

## **PEN ARGYL AREA HS**

501 W Laurel Ave

ATSI non-Title 1 School Plan | 2021 - 2022

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### **VISION FOR LEARNING**

All stakeholders within the Pen Argyl Area School District are united in a common commitment to challenge students as independent learners and thinkers in an effort to ensure that students are college, career, and community ready. Through rigorous and measurable expectations for achievement and growth, all special education students will be challenged through the attainment of their individual growth goals while progressing on grade-level standards.

## STEERING COMMITTEE

Name	Position	Building/Group
Robert Rutt	School Board President	Pen Argyl Area School District
Lisa Hackman	School Board Member	Pen Argyl Area School District
Heather Hahn	School Board Member	Pen Argyl Area School District
Wally Schlegel	Superintendent	Pen Argyl Area School District
Greg Freeman	District Level Leaders	Pen Argyl Area School District
Tricia Viglione	Supervisor of Special Education	Pen Argyl Area School District
David Domchek	Principal	Pen Argyl Area High School
Jessica Goyette	Teacher	Pen Argyl Area High School
Spring Shank	Teacher	Pen Argyl Area High School
Robert Pipech	Teacher	Pen Argyl Area High School
Lisa Fable	Special Education Teacher	Pen Argyl Area High School
Beth Snyder	Special Education Teacher	Pen Argyl Area High School
Carson Engler	Student	Pen Argyl Area High School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Ryan Werner	Student	Pen Argyl Area High School
Makenna Gill	Student	Pen Argyl Area High School
Ryleigh Hughes	Student	Pen Argyl Area High School
Suzanne Engler	Parent/Business Owner	Pen Argyl Area School District
Mike Engler	Parent	Pen Argyl Area School District
Adrienne Fors	Community Member	Waste Management
Pam Dewar	Parent	Pen Argyl Area School District
Michelle Hughes	Parent	Pen Argyl Area School District
Anne-Marie Weaver	Administrative Assistant	Pen Argyl Area High School
Kelli Coppolella	Parent	Pen Argyl Area School District

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Consistently implement a system of support services for the early identification of students with a high number of absences to proactively intervene so students graduate on time.	Regular Attendance
Consistently implement a system of support services for the early identification of students struggling academically to proactively intervene so students graduate on time.	Graduation rate

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Quarterly Absence Reports	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	75% of Students with Disabilities will meet the performance standard for regular attendance at the end of the 2021/2022 school year.
Graduation Rate	75% of Students with Disabilities will meet the grade level credit requirements at the end of the 2021/2022 school year to move on to the next grade level or graduate.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Run quarterly attendance reports identifying students with disabilities that have equal to or greater than 4 excused or unexcused absences	2021-08-30 - 2022-05-31	Assistant Principal	Skyward

### Anticipated Outcome

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

### Monitoring/Evaluation

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

### Evidence-based Strategy

Student Assistance Program

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	75% of Students with Disabilities will meet the performance standard for regular attendance at the end of the

Goal Nickname	Measurable Goal Statement (Smart Goal)
	2021/2022 school year.
Graduation Rate	75% of Students with Disabilities will meet the grade level credit requirements at the end of the 2021/2022 school year to move on to the next grade level or graduate.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Submit a quarterly SAP referral to the Student Assistance Program for students with disabilities with greater than or equal to 4 or more absences or failing 2 or more courses.	2021-08-30 - 2022-05-31	Teachers, Guidance Counselors, Administrators	SAP Referral Form

**Anticipated Outcome**

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

**Monitoring/Evaluation**

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.



## Evidence-based Strategy

Student Assistance Program Intervention Plan

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Attendance

75% of Students with Disabilities will meet the performance standard for regular attendance at the end of the 2021/2022 school year.

Graduation Rate

75% of Students with Disabilities will meet the grade level credit requirements at the end of the 2021/2022 school year to move on to the next grade level or graduate.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Connect the referred student with with disabilities to a member of the SAP team for weekly check ins or continue monitoring if the student that already has a SAP team member assigned to them.

2021-08-30 -  
2022-05-31

SAP Team  
Leader

SAP Team Member

## Anticipated Outcome

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

## Monitoring/Evaluation

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

### Evidence-based Strategy

Student Absence Intervention Plan (SAIP)

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Graduation Rate	75% of Students with Disabilities will meet the grade level credit requirements at the end of the 2021/2022 school year to move on to the next grade level or graduate.
Attendance	75% of Students with Disabilities will meet the performance standard for regular attendance at the end of the 2021/2022 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Complete a Student Absence Intervention Plan (SAIP) for students with four or more absences.	2021-08-30 - 2022-05-31	Assistant Principal and Lehigh County School Truancy Officer	SAIP Form

### Anticipated Outcome

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes.



Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

**Monitoring/Evaluation**

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

**Evidence-based Strategy**

Counseling Support Systems

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Graduation Rate	75% of Students with Disabilities will meet the grade level credit requirements at the end of the 2021/2022 school year to move on to the next grade level or graduate.
Attendance	75% of Students with Disabilities will meet the performance standard for regular attendance at the end of the 2021/2022 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Offer and support the students with disabilities	2021-08-30 -	SAP Team	Intermediate Unit 20 Lehigh County Center for

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
counseling and mentorship opportunities.	2022-05-31		Humanistic Change Valley Youth House

### Anticipated Outcome

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

### Monitoring/Evaluation

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### Evidence-based Strategy

Academic Support

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	75% of Students with Disabilities will meet the performance standard for regular attendance at the end of the 2021/2022 school year.

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

Graduation Rate

75% of Students with Disabilities will meet the grade level credit requirements at the end of the 2021/2022 school year to move on to the next grade level or graduate.

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

Provide the opportunity for additional academic support during resource periods throughout the school day or Activity Period for students with disabilities that have greater than or equal to 4 or more absences or failing 1 or more courses.

2021-08-30 -  
2022-05-31

Principal

Regular and Special  
Education Teachers**Anticipated Outcome**

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

**Monitoring/Evaluation**

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of Students with Disabilities will meet the performance standard for regular attendance at the end of the 2021/2022 school year. (Attendance)	Student Assistance Program	Submit a quarterly SAP referral to the Student Assistance Program for students with disabilities with greater than or equal to 4 or more absences or failing 2 or more courses.	08/30/2021 - 05/31/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of Students with Disabilities will meet the grade level credit requirements at the end of the 2021/2022 school year to move on to the next grade level or graduate. (Graduation Rate)	Counseling Support Systems	Offer and support the students with disabilities counseling and mentorship opportunities.	08/30/2021 - 05/31/2022
75% of Students with Disabilities will meet the performance standard for regular attendance at the end of the 2021/2022 school year. (Attendance)			

## 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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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Provide frequent, timely, and systematic feedback and support for instructional practices.

Essential Practice #11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially emotionally, intellectually, and physically.

Increased focus on the transition part of the IEP.

Representatives from colleges and universities, and the military visit our school on a consistent basis. Local businesses come to the school to speak to classes about careers.

College & Career fairs take place at our school and we provide students with information to attend college & career fairs in surrounding school districts.

Differentiated Instruction & Reading Apprenticeship professional development.

1 to 1 Google Chromebook program.

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

### Challenges

Identify and address individual student learning needs.

Increase in dual enrollment opportunities.

Job shadowing program.

Additional special education teachers.

Additional instructional aides.

Continuously monitor implementation of the school improvement plan and adjust as needed

Limited amount of planning time with regular education teacher.

Increased consistency in scheduling to foster a sustained co-teaching partnership.

Limited amount of planning time with regular education teacher.

Increased consistency in scheduling to foster a sustained co-teaching partnership.

Limited amount of planning time with regular education teacher.



## Strengths

emotionally, intellectually and physically

Implement evidence-based strategies to engage families to support learning

Regular and special education teachers are provided with specific data from the previous years Keystone exam broken down by standard and anchor in order to recognize areas of concern in order to drive instructional decision making. Students are administered a benchmark exam at the start of the school year which is compared to the students who took the Keystone exam from the previous year to analyze their current student areas in need of improvement to the prior year. A second benchmark exam is provided in January and compared to the September exam. A third exam is administered in March compared the the two prior exams after which instruction targets areas in need of improvement in preparation for the upcoming Keystone exam.

Cross curricular learning communities are put into place to evaluate needs, goals and shared parameters for use in the classroom to support the needs of students with disabilities.

Keystone remediation is very successful as demonstrated in the growth of our students with disabilities when retested.

Regular and special education teachers are provided with specific data from the previous years Keystone exam broken down by standard and anchor in order to recognize areas of concern in

## Challenges

Increased consistency in scheduling to foster a sustained co-teaching partnership.

## Strengths

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order to drive instructional decision making. Students are administered a benchmark exam at the start of the school year which is compared to the students who took the Keystone exam from the previous year to analyze their current student areas in need of improvement to the prior year. A second benchmark exam is provided in January and compared to the September exam. A third exam is administered in March compared the the two prior exams after which instruction targets areas in need of improvement in preparation for the upcoming Keystone exam.

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## Strengths

two prior exams after which instruction targets areas in need of improvement in preparation for the upcoming Keystone exam.

Cross curricular learning communities are put into place to evaluate needs, goals and shared parameters for use in the classroom to support the needs of students with disabilities.

Keystone remediation is very successful as demonstrated in the growth of our students with disabilities when retested.

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## Most Notable Observations/Patterns

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## Challenges

## Discussion Point

## Priority for Planning

Identify and address individual student learning needs.

Delay in response time and intervention for students with a high number of absences or failing grades Limited common planning time between regular and special education teachers in co-taught and regular education classes. Lack of specially designed instruction support between the special and regular education teacher in co-taught and regular education classes. Limited time for the case managers of special education students to meet.

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

Limited amount of planning time with regular education teacher.

Increased consistency in scheduling to foster a sustained co-teaching partnership.

Continuously monitor implementation of the school improvement plan and adjust as needed

Limited amount of planning time with regular education teacher.

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

Increased consistency in scheduling to foster a sustained co-teaching partnership.

Limited amount of planning time with regular education teacher.

Increased consistency in scheduling to foster a sustained co-teaching partnership.

## ADDENDUM B: ACTION PLAN

### Action Plan: Quarterly Absence Reports

Action Steps	Anticipated Start/Completion Date
Run quarterly attendance reports identifying students with disabilities that have equal to or greater than 4 excused or unexcused absences	08/30/2021 - 05/31/2022
Monitoring/Evaluation	Anticipated Output
Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.	Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.
Material/Resources/Supports Needed	PD Step
Skyward	no
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## Action Plan: Student Assistance Program

Action Steps	Anticipated Start/Completion Date
Submit a quarterly SAP referral to the Student Assistance Program for students with disabilities with greater than or equal to 4 or more absences or failing 2 or more courses.	08/30/2021 - 05/31/2022
Monitoring/Evaluation	Anticipated Output
Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.	Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.
Material/Resources/Supports Needed	PD Step
SAP Referral Form	yes
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## Action Plan: Student Assistance Program Intervention Plan

Action Steps	Anticipated Start/Completion Date
Connect the referred student with with disabilities to a member of the SAP team for weekly check ins or continue monitoring if the student that already has a SAP team member assigned to them.	08/30/2021 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.	Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

Material/Resources/Supports Needed	PD Step
SAP Team Member	no





## Action Plan: Student Absence Intervention Plan (SAIP)

Action Steps	Anticipated Start/Completion Date
Complete a Student Absence Intervention Plan (SAIP) for students with four or more absences.	08/30/2021 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.	Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

Material/Resources/Supports Needed	PD Step
SAIP Form	no



## Action Plan: Counseling Support Systems

Action Steps	Anticipated Start/Completion Date
Offer and support the students with disabilities counseling and mentorship opportunities.	08/30/2021 - 05/31/2022
Monitoring/Evaluation	Anticipated Output
Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.	Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.
Material/Resources/Supports Needed	PD Step
Intermediate Unit 20 Lehigh County Center for Humanistic Change Valley Youth House	yes
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## Action Plan: Academic Support

### Action Steps

### Anticipated Start/Completion Date

Provide the opportunity for additional academic support during resource periods throughout the school day or Activity Period for students with disabilities that have greater than or equal to 4 or more absences or failing 1 or more courses.

08/30/2021 - 05/31/2022

### Monitoring/Evaluation

### Anticipated Output

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

Attendance: Decrease in the number of excused and unexcused absences. Increase in the number of students passing all of their classes. Increase in the number of students graduating on time. Increased proficiency for students with disabilities on the Keystone Exams all of which will be compared and analyzed to the 2020.2021 academic year. Graduation Rate: Increase in the number of students graduating.

### Material/Resources/Supports Needed

### PD Step

Regular and Special Education Teachers

no





## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of Students with Disabilities will meet the grade level credit requirements at the end of the 2021/2022 school year to move on to the next grade level or graduate. (Graduation Rate)	Student Assistance Program	Submit a quarterly SAP referral to the Student Assistance Program for students with disabilities with greater than or equal to 4 or more absences or failing 2 or more courses.	08/30/2021 - 05/31/2022
75% of Students with Disabilities will meet the performance standard for regular attendance at the end of the 2021/2022 school year. (Attendance)	Counseling Support Systems	Offer and support the students with disabilities counseling and mentorship opportunities.	08/30/2021 - 05/31/2022



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Student Assistance Program Process and Student Absence Intervention Plan	High School Faculty and Staff	Observable behaviors that would support submitting a SAP referral. How to submit a SAP referral. The SAP process once a referral is submitted. The SAP Mentoring Program. When and how the High School and Lehigh County intervene when a student with disabilities has greater than or equal to 4 absences.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
SAP Referrals	08/30/2021 - 08/30/2021	Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
Counseling and Mentoring	High School Faculty and Staff	Explanation of the counseling services provided by the Colonial Intermediate 20, Lehigh County, Center for Humanistic Change, and Valley Youth House.

**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

Submitted SAP Referrals

08/30/2021 - 08/30/2021

Guidance Counselors

**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

4e: Growing and Developing Professionally

Teaching Diverse Learners in an Inclusive Setting



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Display A-TSI plan on District website	Ensure that all stakeholders have an opportunity to view the plan and provide feedback.	District Website	All District Stakeholders	5/3/2021 through 6/22/2021
Presentation to the School Board of Directors	Explain the steps that will be implemented to increase our graduation rate for students with disabilities to the established State requirement.	School Board Meeting	School Board of Directors and Superintendent	June of 2021
In person meeting with people with specific responsibilities in the plan	Explain in detail to the people who have specific roles & responsibilities for the implementation of the plan.	In Person Meeting	Presentation to the Assistant Principal, Guidance Counselors, Student Assistance Program Team Leader, and Attendance Secretary	July of 2021
Inform the High School Faculty and Staff	Explain the steps that will be implemented to increase our attendance and graduation rate for students with disabilities to the established State requirement, as well as their roles & responsibilities.	In Person Meeting	High School Faculty and Staff	August of 2021

