# WILLIAM ALLEN HS

106 N 17th St

CSI School Plan | 2023 - 2024

# Steering Committee

| **Name** | **Position/Role** | **Building/Group/Organization** | **Email** |
| --- | --- | --- | --- |
| Brett Keeble | Assistant Principal | William Allen High School | keebleb@allentownsd.org |
| Nicole Leskosky | Department Chair (Science) | William Allen High School | leskoskyn@allentownsd.org |
| Frank Magee | Teacher | Allentown School District | mageef@allentownsd.org |
| Melissa Smith | District Level Leaders | Allentown School District | smithm@allentownsd.org |
| Brian Siket | District Level Leaders | Allentown School District | siketb@allentownsd.org |
| Tracey Fountain | Other | Allentown School District | fountaint@allentownsd.org |
| Jillian Williams | Teacher | Allentown School District | williamsj@allentownsd.org |
| Crystal Sterner | Teacher | Allentown School District | sternerc@allentownsd.org |
| Yailyn Sostre | Teacher | Allentown School District | sostrey@allentownsd.org |
| April Davis | Other | Allentown School District | davida@allentownsd.org |
| Allison Fritchman | Teacher | Allentown School District | fritchmana@allentownsd.org |
| Jennifer Defrain | Teacher | Allentown School District | defrainj@allentownsd.org |
| Amanda Gogle | Teacher | Allentown School District | goglea@allentownsd.org |
| Sandra Rex | Teacher | Allentown School District | rexs@allentownsd.org |
| Tracy Rabenold | Teacher | Allentown School District | rabenoldt@allentownsd.org |
| Peter Iles | Teacher | Allentown School District | ilesp@allentownsd.org |
| Connie Ganey | Teacher | Allentown School District | ganeyc@allentownsd.org |
| Michelle Bruno | Teacher | Allentown School District | brunom@allentownsd.org |
| Ann Segan | Teacher | Allentown School District | segana@allentownsd.org |
| Kate Long | Principal | Allentown School District | longk@allentownsd.org |
| Cynthia Guinn | Other | Allentown School District | guinnc@allentownsd.org |
| Jhohana Morales | Student | Allentown School District | 400651@allentownsd.org |
| Xykieya Blakey | Student | Allentown School District | 408502@allentownsd.org |
| Cathy Martinez | Parent | Allentown School District | cepm1154@gmail.com |
| Dr. Carol Birks | Chief School Administrator | Allentown School District | birksc@allentownsd.org |
| Emily Martinez | Student | Allentown School District | 1266610@allentownsd.org |
| Randy Buck | District Level Leaders | Allentown School District | buckr@allentownsd.org |
| Diaja Blakey | Parent | Allentown School District | blakeydiaja@gmail.com |
| Paul Williams | Community Member | Miers Insurance | pwilliams@miersinsurance |
| Lee Butz | Community Member | Butz Construction | lee@butz.com |

# Vision for Learning

Vision - Each and every student, with the active support of the entire community, will graduate ready to thrive in a diverse and complex world.Mission - Each and every student will graduate college and career ready by having their individual needs met through active engagement in a rigorous, safe and nurturing learning environment.

# Summary Of Strengths and Challenges

## Strengths

| **Strength** | **Consideration In Plan** |
| --- | --- |
| Academic Growth Score is 78. Positive student/teacher relationships; meet individual student needs both academically and socio-emotionally; active student engagement; increased community support; increased parent communication; improve culturally relevant competencies; increase involvement in sports/arts/extra curricular activities. | Yes |
| All subgroups mentioned above showed increases in Regular Attendance rates. | Yes |
| All subgroups mentioned above showed increases in Graduation Rates. | Yes |
| The Graduation Rate of Black Students is 73.4% which is higher than the All student group rate of 73.2%. | Yes |
| Content Specific CDTs | No |
| AP/DE courses | No |
| Classroom environments are generally calm, safe, and positive | No |
| Our Academic Growth Measure in ELA is currently 78. | Yes |
| Offer multiple Advanced Placement and Dual Enrollment courses | Yes |
| We use Career Readiness resources for students to complete career-focused activities and house artifacts. | No |
| The Workforce Board Lehigh Valley Employability Skills Elective was included in the Program of Studies. | No |
| Career Education and Work (CEW) Standards have been distributed among all departments and adopted by all teachers to provide students access to the skills needed for college and career readiness. | No |
| WAHS has a vision for learning that can continue to be utilized. | Yes |
| WAHS has numerous community partnerships that are positively utilized to support students academically and socio-emotionally. | Yes |
|  | No |
| STAR Math Growth data is 50. Offer tutoring to students after school. Positive student/teacher relationships; meet individual student needs both academically and socio-emotionally; active student engagement; increased community support; increased parent communication; improve culturally relevant competencies; increase involvement in sports/arts/extra curricular activities. | Yes |
| An emphasis was placed on student-centered supports through use of the Communication Management Tool in Sapphire, monthly SEL activities, and the various student-driven clubs and activities. | No |
| Offer Advance Placement Courses and Dual-Enrollment Courses | No |
| Varied math courses are offered to support students in order to fill in gaps | No |
| Offer Advance Placement Courses and Dual-Enrollment Courses | No |
| Curriculum overhaul/Course sequence change | No |
| Use career-appropriate software for career exploration and career opportunities. Career skill-building real-life job opportunities. | No |
| Implemented a district-wide student internship initiative. | No |
| Hispanic students scoring proficient or advanced on their Literature Keystone increased from 5.9% in the 2020-2021 school year to 28.2% in the 2021-2022 school year. | No |
| The graduation rate for English Learners is 61.3% and meets the school target. | No |

## Challenges

| **Challenge** | **Consideration In Plan** |
| --- | --- |
| All student group proficiency in ELA is 31.3% | Yes |
| All student group proficiency in Math is 14.2%. | Yes |
| All student group proficiency in Science is 5.4% | Yes |
| English Language Growth and Attainment is 5.7%. | Yes |
| The Graduation Rate continues to be an area of concern with our current rate of 66.3% | Yes |
| Only 78% of our students met the Career Standards Benchmark in 2021-2022. The goal is 98%. | No |
| Inconsistent school-wide implementation of SmartFutures. | No |
| Math Proficiency Rating is 20.5% | No |
| Literacy challenges extend to Mathematics content. | No |
| Promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. | Yes |
| Need for more effective implementation of differentiated instruction to address student learning needs. | Yes |
| Poor teacher attendance and vacant teaching positions have hindered student access to regular quality instruction in some classrooms. | No |
| 31.3% of students are Proficient or Advanced. STAR Reading Benchmark #3 PROFICIENCY Data ALL - (need %) | No |
| Lack of rigorous instruction and opportunities for meaningful critical thinking engagement. Lack of collaborative, structured time for staff to reflect on their practice, analyze data, share best practices, and co-plan. | Yes |
| The Regular Attendance Rate of Students Considered Economically Disadvantaged is 56.8%. | Yes |
| Proficiency rates on the STAR Benchmark assessments continue to be very low for our subgroups. | Yes |
| The Regular Attendance Rate of Students with Disabilities is 54.9%. The Graduation Rate of Students with Disabilities is 54.9%. | Yes |
| All subgroups had a decrease in attendance. | Yes |
| The Regular Attendance Rate of Hispanic and Black Students significantly decreased. | Yes |
| Science Proficiency Rating is below state average. | No |
| Literacy challenges extend to Science content. | No |
| Literacy across all content areas continues to be a challenge. | No |
| Classroom attendance and increase daily attendance; lack of consistency in instructional expectations; language barriers; background knowledge due to scheduling; lack of qualified teachers | Yes |
| Classroom attendance and increase daily attendance; lack of consistency in instructional expectations; language barriers; background knowledge due to scheduling; lack of qualified teachers; staff shortage | No |
| Lack of rigorous instruction and opportunities for meaningful critical thinking engagement. Lack of collaborative, structured time for staff to reflect on their practice, analyze data, share best practices, and co-plan. | No |
| New curriculum/STEELS standards. Change will be a short term challenge, but long term strength | No |
| Lack of PLC time. Lack of consistency/coherence in instructional strategies. | No |
| All Student Group Regular Attendance is 38.8%. | No |
| Lack of stable leadership at all levels has negatively impacted our district/school and all those within. | No |
| Student results on the School Climate Survey SEL average domain score data is 2.38 | Yes |

## Most Notable Observations/Patterns

# Analyzing Strengths and Challenges

## Strengths

| **Strength** | **Discussion Points** |
| --- | --- |
| Academic Growth Score is 78. Positive student/teacher relationships; meet individual student needs both academically and socio-emotionally; active student engagement; increased community support; increased parent communication; improve culturally relevant competencies; increase involvement in sports/arts/extra curricular activities. |  |
| All subgroups mentioned above showed increases in Regular Attendance rates. |  |
| All subgroups mentioned above showed increases in Graduation Rates. |  |
| The Graduation Rate of Black Students is 73.4% which is higher than the All student group rate of 73.2%. |  |
| Our Academic Growth Measure in ELA is currently 78. |  |
| Offer multiple Advanced Placement and Dual Enrollment courses |  |
| WAHS has a vision for learning that can continue to be utilized. |  |
| WAHS has numerous community partnerships that are positively utilized to support students academically and socio-emotionally. |  |
| STAR Math Growth data is 50. Offer tutoring to students after school. Positive student/teacher relationships; meet individual student needs both academically and socio-emotionally; active student engagement; increased community support; increased parent communication; improve culturally relevant competencies; increase involvement in sports/arts/extra curricular activities. |  |

## Challenges

| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| --- | --- | --- | --- |
| All student group proficiency in ELA is 31.3% |  | Yes | If we focus on a continuous cycle of improvement of instruction, student academic achievement will increase. |
| All student group proficiency in Math is 14.2%. |  | Yes | If we focus on a continuous cycle of improvement of instruction, student academic achievement will increase. |
| All student group proficiency in Science is 5.4% |  | No |  |
| English Language Growth and Attainment is 5.7%. |  | No |  |
| The Graduation Rate continues to be an area of concern with our current rate of 66.3% |  | Yes | If we implement a multi-tiered system of supports for academics and behavioral improvement, we can identify and address individual student learning needs. |
| Promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. |  | No |  |
| Need for more effective implementation of differentiated instruction to address student learning needs. |  | No |  |
| Lack of rigorous instruction and opportunities for meaningful critical thinking engagement. Lack of collaborative, structured time for staff to reflect on their practice, analyze data, share best practices, and co-plan. |  | No |  |
| The Regular Attendance Rate of Students Considered Economically Disadvantaged is 56.8%. |  | No |  |
| Proficiency rates on the STAR Benchmark assessments continue to be very low for our subgroups. |  | No |  |
| The Regular Attendance Rate of Students with Disabilities is 54.9%. The Graduation Rate of Students with Disabilities is 54.9%. |  | No |  |
| All subgroups had a decrease in attendance. |  | No |  |
| The Regular Attendance Rate of Hispanic and Black Students significantly decreased. |  | No |  |
| Classroom attendance and increase daily attendance; lack of consistency in instructional expectations; language barriers; background knowledge due to scheduling; lack of qualified teachers |  | Yes | If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in schools socially, emotionally, intellectually, and physically, attendance and students' sense of belonging will increase. |
| Student results on the School Climate Survey SEL average domain score data is 2.38 |  | No |  |

# Goal Setting

| **Priority:** If we focus on a continuous cycle of improvement of instruction, student academic achievement will increase. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| English Language Arts | By the end of the 2023-2024 school year, benchmark assessment will increase from 17.6% to 33.6%. This is an overall increase of 16% from the 2022-2023 school year's actual Spring Benchmark. For the 2022-2023, 12.34% of the students scored Proficient or Advanced on the Literature Keystone Exam. For the end of the 2023-2024 school year, our growth target is for for 24.34% of students will score Proficient or Advanced on the Literature Keystone exam which is a 12% increase. Increase the number of students passing English 2 by 12% from previous year. | Increase benchmark ELA Proficiency | Benchmark: Increase to 21.6% | Benchmark: Increase to 25.6% | Benchmark: Increase to 29.6% | Benchmark: Increase to 33.6%Literature Keystone: Increase to 24.34%. |
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| **Priority:** If we focus on a continuous cycle of improvement of instruction, student academic achievement will increase. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Mathematics | At the end of the 2022-2023 school year, Benchmark Math was 14%. This year, each quarter the benchmark proficiency will increase 4% with an overall increase of 16%. For the 2022-2023, 1.28% of the students scored Proficient or Advanced on the Algebra I Keystone Exam. For the end of the 2023-2024 school year, our growth target is for for 13.28% of our students will score Proficient or Advanced on the Algebra I Keystone exam which is a 12% increase. Increase the number of students passing Algebra 1 by 12% from previous year. | Increase Benchmark Math Proficiency | Benchmark: Increase to 18% | Benchmark: Increase to 22% | Benchmark: Increase to 26% | Benchmark: Increase to 30%Algebra 1 Keystone: Increase to 13.28%. |
|  |  |  |  |  |  |  |

| **Priority:** If we implement a multi-tiered system of supports for academics and behavioral improvement, we can identify and address individual student learning needs. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| English Language Growth and Attainment | In the 22-23 school year 59% of students met or exceeded the annual targeted growth rate. For the 23-24 school year, our growth will be 10% in the benchmark assessment. Based on this data, By the end of SY 23-24, 69% of students will meet or exceed the annual target growth rate. Increase the number of ELs exiting. Increase Graduation rates of ELs/Newcomers. | Increase English Language Acquisition | 62.3% of EL students will achieve growth attainment | 65.6% of EL students will achieve growth attainment | not tested | 69% of EL students will achieve growth attainment |
| Graduation rate | By the end of the 2023-2024 school year, our graduation rate will increase to 87% from 77.2%. Increase the number of students passing any content area from midterm to final. Increase the number of seniors who self-report their post-secondary plans/who have post-secondary plans. | Increase Graduation Rate |  |  |  | 87% |
| Essential Practices 1: Focus on Continuous Improvement of Instruction |  |  |  |  |  |  |

| **Priority:** If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in schools socially, emotionally, intellectually, and physically, attendance and students' sense of belonging will increase. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Regular Attendance | By the end of the 2023-2024 school year, the percentage of students who are chronically absent will decrease from 56% to 45%. Increase daily average attendance from 79% to 90%. Increase State assessment participation rate for: Algebra 1 from 72.17% to 82.17%, Literature from 60.08% to 70.08%, and Biology from 62.23% to 72.23% | Increase Regular Attendance | 90% of the students have less than 4 days absent | 90% of the students have less than 9 days absent. | 90% of the students have less than 14 days absent. | 90% of the students have less than 18 days absent. |
| Social emotional learning | By the end of the 2023-2024 school year, the average social-emotional domain score will increase to 2.94 from 2.57, and increase from 2.17 to 2.54 the parent score of "I will recommend my child's school to others," as measured by the PDE Climate Survey. | Improve SEL Development | increase to 2.66 | Increase to 2.76 | Increase to 2.85 | Increase to 2.94 |
| School climate and culture | By the end of the 2023-2024 school year, the total parent responses to the PDE climate survey will increase by 15% from the 2022-2023 school year. Have a parent group that meets at minimum four times a year. Reduce student discipline (out-of-school suspensions) from a total of 617 to 556. |  | Obtain number of respondents greater than 32 | Obtain number of respondents greater than 34 | Obtain number of respondents greater than 36 | Obtain number of respondents greater than 38 |

# Action Plan

| **Action Plan for:** Early Warning and Intervention System | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Increase Graduation Rate * Increase Regular Attendance | | | | | | Improved Attendance; Improved Graduation Rate | | | | | | Quarterly | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| An intervention team will meet with students to provide support for their ability to attend school. (transportation vouchers, meal vouchers, gift cards for clothing). The team will need additional personnel such as home school visitors, outreach workers, social workers, and associated staff .The team will generate quarterly attendance reports to identify students with attendance issues. | | | 08/01/2023 | | | 06/28/2024 | | | Administrator | | | Personnel, Food Vouchers, washing machines, dryers | | | No | | |

| **Action Plan for:** Monitors or Mentors | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Increase English Language Acquisition * Increase benchmark ELA Proficiency * Increase Graduation Rate * Increase Benchmark Math Proficiency * Increase Regular Attendance * Improve SEL Development | | | | | | Increase Graduation Rate. Increase Regular attendance. | | | | | | Quarterly | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Hall monitors to improve the safety of the hallways, encourage and assist students to get to their classes on time, and encourage respectful and appropriate hallway behaviors and interactions. Create a schedule for hall monitors' post locations, times, and duties. | | | 08/01/2023 | | | 06/28/2024 | | | Administrator, Climate Coach | | | Climate Coach, Hired Personnel | | | No | | |
| Create protocols for students leaving and entering classrooms. The teachers and staff will use the E-Hall pass system to issue passes for students to leave the classroom for bathroom breaks or go to another designation within the building. | | | 08/01/2023 | | | 06/28/2024 | | | Administration, attendance committee | | | E-Hall pass online system | | | Yes | | |
| All 9th grades students are assigned to a team of content teachers. The students are supported by a group of teachers located close to each other and have the same guidance counselor and administrator. The students are transitioning from middle school with the same schedule. | | | 08/01/2023 | | | 06/28/2024 | | | Administrators | | | schedules to support to teaming | | | No | | |

| **Action Plan for:** Family Engagement Partnership | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Increase English Language Acquisition * Increase benchmark ELA Proficiency * Increase Graduation Rate * Increase Benchmark Math Proficiency * Increase Regular Attendance * Improve SEL Development | | | | | | Increase attendance, graduation rate, improve STAR Literacy and CDT Math proficiency | | | | | | Sapphire attendance and grade reports | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Utilize a uniform school-wide communication system (TalkingPoints) to have two-way communication with parents/families regarding students' academic, social-emotional, and attendance needs. | | | 08/01/2023 | | | 06/28/2024 | | | Administrator, Deans, Climate manager | | | Purchase (Talking Points) communication program | | | Yes | | |
| Increase school and family engagement and empowerment | | | 08/01/2023 | | | 06/28/2024 | | | Admin, Deans, Parent Liaison, Outreach Worker, Teachers, Staff | | | All Staff, community partners, updated contact information. | | | No | | |

| **Action Plan for:** Positive Behavior Interventions and Support | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Increase English Language Acquisition * Increase benchmark ELA Proficiency * Increase Graduation Rate * Increase Benchmark Math Proficiency * Increase Regular Attendance * Improve SEL Development | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Create time in the master schedule for a period for Math/Literacy Intervention and Enrichment, remediation, SEL activities | | | 08/01/2023 | | | 06/28/2024 | | | Admin, guidance, instructional coaches, climate coach | | | Instructional coaches, climate coach, teachers, student schedules, community and relationship-building activities, intervention/enrichment activities, STAR data | | | No | | |
| Principal, SOIs, and Department Leaders collaborate to determine high leverage instructional strategies to accelerate learning (Visible Learning) to be a focus for walkthrough cycles. | | |  | | | 06/28/2024 | | | Administration, SOI, ESOL SOI, Instructional Coaches, Department Leaders | | | Instructional Coaches, walkthrough forms | | | Yes | | |
| All 9th grades students are assigned to a team of content teachers. The students are supported by a group of teachers located close to each other and have the same guidance counselor and administrator. The students are transitioning from middle school with the same schedule. | | | 08/01/2023 | | | 06/28/2024 | | | administrator. | | | schedules to support teaming. | | | Yes | | |
| Support students utilizing an Integrated Student Support Model | | | 08/01/2023 | | | 06/28/2024 | | | Admin, guidance counselors, home school visitors, outreach workers, social workers, climate manager | | | outreach workers, climate manager | | | Yes | | |
| Decrease OSS and decrease level 1 and 2 class cut infractions by 25% by utilizing restorative practices, parent meetings and communication, referrals to SAP and other programs. | | | 08/01/2023 | | | 06/28/2024 | | | Admin, guidance, social worker, home school visitor, SAP team, Climate Coach | | | Attendance and discipline data. Climate Coach | | | No | | |

| **Action Plan for:** Promote a positive culture and climate | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Increase Graduation Rate * Increase Regular Attendance * Improve SEL Development | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Improve school spirit among staff-staff, staff-student, student-student, display positive affirmations through the entire building and building grounds, decorate common areas, provide motivational speakers, create and implement pep rallies, spirit weeks, and other building connection activities. | | | 08/01/2023 | | | 06/28/2024 | | | Admin, Climate Coach | | | Climate Coach | | | No | | |
| Provide calming corners which to include flexible seating, snacks, calming fidgets, journal, and craft activities in which the students can feel safe when they need to regroup when they are experiencing strong emotions or take a break. | | | 08/01/2023 | | | 06/28/2024 | | | Admin, Climate Coach | | | snack, flexible seating, calming fidgets, journals, craft activities, climate manager | | | No | | |
| Support students utilizing an Integrated Student Support Model | | | 08/01/2023 | | | 06/28/2024 | | | Admin, guidance counselors, home school visitor, outreach worker, social worker | | | Referrals, SAP referrals, and MTSS | | | No | | |
| Provide professional development for staff on implementing positive student and staff relationships. | | | 08/01/2023 | | | 06/24/2024 | | | Admin, teachers, staff | | | Research best practices, Restorative Practices. | | | Yes | | |
| Ensure appropriate staffing to support climate and culture improvement to include a Climate Coach. | | | 09/01/2023 | | | 07/01/2024 | | | Administration | | | Hiring and implementation of a Climate Coach | | | No | | |

| **Action Plan for:** Monitors or Mentors | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Increase Graduation Rate * Increase Regular Attendance | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Create protocol and procedures for teachers to take daily and period attendance in order to always document a student's whereabouts at all times. | | | 08/01/2023 | | | 06/28/2024 | | | Admin | | | All teachers and staff | | | No | | |
| Provide calming corners which to include flexible seating, snacks, calming fidgets, journal, and craft activities in which the students can feel safe when they need to regroup when they are experiencing strong emotions or take a break. | | | 08/01/2023 | | | 06/28/2024 | | | Admin, and Climate Coach | | | Climate Coach | | | Yes | | |

| **Action Plan for:** Every Classroom, Every Day | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Increase English Language Acquisition * Increase benchmark ELA Proficiency * Increase Graduation Rate * Increase Benchmark Math Proficiency * Increase Regular Attendance * Improve SEL Development | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Monitor collaborative protocols through regular visits from instructional coaches and create protected time once a month for systematic collaboration between ELA and Math teachers and LS/EL support teachers. | | | 08/01/2023 | | | 06/28/2024 | | | SOI, Instructional Coaches, Principal | | | time in schedule | | | No | | |
| In alignment with the instructional best practices, monitor how time is used in every classroom (leveraging classroom walkthroughs) ensuring students have the opportunity for independent reading and writing, peer to peer collaboration and open-ended discussions every day. Ensure that all teachers and leaders have a common understanding of the use of instructional time. (Danielson Domain 3) | | | 08/01/2023 | | | 06/28/2024 | | | SOI, Instructional Coaches, Administration Team | | | Lesson plans, learning objectives, instructional coach feedback; Teacher Learning Walks, created document with explicit expectations shared throughout the school building. Instructional coaches will need to lead others in training. instructional coaches will also need training themselves. | | | Yes | | |
| Provide clear expectations for independent reading time and hold professional development to review expectations for effectively conferencing with students. Create clear expectations for teachers and students during independent reading time ensuring goals are captured and progress is monitored. | | | 08/01/2023 | | | 06/28/2024 | | | SOI, Instructional Coaches, ELA Teachers | | | Novels for classroom libraries | | | Yes | | |
| Ensure teachers have access to all relevant data platforms. After summative reading assessments are administered, facilitate data analysis and reteach planning workshops for teachers. Support teachers in creating reteach assessments to determine if student understanding improved. | | | 08/01/2023 | | | 06/28/2024 | | | SOI, Instructional Coaches | | | STAR, Sapphire (attendance, grades, etc.) | | | No | | |
| Four intervention Teachers to push in or pull out students identified by classroom teachers as needing Math remediation. | | | 08/01/2023 | | | 06/28/2024 | | | SOI, Instructional Coaches, Math Teachers | | | personnel, classroom supplies, extra computers, Instructional coaches and intervention teachers | | | No | | |
| Provide professional development and support to teachers with the implementation of new curriculum and high quality Tier 1 instruction in all content areas with fidelity. | | | 08/14/2023 | | | 06/14/2024 | | | Leadership Team, SOI | | | New curriculum, Training from publishing company, collaboration time/shared documents | | | Yes | | |
| Principal, SOIs, and Department Leaders collaborate to determine high leverage instructional strategies to accelerate learning (Visible Learning) to be a focus for walkthrough cycles. | | | 08/01/2023 | | | 06/28/2024 | | | administration, SOI, ESOL SOI instructional coaches, Department Leaders | | | Instructional Coaches, walkthrough forms | | | Yes | | |
| Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs incorporating eligible content, CDT, STAR, LAS Links, Lexia reports and data. Ensure that all teachers have access to relevant data platforms and provide quarterly professional development on utilizing data to guide instruction and create student interventions. | | | 08/01/2023 | | | 06/28/2024 | | | SOI, ESOL SOI, Instructional coaches | | | CDT tests, Instructional coaches, LAS Links, STAR, Lexia, | | | Yes | | |
| Ensure appropriate staffing to support instructional improvement to include supervisors of instruction, reading specialists, intervention specialists, and teachers. | | | 08/01/2023 | | | 06/28/2024 | | | Principal, SOI, ESOL SOI | | | Title I funds | | | No | | |
| Administer STAR, LAS Links, and CDT Assessments - 4 times per year. | | | 08/01/2023 | | | 06/28/2024 | | | Principal, ESOL SOI, SOI | | | Title I funding may support investment in assessment tools. Instructional coaches will need to lead others in training as many teachers have never used the CDT testing pr how to review that data. instructional coaches will also need training themselves. | | | Yes | | |
| SOI/ESOL SOI reviews data with department heads and determine areas of focus for professional development for teacher support/classroom interventions, and students selection for intense interventions. | | | 08/01/2023 | | | 06/28/2024 | | | SOI/ESOL SOI/Instructional coaches, Math and Reading Interventionists | | | Assessment data. Coaches will also need training themselves. Instructional coaches will need to lead others in training. | | | Yes | | |
| Department leaders will communicate needs for resources or professional learning support in implementing strategies and new curriculum. | | | 08/01/2024 | | | 06/28/2024 | | | SOI, ESOL SOI, Principal, | | | Title I funds will support supplemental resources or professional learning to support student achievement. Instructional coaches will need to lead other in training. Instructional coaches will also need training themselves. | | | Yes | | |
| Data Analysis: Teachers will share achievement data with students in content areas to support goal-setting for growth after each quarter. Reading/Math Interventionists will meet with teachers, review data and determine intervention plans for the selected students. | | | 08/01/2023 | | | 06/28/2024 | | | SOL, ESOL SOI, Admin, Reading and Math Interventionists | | | Reading and Math Interventionists, Intervention plans for the selected students | | | Yes | | |
| Creating an environment of respect and rapport. (Danielson Domain 2A) . Conduct walkthroughs on a new form for evidence of respectful classroom environment and student/teacher rapport. | | | 08/01/2023 | | | 06/28/2024 | | | Admin, SOI, ESOL SOI, Climate Coach, Deans, and Teachers | | | Climate Coach, walkthroughs. Follow up on SEL data. Create new walkthrough form. | | | Yes | | |
| Provide PD on best practices and transferable modifications, including use of English language objectives in every classroom in every content area to support English Learners. Include differentiation/modification as part of the lesson planning process. Establish a central location or bank for teachers to share effective modifications/accommodations that they find or create. | | | 08/01/2023 | | | 06/28/2024 | | | ESOL SOI, SOI, | | | assessment data (WIDA, LAS Links), ESOL SOI, ESOL teachers, sample lessons, student work | | | Yes | | |
| Instructional Rounds | | | 08/01/2023 | | | 06/28/2024 | | | Administration | | | Time, Focus Areas | | | Yes | | |
| Ensure appropriate staffing to support instructional improvement to include Instructional Coaches for math and literacy. | | | 09/01/2023 | | | 07/01/2024 | | | Administration | | | Hiring and implementation of Instructional Coaches | | | No | | |
| Executive Coaching | | | 10/02/2023 | | | 05/24/2024 | | | Missy Smith | | | Executive Coaches | | | No | | |

| **Action Plan for:** Extended School Day | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Increase English Language Acquisition * Increase benchmark ELA Proficiency * Increase Graduation Rate * Increase Benchmark Math Proficiency * Increase Regular Attendance | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Credit Recovery and Intervention Program for students: After school credit recovery and academic intervention opportunities are available for students who are disengaged in order to catch up as a way to get them on board and engaged with learning. | | | 08/01/2023 | | | 06/28/2024 | | | Principal, SOI, Homeschool Visitor, Outreach Worker, | | | Teachers, guidance, instructional materials, computers, | | | Yes | | |

| **Action Plan for:** College and Career Readiness | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Increase English Language Acquisition * Increase benchmark ELA Proficiency * Increase Graduation Rate * Increase Benchmark Math Proficiency * Increase Regular Attendance * Improve SEL Development | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Increase student preparedness and awareness of college and career opportunities after graduation. | | | 08/01/2023 | | | 06/28/2024 | | | Admin, guidance, CIS, social workers, home-school visitors, Climate Coach | | | Climate Coach | | | Yes | | |

# Professional Development Action Steps

| **Evidence-based Strategy** | **Action Steps** |
| --- | --- |
| Monitors or Mentors | * Create protocols for students leaving and entering classrooms. The teachers and staff will use the E-Hall pass system to issue passes for students to leave the classroom for bathroom breaks or go to another designation within the building. |
| Family Engagement Partnership | * Utilize a uniform school-wide communication system (TalkingPoints) to have two-way communication with parents/families regarding students' academic, social-emotional, and attendance needs. |
| Positive Behavior Interventions and Support | * Principal, SOIs, and Department Leaders collaborate to determine high leverage instructional strategies to accelerate learning (Visible Learning) to be a focus for walkthrough cycles. * All 9th grades students are assigned to a team of content teachers. The students are supported by a group of teachers located close to each other and have the same guidance counselor and administrator. The students are transitioning from middle school with the same schedule. * Support students utilizing an Integrated Student Support Model |
| Promote a positive culture and climate | * Provide professional development for staff on implementing positive student and staff relationships. |
| Monitors or Mentors | * Provide calming corners which to include flexible seating, snacks, calming fidgets, journal, and craft activities in which the students can feel safe when they need to regroup when they are experiencing strong emotions or take a break. |
| Every Classroom, Every Day | * In alignment with the instructional best practices, monitor how time is used in every classroom (leveraging classroom walkthroughs) ensuring students have the opportunity for independent reading and writing, peer to peer collaboration and open-ended discussions every day. Ensure that all teachers and leaders have a common understanding of the use of instructional time. (Danielson Domain 3) * Provide clear expectations for independent reading time and hold professional development to review expectations for effectively conferencing with students. Create clear expectations for teachers and students during independent reading time ensuring goals are captured and progress is monitored. * Provide professional development and support to teachers with the implementation of new curriculum and high quality Tier 1 instruction in all content areas with fidelity. * Principal, SOIs, and Department Leaders collaborate to determine high leverage instructional strategies to accelerate learning (Visible Learning) to be a focus for walkthrough cycles. * Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs incorporating eligible content, CDT, STAR, LAS Links, Lexia reports and data. Ensure that all teachers have access to relevant data platforms and provide quarterly professional development on utilizing data to guide instruction and create student interventions. * Administer STAR, LAS Links, and CDT Assessments - 4 times per year. * SOI/ESOL SOI reviews data with department heads and determine areas of focus for professional development for teacher support/classroom interventions, and students selection for intense interventions. * Department leaders will communicate needs for resources or professional learning support in implementing strategies and new curriculum. * Data Analysis: Teachers will share achievement data with students in content areas to support goal-setting for growth after each quarter. Reading/Math Interventionists will meet with teachers, review data and determine intervention plans for the selected students. * Creating an environment of respect and rapport. (Danielson Domain 2A) . Conduct walkthroughs on a new form for evidence of respectful classroom environment and student/teacher rapport. * Provide PD on best practices and transferable modifications, including use of English language objectives in every classroom in every content area to support English Learners. Include differentiation/modification as part of the lesson planning process. Establish a central location or bank for teachers to share effective modifications/accommodations that they find or create. * Instructional Rounds |
| Extended School Day | * Credit Recovery and Intervention Program for students: After school credit recovery and academic intervention opportunities are available for students who are disengaged in order to catch up as a way to get them on board and engaged with learning. |
| College and Career Readiness | * Increase student preparedness and awareness of college and career opportunities after graduation. |

# Professional Development Activities

| Improving School and Family Communication | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Utilize a uniform school-wide communication system (TalkingPoints) to have two-way communication with parents/families regarding students' academic, social-emotional, and attendance needs. | | | | Staff and community | | | | PD for talking Points. Positive communication and communication of academic and behavioral concerns. | | | | Communication Manager reports. Log in talking points. | | | | Admin. | | | | 08/01/2023 | | | | 06/28/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | quarterly | | | | | | | * 4c: Communicating with Families | | | | | | |  | | | | | | |

| Relationship Building | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Provide professional development for staff on implementing positive student and staff relationships. * Creating an environment of respect and rapport. (Danielson Domain 2A) . Conduct walkthroughs on a new form for evidence of respectful classroom environment and student/teacher rapport. | | | | Staff and community | | | | sample activities. relationship and community building best practices. | | | | Staff/student climate survey. Walkthrough forms. | | | | admin and teachers. | | | | 08/01/2023 | | | | 06/28/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | quarterly | | | | | | | * 2a: Creating an Environment of Respect and Rapport | | | | | | |  | | | | | | |

| Instructional Best Practices | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * In alignment with the instructional best practices, monitor how time is used in every classroom (leveraging classroom walkthroughs) ensuring students have the opportunity for independent reading and writing, peer to peer collaboration and open-ended discussions every day. Ensure that all teachers and leaders have a common understanding of the use of instructional time. (Danielson Domain 3) | | | | Math and Reading teachers, Math and Reading intervention specialist, Math and reading instructional coaches, and all teachers who support math and Reading teachers. | | | | Math and Reading best practices | | | | Evidence of Math and Reading best practices and bell to bell instruction. | | | | SOI, ESOL SOI, Math and Reading intervention coaches, Admin team, Math and Reading instructional coaches | | | | 08/01/2023 | | | | 06/28/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | Quarterly | | | | | | | * 3c: Engaging Students in Learning | | | | | | |  | | | | | | |

| Class Expectations and Procedures | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Hall monitors to improve the safety of the hallways, encourage and assist students to get to their classes on time, and encourage respectful and appropriate hallway behaviors and interactions. Create a schedule for hall monitors' post locations, times, and duties. * Create protocols for students leaving and entering classrooms. The teachers and staff will use the E-Hall pass system to issue passes for students to leave the classroom for bathroom breaks or go to another designation within the building. * All 9th grades students are assigned to a team of content teachers. The students are supported by a group of teachers located close to each other and have the same guidance counselor and administrator. The students are transitioning from middle school with the same schedule. | | | | Teachers, Staff, admin, and students | | | | E-hall pass system, hall expectations, review and record level 1 and 2 infractions. | | | | Decrease in level 1, level 2 and class cuts. Increase in attendance. Review E-hall pass system. | | | | Admin, deans, teachers. | | | | 08/01/2023 | | | | 06/28/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | quarterly | | | | | | | * 2c: Managing Classroom Procedures * 2d: Managing Student Behavior | | | | | | |  | | | | | | |

| Data Analysis | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs incorporating eligible content, CDT, STAR, LAS Links, Lexia reports and data. Ensure that all teachers have access to relevant data platforms and provide quarterly professional development on utilizing data to guide instruction and create student interventions. * Administer STAR, LAS Links, and CDT Assessments - 4 times per year. | | | | Admin, SOI, ESOL SOI, Teachers, support teachers (inclusion teachers) | | | | CDT tests, STAR, LAS Links, Lexia, and student data analysis. | | | | Improved test scores. | | | | Admin, SOI, ESOL SOI | | | | 08/01/2023 | | | | 06/28/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | Quarterly | | | | | | | * 3d: Using Assessment in Instruction | | | | | | |  | | | | | | |

| EL Best Practices | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Provide PD on best practices and transferable modifications, including use of English language objectives in every classroom in every content area to support English Learners. Include differentiation/modification as part of the lesson planning process. Establish a central location or bank for teachers to share effective modifications/accommodations that they find or create. | | | | Teachers | | | | English language learning objectives, differentiation/modification lesson planning process. Location or bank for teachers to share effective modifications/accommodations that they find or create. | | | | Evidence in instructional walkthroughs and ELO represented in lesson plans | | | | ESOL SOI/SOI | | | | 08/01/2023 | | | | 06/28/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Beginning of school year | | | | | | | * 1e: Designing Coherent Instruction | | | | | | |  | | | | | | |