

SHAMOKIN AREA INTERMEDIATE SCH

3000 W State St

ATSI non-Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

All students attending Shamokin Area Elementary/Intermediate School will acquire the learning skills needed to communicate effectively and be respectful, productive, and responsible citizens in society. Each student will be prepared for success in the middle school and beyond. All staff will be role models and support students in reaching their fullest potential.

STEERING COMMITTEE

Name	Position	Building/Group
Sherry Glosek	Supervisor of Special Education	SASD
Susan Redd	4th Grade Elementary Teacher	Shamokin Area Elementary
Elizabeth Orner	6th Grade Intermediate Teacher	Shamokin Area Intermediate
Julie Titman	6th Grade Itinerant Learning Support Teacher	Shamokin Area Intermediate School
Tracy Rhodes	5th Grade Itinerant Learning Support Teacher	Shamokin Area Intermediate School
Jennifer Neary	5th Grade Intermediate Teacher	Shamokin Area Intermediate School
Robert Ryder	Title One Remedial Reading Teacher	Shamokin Area Elementary School
Jennifer Stoshack	5th Grade Intermediate Teacher	Shamokin Area Intermediate School
Douglas Kase	6th Grade Intermediate Teacher	Shamokin Area Intermediate School
Christa Carl	5th/6th Grade Life Skills Teacher	Shamokin Area Intermediate School
Anthony Carnuccio	Elementary & Intermediate School Assistant Principal	SASD
Angelic Wisgo	Itinerant Autistic Support Teacher	SASD
Sarah Boughner	Parent	SASD

Name	Position	Building/Group
Laura Fetterman	Other	School Counselor
Mr. Chris Venna	Chief School Administrator	Superintendent
Mike Keefer	Principal	Elementary/Intermediate School
Brian Persing	Board Member	President of School Board
Jessica Portzline	Community Member	Community
Lisa Firing	Community Member	Business

ESTABLISHED PRIORITIES

Priority Statement

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

Outcome Category

Regular Attendance

School climate and culture

Use of a systematic, collaborative, planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Essential Practices 1: Focus on

Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Monthly Evaluation, SIS Records, PVAAS Verification, and Cyber School Attendance

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ATTEND

Shamokin Area Intermediate School will implement school climate initiatives to achieve a 6% increase in attendance by June 2022. (Focus on IEP subgroup)

PBIS

Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2022. (Focus on IEP Subgroup)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Monthly School Climate Meetings	2021-08-23 - 2022-06-30	Sherry Glosek/Special Education Director	PA School Climate Survey, SCRC Support from the CSIU
Meet with School Climate Focus Groups	2021-08-23 - 2022-06-30	Sherry Glosek/Special Education Director	PA School Climate Survey, SCRC Support from the CSIU
Administer PA School Climate Survey	2021-08-23 - 2022-06-30	School Climate Committee	PA School Climate Survey,

Anticipated Outcome
 Increase in Attendance; Decrease in Discipline Referrals; Increased Positive feedback from PA School Climate; Decrease loss of instructional time due to student behaviors and absenteeism. Increase in return of virtual learners from last

Monitoring/Evaluation
 PA School Climate Survey SIS Attendance Records SIS Discipline Records PVAAS Roster Verification

Evidence-based Strategy
 Attendance Challenges

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

ATTEND

Shamokin Area Intermediate School will implement school climate initiatives to achieve a 6% increase in attendance by June 2022. (Focus on IEP subgroup)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement Attendance Challenge	2021-08-23 - 2022-06-30	School Climate Attendance Committee	Monthly SIS Attendance Reports, flyers, rewards

Anticipated Outcome

Positive Responses for surveys Increase in attendance

Monitoring/Evaluation

SIS Attendance Records PVAAS Roster Verification Cyber School Attendance.

Evidence-based Strategy

Social Emotional Learning Program

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ATTEND	Shamokin Area Intermediate School will implement school climate initiatives to achieve a 6% increase in attendance by June 2022. (Focus on IEP subgroup)

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

PBIS

Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2022. (Focus on IEP Subgroup)

ATSI Planning

Data team meetings to complete the ATSI Plan for the following school year. Grade levels will meet monthly to analyze and discuss student progress and areas of weakness in behavior, academics, and attendance. Teachers will be involved in professional learning communities to determine solutions to foster student growth and achievement in all areas.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continued Implementation of the 7 Mindsets (SEL Program)	2021-08-23 - 2022-06-30	Sherry Glosek/Special Education Director	access to 7 Mindsets curriculum materials
7 Mindsets (SEL Program) or related training for Staff	2021-08-16 - 2022-06-30	Sherry Glosek/Special Education Director	access to 7 Mindsets curriculum materials

Anticipated Outcome

Increase in SEL Awareness; Increase in Attendance; Decrease in Discipline Referrals; Increased Positive feedback from PA School Climate; Decrease loss of instructional time due to student behaviors and absenteeism.

Monitoring/Evaluation

PA School Climate Survey SIS Attendance Records SIS Discipline Records PVAAS Roster Verification

Evidence-based Strategy

Positive School-wide Behavior Program

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PBIS

Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2022. (Focus on IEP Subgroup)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Annual Discussions about SIS/SWIS Discipline Options/Needs	2021-06-30 - 2021-08-23	PBSI committee, School Climate Committee, Administrators; IT staff from district and CSIU	SWIS systems and trainers
Update and Revise Lesson Plans Scenarios for PBIS	2021-06-30 - 2021-08-23	PBIS committee, CSIU consultant	PBIS curriculum/lesson plans
Update PBIS Reward System and Accountability Frequency	2021-06-30 - 2021-08-23	PBIS committee, CSIU consultant	PBIS curriculum/rewards and frequency matrix
Refresher on PBIS Discipline Protocol	2021-08-16 - 2021-08-23	PBIS committee	PBIS Plan, Professional Development Time
PBIS Tribe Card Data Collection	2021-08-23 - 2022-06-30	Teachers, Administrators, PBSI Committee; School Climate Committee	Data collection sheets

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome
Increase in students by-in for Tribe Cards Increase in tribe cards earned Revamp SIS Discipline Reporting System.

Monitoring/Evaluation
PBSI committee meetings; completion of staff training of PBSI; data collection of Tribe Cards; SIS/SWIS data

Evidence-based Strategy
ATSI- Comprehensive School Planning

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ATTEND	Shamokin Area Intermediate School will implement school climate initiatives to achieve a 6% increase in attendance by June 2022. (Focus on IEP subgroup)
PBIS	Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2022. (Focus on IEP Subgroup)
ATSI Planning	Data team meetings to complete the ATSI Plan for the following school year. Grade levels will meet monthly to analyze and discuss student progress and areas of weakness in behavior, academics, and attendance. Teachers will be involved in professional learning communities to determine solutions to foster student growth

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

and achievement in all areas.

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

I-Ready Diagnostic Assessments Administration (3 times or more per year)

2021-08-23 -
2022-06-30

IT
Department,
Administration

I-Ready materials, passwords, computers

Monthly Data Team Meetings for Review of Data and Current ASTI Plan

2021-08-23 -
2022-06-30

Mike Keefer,
Principal

Data reports from various sources, plan requirements, access to PDE suite and Future Ready Comprehensive Planning System

Monthly Data Team Meetings for Review of Data and Revision of ATSI Plan for the following year

2021-08-23 -
2022-06-30

Mike Keefer,
Principal

Data reports from various sources, plan requirements, access to PDE suite and Future Ready Comprehensive Planning System

Monthly Grade Level Data Collection Meetings

2021-08-23 -
2022-06-30

Mike Keefer,
Principal

Data reports from various sources, templates

Anticipated Outcome

Increase scores and growth in student I-Ready scores and PSSA scores

Monitoring/Evaluation

Data Team and Grade level staff will review student I-Ready scores and PSSA scores.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Shamokin Area Intermediate School will implement school climate initiatives to achieve a 6% increase in attendance by June 2022. (Focus on IEP subgroup) (ATTEND)</p>	<p>Social Emotional Learning Program</p>	<p>7 Mindsets (SEL Program) or related training for Staff</p>	<p>08/16/2021 - 06/30/2022</p>
<p>Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2022. (Focus on IEP Subgroup) (PBIS)</p>			
<p>Data team meetings to complete the ATSI Plan for the following school year. Grade levels will meet monthly to analyze and discuss student progress and areas of weakness in behavior, academics, and attendance. Teachers will be involved in professional learning communities to determine solutions to foster student growth and achievement in all areas. (ATSI Planning)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2022. (Focus on IEP Subgroup) (PBIS)	Positive	Annual	06/30/2021
	School-wide Behavior Program	Discussions about SIS/SWIS Discipline Options/Needs	- 08/23/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2022. (Focus on IEP Subgroup) (PBIS)	Positive School-wide Behavior Program	Refresher on PBIS Discipline Protocol	08/16/2021 - 08/23/2021

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

2021-06-22

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

Michael Keefer

2021-06-24

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

6th Grade White Students showed (+0.3) growth in Quintile #4.

5th Grade Economically Disadvantaged Students showed (+2.6) growth in Quintile #3 and (+2.4) growth in Quintile #4.

Intermediate School Students scored 1.9% higher than the District Average of Proficient or Advanced Students on the Math PSSA.

The number of On-Level Students increased slightly from the Baseline Math CDT to the Mid-Year Math CDT.

Intermediate Students with Disabilities have met or exceeded the Standard for Growth according to the Growth Index in ELA and Math.

5th Grade Economically Disadvantaged Students met the Standard for Growth in Math.

The Hispanic Subgroup met the Interim Goal and Improvement Target on PSSA ELA and Math Assessments.

Students with Disabilities met the Standard; Demonstrating Growth in ELA and Math.

Challenges

An average of 79% of Students are still scoring below grade level on the Mid-Year CDT Assessment.

The 3 Year Average Growth Measure shows significant evidence the Intermediate School did not meet the Standard for Academic Growth on the ELA PSSA..

On the ELA PSSA the Intermediate Proficient and Advanced is (-2.3%) lower than the District and (-14.1%) lower than the State.

Intermediate Students were 11.3% below the State Average for Proficient and Advanced Students on the Math PSSA.

The 3 Year Average Growth Measure shows significant evidence the Intermediate School did not meet the Standard for Academic Growth on the Math PSSA

The Intermediate School Students scoring Below Grade Level totaled 89% on the Mid Year Math CDT.

The All Student Group did not meet the Interim Goal and Improvement Target on the ELA and Math Assessments.

Not Applicable

Strengths

Not Applicable

The District provides a platform for students to learn about Career Readiness.

Identify professional learning needs through analysis of a variety of data

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports

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

The All Student Group exceeded the performance standard for the Career Standards Benchmark.

Challenges

Due to Transient populations and New Students; not all students have completed the Smart Futures Program Requirements.

The Students with Disabilities scored 18.3% lower than The All Student Group in Math. The Students with Disabilities scored 32.5% lower than The All Student Group in ELA.

The Economically Disadvantaged Students scored 7.9% lower than The All Student Group in Math. The Economically Disadvantaged Students scored 10.1% lower than The All Student Group in ELA.

Use multiple professional learning designs to support the learning needs of staff

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

Collectively shape the vision for continuous improvement of teaching and learning

The All Student Group did not meet the Standard for Showing Growth in ELA and Math.

The All Student Group did not meet the performance standard for Regular Attendance.

Challenges

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Most Notable Observations/Patterns

The most notable patterns and observations are that the Economically Disadvantaged and Students with Disabilities are affected by Regular Attendance, Behavioral Concerns, and Lack of Social/Emotional Supports. Due to Covid-19, many of the challenges we have faced were more apparent. We are planning to continue to follow the plan from the 2020-2021 school as in person attendance improves. Future Ready Index has only data shown from 2018-2019.

Challenges

Discussion Point

Priority for Planning

The All Student Group did not meet the Standard for Showing Growth in ELA and Math.

Challenges**Discussion Point****Priority for Planning**

The All Student Group did not meet the performance standard for Regular Attendance.

Attendance is still below the statewide average. During COVID-19 Closure, student participation in online learning was low. Transient population Generational Poverty Situational Poverty Education is not a high priority for parents because they may not be educated themselves We hypothesized that creating a safe and positive school environment needs to be a collaborative effort by all of the stakeholders; without a safe and positive school environment students will not be able to focus on educational goals.

Due to Transient populations and New Students; not all students have completed the Smart Futures Program Requirements.

Use multiple professional learning designs to support the learning needs of staff

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

Challenges**Discussion Point****Priority for Planning**

Collectively shape the vision for continuous improvement of teaching and learning

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

On the ELA PSSA the Intermediate Proficient and Advanced is (-2.3%) lower than the District and (-14.1%) lower than the State.

The Students with

Students with disabilities group had attendance is still below the statewide average.

Challenges**Discussion Point****Priority for Planning**

Disabilities scored 18.3% lower than The All Student Group in Math. The Students with Disabilities scored 32.5% lower than The All Student Group in ELA.

Prior to COVID -19, the students with disabilities groups had a high rate of Level 3 offense in the our SIS discipline reporting Transient population Generational Poverty Situational Poverty Education is not a high priority for parents because they may not be educated themselves We hypothesized that creating a safe and positive school environment needs to be a collaborative effort by all of the stakeholders; without a safe and positive school environment students will not be able to focus on educational goals.

The Economically Disadvantaged Students scored 7.9% lower than The All Student Group in Math. The Economically Disadvantaged Students scored 10.1% lower than The All Student Group in ELA.

ADDENDUM B: ACTION PLAN

Action Plan: Monthly Evaluation, SIS Records, PVAAS Verification, and Cyber School Attendance

Action Steps	Anticipated Start/Completion Date
Monthly School Climate Meetings	08/23/2021 - 06/30/2022
Monitoring/Evaluation	Anticipated Output
PA School Climate Survey SIS Attendance Records SIS Discipline Records PVAAS Roster Verification	Increase in Attendance; Decrease in Discipline Referrals; Increased Positive feedback from PA School Climate; Decrease loss of instructional time due to student behaviors and absenteeism. Increase in return of virtual learners from last
Material/Resources/Supports Needed	PD Step
PA School Climate Survey, SCRC Support from the CSIU	no

Action Steps**Anticipated Start/Completion Date**

Meet with School Climate Focus Groups

08/23/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**PA School Climate Survey SIS Attendance Records
SIS Discipline Records PVAAS Roster Verification

Increase in Attendance; Decrease in Discipline Referrals; Increased Positive feedback from PA School Climate; Decrease loss of instructional time due to student behaviors and absenteeism. Increase in return of virtual learners from last

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

PA School Climate Survey, SCRC Support from the CSIU

no



Action Steps**Anticipated Start/Completion Date**

Administer PA School Climate Survey

08/23/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**PA School Climate Survey SIS Attendance Records
SIS Discipline Records PVAAS Roster Verification

Increase in Attendance; Decrease in Discipline Referrals; Increased Positive feedback from PA School Climate; Decrease loss of instructional time due to student behaviors and absenteeism. Increase in return of virtual learners from last

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

PA School Climate Survey,

no



Action Plan: Attendance Challenges

Action Steps	Anticipated Start/Completion Date
Implement Attendance Challenge	08/23/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
SIS Attendance Records PVAAS Roster Verification Cyber School Attendance.	Positive Responses for surveys Increase in attendance

Material/Resources/Supports Needed	PD Step
Monthly SIS Attendance Reports, flyers, rewards	no

Action Plan: Social Emotional Learning Program

Action Steps**Anticipated Start/Completion Date**

Continued Implementation of the 7 Mindsets (SEL Program)

08/23/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

PA School Climate Survey SIS Attendance Records
SIS Discipline Records PVAAS Roster Verification

Increase in SEL Awareness; Increase in Attendance; Decrease in Discipline Referrals; Increased Positive feedback from PA School Climate; Decrease loss of instructional time due to student behaviors and absenteeism.

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

access to 7 Mindsets curriculum materials

no



Action Steps**Anticipated Start/Completion Date**

7 Mindsets (SEL Program) or related training for Staff

08/16/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**PA School Climate Survey
SIS Attendance Records
SIS Discipline Records
PVAAS Roster Verification

Increase in SEL Awareness; Increase in Attendance; Decrease in Discipline Referrals; Increased Positive feedback from PA School Climate; Decrease loss of instructional time due to student behaviors and absenteeism.

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

access to 7 Mindsets curriculum materials

yes

Action Plan: Positive School-wide Behavior Program

Action Steps**Anticipated Start/Completion Date**

Annual Discussions about SIS/SWIS Discipline
Options/Needs

06/30/2021 - 08/23/2021

Monitoring/Evaluation**Anticipated Output**

PBSI committee meetings; completion of staff training
of PBSI; data collection of Tribe Cards; SIS/SWIS data

Increase in students by-in for Tribe Cards Increase in tribe cards earned Revamp
SIS Discipline Reporting System.

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

SWIS systems and trainers

yes



Action Steps**Anticipated Start/Completion Date**

Update and Revise Lesson Plans Scenarios for PBIS

06/30/2021 - 08/23/2021

Monitoring/Evaluation**Anticipated Output**

PBSI committee meetings; completion of staff training of PBSI; data collection of Tribe Cards; SIS/SWIS data

Increase in students by-in for Tribe Cards Increase in tribe cards earned Revamp SIS Discipline Reporting System.

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

PBIS curriculum/lesson plans

no

Action Steps**Anticipated Start/Completion Date**

Update PBIS Reward System and Accountability
Frequency

06/30/2021 - 08/23/2021

Monitoring/Evaluation**Anticipated Output**

PBSI committee meetings; completion of staff training
of PBSI; data collection of Tribe Cards; SIS/SWIS data

Increase in students by-in for Tribe Cards Increase in tribe cards earned Revamp
SIS Discipline Reporting System.

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

PBIS curriculum/rewards and frequency matrix

no



Action Steps**Anticipated Start/Completion Date**

Refresher on PBIS Discipline Protocol

08/16/2021 - 08/23/2021

Monitoring/Evaluation**Anticipated Output**

PBSI committee meetings; completion of staff training of PBSI; data collection of Tribe Cards; SIS/SWIS data

Increase in students by-in for Tribe Cards Increase in tribe cards earned Revamp SIS Discipline Reporting System.

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

PBIS Plan, Professional Development Time

yes

Action Steps**Anticipated Start/Completion Date**

PBIS Tribe Card Data Collection

08/23/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

PBSI committee meetings; completion of staff training of PBSI; data collection of Tribe Cards; SIS/SWIS data

Increase in students by-in for Tribe Cards Increase in tribe cards earned Revamp SIS Discipline Reporting System.

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

Data collection sheets

no

Action Plan: ATSI- Comprehensive School Planning

Action Steps**Anticipated Start/Completion Date**

I-Ready Diagnostic Assessments Administration (3 times or more per year)

08/23/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Data Team and Grade level staff will review student I-Ready scores and PSSA scores.

Increase scores and growth in student I-Ready scores and PSSA scores

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

I-Ready materials, passwords, computers

no



Action Steps**Anticipated Start/Completion Date**

Monthly Data Team Meetings for Review of Data and Current ASTI Plan

08/23/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Data Team and Grade level staff will review student I-Ready scores and PSSA scores.

Increase scores and growth in student I-Ready scores and PSSA scores

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

Data reports from various sources, plan requirements, access to PDE suite and Future Ready Comprehensive Planning System

no

Action Steps**Anticipated Start/Completion Date**

Monthly Data Team Meetings for Review of Data and Revision of ATSI Plan for the following year

08/23/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Data Team and Grade level staff will review student I-Ready scores and PSSA scores.

Increase scores and growth in student I-Ready scores and PSSA scores

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

Data reports from various sources, plan requirements, access to PDE suite and Future Ready Comprehensive Planning System

no

Action Steps**Anticipated Start/Completion Date**

Monthly Grade Level Data Collection Meetings

08/23/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Data Team and Grade level staff will review student I-Ready scores and PSSA scores.

Increase scores and growth in student I-Ready scores and PSSA scores

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

Data reports from various sources, templates

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Shamokin Area Intermediate School will implement school climate initiatives to achieve a 6% increase in attendance by June 2022. (Focus on IEP subgroup) (ATTEND)	Social Emotional Learning Program	7 Mindsets (SEL Program) or related training for Staff	08/16/2021 - 06/30/2022
Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2022. (Focus on IEP Subgroup) (PBIS)			
Data team meetings to complete the ATSI Plan for the following school year. Grade levels will meet monthly to analyze and discuss student progress and areas of weakness in behavior, academics, and attendance. Teachers will be involved in professional learning communities to determine solutions to foster student growth and achievement in all areas. (ATSI Planning)			
Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2022. (Focus on IEP Subgroup) (PBIS)	Positive School-wide Behavior Program	Annual Discussions about SIS/SWIS Discipline Options/Needs	06/30/2021 - 08/23/2021
Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2022. (Focus on IEP Subgroup) (PBIS)	Positive School-wide Behavior Program	Refresher on PBIS Discipline Protocol	08/16/2021 - 08/23/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
7 Mindsets (SEL Program) or Related Training	Shamokin Staff	SEL Curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion and Implementation of Training Topics	08/16/2021 - 10/30/2021	Curriculum Coordinator/Special Education Director

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Annual Discussions about SIS/SWIS Discipline Options/Needs	Shamokin Staff	Needs for upcoming year

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completed training and implementation	06/01/2021 - 08/23/2021	Mike Keefer Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

Refresher on PBIS Discipline Protocol

Shamokin Staff

Updated PBIS information will be shared

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

implementation of information shared

06/01/2021 - 08/23/2021

PBIS committee

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Stakeholders will be notified across the community about the priorities, measurable goals and evidence-based strategies outlined in our in our comprehensive plan as well as progress of implementation and achievement through our district webpage.	School Comprehensive ATSI plan	District Web page Made available upon request in district administration offices.	All stakeholders in the community and district; teachers, parents, students, community leaders, community business members, etc.	June 4, 2021 to June 30, 2022
