis of text

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers utilize close reading and text analysis on a weekly basis throughout the 2021-2022 school year. Observations utilized to check on implementation.	08/23/2021 - 05/24/2022	Brian Weible - Principal Robert Kriner - Special Education Director

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Depth of Knowledge Professional Supports 2021-2022

Teaching Staff and administrators

Webb's Depth of Knowledge

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Implementation and observation

08/23/2021 - 05/24/2022

Brian Weible - Principal
Robert Kriner - Special Education Director

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Explicit Instruction Professional Development 2021-2022

Teaching Staff and administrators

Explicit instruction methods

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Implementation and observation

08/23/2021 - 05/24/2022

Brian Weible - Principal Robert Kriner Special
Education Director

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The approved plan will be posted to our district website for public review.	We will communicate that we have updated our ATSI plan for the 2021-2022 school year.	Website posting	All DuBois Area School District stakeholders	The plan will remain posted for a minimum of 30 days. Communication about plan will continue with staff throughout the year.

