MCCASKEY CAMPUS

445 N Reservoir St

ATSI Title 1 School Plan | 2023 - 2024

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Karen Wynn	Director of Curriculum, Instruction, and Assessment	School District of Lancaster	kewynn@sdlancaster.org
James Weidemoyer	Master Scheduler	McCaskey High School	jaweidemoyer@sdlancaster.org
Allison Mummert	Exceptional Student Specialist	McCaskey High School	aamummert@sdlancaster.org
Keila Santos	Parent	School District of Lancaster	n/a
Beth Campagna	Special Education Coordinator	School District of Lancaster	bethcampagna@sdlancaster.org
Marie Byler	District Level Leaders	School District of Lancaster	mwbyler@sdlancaster.org
Amy Berger	Other	McCaskey High School	abberger@sdlancaster.org
Wilson Lopez	District Level Leaders	School District of Lancaster	wilsonlopez@sdlancaster.org
Brian McDonald	District Level Leaders	School District of Lancaster	btmcdonald@sdlancaster.org
Justin Reese	Principal	McCaskey High School	jlreese@sdlancaster.org
Jayden Rosario	Student	McCaskey High School	n/a
Matt Mandell	District Level Leaders	McCaskey High School	mhmandell@sdlancaster.org
Shirley Kensey	Teacher	McCaskey High School	slkensey@sdlancaster.org
Jed Burkholder	Teacher	McCaskey High School	jdburkholder@sdlancaster.org

Vision for Learning

McCaskey High School students are prepared, empowered and inspired to reach their full potential and contribute as respectful, responsible citizens of our global society.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Literature STAR scores met performance growth target.	No
Keystone Literature: All groups meet the growth standard.	Yes
Keystone - Biology: Increase in number of students taking Keystone.	No
Keystone: Literature Keystone Advanced and Proficient scores demonstrate growth and achievement well above expected growth through all subgroups.	Yes
Attendance: Student daily attendance shows significant improvement.	Yes
Implement an evidence-based system of school wide positive behavior interventions and supports	No
Provide frequent, timely, and systematic feedback and support on instructional practices	Yes
Align curricular materials and lesson plans to the PA Standards	Yes
Use multiple professional learning designs to support the learning needs of staff	No
Identify professional learning needs through analysis of a variety of data	No
Use of PLC and common data review for all courses.	Yes
Increase of students scoring advanced on Algebra Keystone.	No
Keystone - Biology: Increase in number of proficient scores.	No
Attendance: Improvement in daily attendance.	Yes
Future Ready Index - Four Year Graduation Cohort some student groups met the target.	No
Future Ready Index - Percent Career Standards Benchmark some student groups met the target.	No

Challenges

Challenge	Consideration In Plan
Keystone: Algebra - Student with disability subgroup well below growth target.	Yes
Attendance: Daily average attendance for student with disability subgroup significantly below school average.	Yes
Future Ready Index - Percent Career Standards - The ALL student group did not meet the interim goal/improvement target.	No
Math STAR: Students with disability subgroup makes up basic and below basic group.	No
NOCTI- Building Trades performance scores decreased.	No
NOCTI- Health Careers performance scores decreased.	No
Future Ready Index - Four Year Graduation Cohort - The ALL student group did not meet the interim goal/improvement target.	No
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	No
Identify and address individual student learning needs	Yes
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Yes
Students with disabilities subgroup makes up basic performance group.	Yes
Keystone Algebra: The students with disabilities group are well below the growth standard.	Yes
Keystone - Biology: Not meeting growth.	No
Attendance: Students identified with a disability demonstrate below average attendance.	Yes

Most Notable Observations/Patterns

Declining student with disability subgroup attendance is having a significant impact on student growth and achievement. Formative assessments are not serving as adequate predictors of performance on state assessments for students with disabilities...

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Keystone Literature: All groups meet the growth standard.	While students are meeting the growth standard for Literature, formative assessments are not serving as a predictor of student proficiency on the Keystone.
Keystone: Literature Keystone Advanced and Proficient scores demonstrate growth and achievement well above expected growth through all subgroups.	What was done differently that can be directly related to this improvement?
Attendance: Student daily attendance shows significant improvement.	
Provide frequent, timely, and systematic feedback and support on instructional practices	
Align curricular materials and lesson plans to the PA Standards	
Use of PLC and common data review for all courses.	
Attendance: Improvement in daily attendance.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Keystone: Algebra - Student with disability subgroup well below growth target.	Students who are in the disability subgroup are not receiving differentiation and individualized intervention at the appropriate level of need.	No	
Attendance: Daily average attendance for student with disability subgroup significantly below school average.	Students who are in the disability subgroup are not receiving individualized attendance and positive behavior support/intervention at the appropriate level of need.	No	

Identify and address individual student learning needs		Yes	If the school identifies individual student needs, of students with IEPs in Math and ELA, and identifies differentiated support for learners, then student growth and achievement will increase.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		Yes	If the school uses a variety of assessments to monitor student with IEPs in Math and ELA, learning, then targeted instruction will be provided and student growth and achievement will increase.
Students with disabilities subgroup makes up basic performance group.		No	
Keystone Algebra: The students with disabilities group are well below the growth standard.		No	
Attendance: Students identified with a disability demonstrate below average attendance.		No	

Goal Setting

Priority: If the school identifies individual student needs, of students with IEPs in Math and ELA, and identifies differentiated support for learners, then student growth and achievement will increase.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 1, 2024, 65% of students with an IEP who are participating in grade level core instruction in Communication Arts will demonstrate a typical year of growth as measured by the STAR assessment.	ELA Growth	By September 30, 2023, 16% of students with an IEP who are participating in grade level core instruction in Communication Arts will be on track for a typical year of growth as measured by the STAR assessment.	By December 31, 2023, 32% of students with an IEP who are participating in grade level core instruction in Communication Arts will be on track for a typical year of growth as measured by the STAR assessment.	By March 31, 2024, 48% of students with an IEP who are participating in grade level core instruction in Communication Arts will be on track for a typical year of growth as measured by the STAR assessment.	By June 1, 2024, 65% of students with an IEP who are participating in grade level core instruction in Communication Arts will demonstrate a typical year of growth as measured by the STAR assessment.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 on one Communication Arts common assessment over the course of the year.	ELA Achievement	By September 30, 2023, 12% of students with an IEP will achieve a minimum score of 2 on one Communication Arts common assessment over the course of the year.	By December 31, 2023, 25% of students with an IEP will achieve a minimum score of 2 on one Communication Arts common assessment over the course of the year.	By March 31, 2024 37% of students with an IEP will achieve a minimum score of 2 on one Communication Arts common assessment over the course of the year.	By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 on one Communication Arts common assessment over the course of the year.
Essential Practices 1: Focus on Continuous Improvement of Instruction						

Priority: If the school uses a variety of assessments to monitor student with IEPs in Math and ELA, learning, then targeted instruction will be provided and student growth and achievement will increase.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 1, 2024, 65% of students with an IEP who are participating in grade level core instruction in Algebra will demonstrate a typical year of growth as measured by the STAR assessment.	Math Growth	By September 30, 2023, 16% of students with an IEP who are participating in grade level core instruction in Algebra will be on track for a typical year of growth as measured by the STAR assessment.	By December 31, 2023, 32% of students with an IEP who are participating in grade level core instruction in Algebra will be on track for a typical year of growth as measured by the STAR assessment.	By March 31, 2024, 48% of students with an IEP who are participating in grade level core instruction in Algebra will be on track for a typical year of growth as measured by the STAR assessment.	By June 1, 2024, 65% of students with an IEP who are participating in grade level core instruction in Algebra will demonstrate a typical year of growth as measured by the STAR assessment.
	By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year.	Algebra Achievement	By September 30, 2023 12% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year.	By December 31, 2023 25% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year.	By March 31st, 2024 35% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year.	By the end of the year, 50% of students with an IEP will achieve a minimum score of 2 on one Algebra common assessment over the course of the year.

Action Plan

Action Plan for: Teacher Credibility (potential to considerably accelerate)					

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
• ELA Growth • ELA Achievement		Students receiving special education services who are placed with high performing teachers will demonstrate accelerated growth and achievement as measured by the STAR Reading assessment.		Quarterly evaluation through grades, common assessments, STAR Reading and Keystone Data. This is completed through educators and case managers.	

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Identify students receiving special education services who have low Literature Keystone projections, attendance concerns, and or grades below a C- who may benefit from co-taught core ELA instruction.	08/22/2023	09/01/2023	Case Manager	Student Data	No
Review and modify individualized education plans (IEPs). IEPs should be customized to address each student's unique ELA needs through placement with high performing educators and should include measurable goals.	08/01/2023	09/01/2023	Case Manager	Student Data	No
Provide professional development to staff, related to students with special needs, using evidence-based practices in ELA. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs.	08/14/2023	10/11/2023	Instructional Coaches, District Coaches, Administrators.	Co-Teaching Materials, Individual and Group Coaching, Data Access.	Yes
Provide targeted instruction using evidence-based practices in ELA to identified students with special needs. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs.	08/22/2023	05/31/2024	Teachers	Curriculum, assessments, resources related to instruction.	No
Assess students quarterly using STAR Reading assessment to monitor growth and achievement toward grade level proficiency. Use data to make informed decisions about instructional practices and to adjust instruction as needed.	08/22/2023	05/31/2024	Educators	Curriculum, assessments, resources related to instruction.	No

Ensure that students with special needs in ELA receive the accommodations and modifications outlined in their IEPs. These might include assistive technology, additional time for tests, or modified assignments.	08/22/2023	05/31/2024	Educators	Curriculum, assessments, resources related to instruction.	No
Engage families in the special education process and provide regular updates on their child's progress in ELA. Encourage families to participate in IEP meetings and to be active partners in their child's education.	08/22/2023	05/31/2024	Case Manager	Student data and communicative tools.	No
Place identified students in ELA classes co-taught by teachers whose historic PVAAS scores are greater than 2.0 and certified special education teachers.	08/01/2023	08/25/2023	Master Scheduler	student transcripts, IEPs, PVAAS data, Synergy	No
Engage high performing exemplar presenters in multi-modal forms of education to engage with staff and students to provide best practices in achievement.	08/22/2023	05/31/2024	Principal	Title 1 Funding	Yes

Action Plan for: Teacher Credibility (potential to considerably accelerate)		

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Math Growth • Algebra Achievement	Students receiving special education services who are placed with high performing teachers will demonstrate accelerated growth and achievement as measured by the STAR Math assessment.	Quarterly evaluation through grades, standard assessments, and Keystone Data. This is completed through educators and case managers.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Identify students receiving special education services who have low Literature Keystone projections, attendance concerns, and or grades below a C- who may benefit from co-taught core Math instruction.	08/14/2023	09/01/2023	Case Manager	Student Data	No
Review and modify individualized education plans (IEPs). IEPs should be customized to address each student's unique Algebra needs through placement with high performing educators and should include measurable goals.	08/01/2023	09/01/2023	Case Manager	Student Data	No
Provide professional development to staff, related to students with special needs, using evidence-based practices in Algebra. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs.	08/22/2023	05/31/2024	Instructional Coaches/Administrators	Professional Development Resources	Yes
Provide targeted instruction using evidence-based practices in Algebra to identified students with special needs. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs.	08/22/2023	05/31/2024	Teachers	Curriculum and Instruction Resources	No
Assess students quarterly using STAR Math assessment to monitor growth and achievement toward grade level proficiency. Use data to make informed decisions about instructional practices and to adjust instruction as needed.	08/22/2023	05/31/2024	Educators	Instructional Resources	No
Ensure that students with special needs in Algebra receive the accommodations and	08/22/2023	05/31/2024	Educators	Instructional Resources	No

modifications outlined in their IEPs. These might include assistive technology, additional time for tests, or modified assignments.					
Engage families in the special education process and provide regular updates on their child's progress in Algebra. Encourage families to participate in IEP meetings and to be active partners in their child's education.	08/22/2023	05/31/2024	Case Manager	Student data and communicative tools.	No
Place identified students in Algebra classes co-taught by teachers whose historic PVAAS scores are greater than 2.0 and certified special education teachers.	08/01/2023	08/25/2023	Master Scheduler	student transcripts, IEPs, PVAAS data, Synergy	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Teacher Credibility (potential to considerably accelerate)	• Provide professional development to staff, related to students with special needs, using evidence-based practices in ELA. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs. • Engage high performing exemplar presenters in multi-modal forms of education to engage with staff and students to provide best practices in achievement.
Teacher Credibility (potential to considerably accelerate)	• Provide professional development to staff, related to students with special needs, using evidence-based practices in Algebra. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs.

Professional Development Activities

ELA						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Provide professional development to staff, related to students with special needs, using evidence-based practices in ELA. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs.	ELA and special education teachers	small group instruction, differentiated instruction, co-teaching, reading strategies for highly effective readers	lesson plans, formal and informal observation increased student growth and achievement on common assessments, STAR Reading assessment, Keystone Literature Assessment	Instructional coaches, District coaches, Coordinator of Secondary ELA	08/14/2023	05/08/2024

Learning Formats			
Type of Activities	**Frequency**	**Observation and Practice Framework Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
In-service day	4 times yearly	• 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

Algebra						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Provide professional development to staff, related to students with special needs, using evidence-based practices in Algebra. This will include, but not be limited to, small group instruction, differentiated instruction, or specialized programs.	Math and special education teachers	small group instruction, differentiated instruction, co-teaching, math strategies for highly effective learners	lesson plans, formal and informal observation increased student growth and achievement on common assessments, STAR Math assessment, Keystone Algebra Assessment	Instructional Coaches, District Coaches, Coordinator for Secondary STEM	08/14/2023	05/08/2024

Learning Formats			
Type of Activities	**Frequency**	**Observation and Practice Framework Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
In-service day	4 times yearly	• 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings