

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Melissa Petronio	Principal	LED	petroniom@allentownsd.org
Brigid McDonnell	Education Specialist	LED	McDonnellb@allentownsd.org
David Reimschuessel	District Level Leaders	LED	reimschuessel@allentownsd.org
Joanellyn Schubert	District Level Leaders	LED	schubertj@allentownsd.org
Sarah Pastelyak	District Level Leaders	LED	pastelyaks@allentownsd.org
Luke Boyd	Teacher	LED	boydl@allentownsd.org
Colin Derrico	Teacher	LED	derricoc@allentownsd.org
Daniel Jurasits	Teacher	LED	jurasitisd@allentownsd.org
Rachel Stevens	Teacher	LED	stevensr@allentownsd.org
Christina Kauth	Teacher	LED	kauthc@allentownsd.org
Cathy Piston	Teacher	LED	pistonc@allentownsd.org
Megan Elias	Teacher	LED	eliasm@allentownsd.org
Jerrica Rosario	Parent	LED	rosarioje@allentownsd.org
Jillian Derhammer	Teacher	LED	derhammerj@allentownsd.org
Kristy Stefanyak	Teacher	LED	stefanyakk@allentownsd.org
Thomas Stoudt	Teacher	LED	stoudtt@allentownsd.org
Leila Little	Teacher	LED	littlel@allentownsd.org
Jerica Hart	Parent	LED	hartj@allentownsd.org
Jessica Martin	Other	LED	martinj@allentownsd.org
Olga Cosme	Other	LED	cosmeo@allentownsd.org
Melissa Smith	District Level Leaders	LED	smithm@allentownsd.org
Dr. Carol Birks	Chief School Administrator	Allentown SD	birksc@allentownsd.org
Jennifer Gross	Community Member	Arts CS	jgross@arts-cs.org
Jeremiah Arroyo	Student	LED	436451@allentownsd.org
Kellissa Brown	Student	LED	403671@allentownsd.org

Vision for Learning

Vision for Learning

ASD Vision Statement: Mission The mission of the Louis E. Dieruff HS is to serve the diverse educational needs of each student by igniting their passion for learning and creating an academic culture. Vision Louis E. Dieruff HS envisions a learning community that increases student outcomes by cultivating positive relationships, offering rigorous and meaningful curricula, and empowering the Allentown Community.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
English Language growth attainment is increasing, even if not yet reflected in overall ELL achievement scores.	True
Overall increase in ELA Achievement from previous cohort (21-22), but still has not rebounded to pre-pandemic level.	False
Meeting statewide target for ELA Academic Growth.	True
Student participation in Keystone assessments have increased year over year, suggesting we can leverage investment there to increase participation and investment in our benchmark assessments.	False
13.86% Growth rate on Biology CDT for SY 2023-2024	False
15.59% Growth rate on Math CDTs for SY 2023-2024	False
Implementing multi-tiered academic and behavior support for students.	False
Increased career pathways and post secondary opportunities for students.	False
The system and tracking exists for Act 158 attainment to be monitored/tracked, and at different points in the year it is monitored closely to support student graduation rate through an updated locally designed capture tool beginning earlier in a student's career.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Collaborative planning for curriculum development in ELA and Social Studies.	False
Emphasis on relationships with school culture.	False
58.77% 9th grade students were enrolled in an art class during SY 2023-2024, an increase of 8.5% from SY 2022-2023. While these numbers are increasing, involvement in arts and clubs/activities is a critical indicator of our 9th grade on-track work moving forward, and we aim to enroll more 9th grade students in arts and enlist more in clubs/activities, moving forward.	False
89.7% On-Track in Math CDTs for SY 2023-2024	False
Use of LAS Links as Benchmark for EL Growth is a valid assessment tool to support this measure.	False
Special Ed full staffing allows for consistent co-teaching, support, and instruction for this student sub-group.	False
We developed an on-track 9th grade team in spring of SY 2023-2024, which will serve to identify key 9th grade on-track indicators, and develop individualized intervention plans for students at-risk of missing on-track indicators.	True
PLCs are beginning to focus on data using data-wise protocols, allowing the department to be more synchronized and proactive in response to student data on benchmarks, quarterly grades, and other local assessment data.	False
96.4% On track rate for Biology CDT for SY 2023-2024	False
LAS Links Assessment - 56.4% met or exceeded their LAS growth goal from first to end assessment	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for
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	Consideration in Plan
21-22 HS Graduation Rate - 4-year Cohort - 82.1%; 4.9% below state average (SWD 60.6%; ELL 76.2%.)	True
Regular Attendance 22-23 = 39.5%	True
Math 22-23 Achievement - 16.7% (growth 50.0) & ELA 21-22 Achievement - 39.4% (growth 67.0) - Overall academic achievement needs to improve for all students including those that are designated including English Learners, Students with IEPs, Economically Disadvantaged Students, and Hispanic students.	True
Observation data demonstrates that 17% of observed Algebra I classrooms were proficient in unpacking standards aligned curriculum, and developing student-centered lessons. Ensuring through coaching and PLCs that teachers build the capacity to unpack the standards within the curriculum, and design rigorous and relevant student-centered lessons will be pivotal in achieving the mission and vision, and improving future ready PA index interim targets.	True
While enrollment in AP courses in mathematics courses has increased year-over-year since the return from the pandemic, the school must continue to increase the number of students prepared for AP and honors level mathematics courses as a means of college and career readiness.	False
Student participation and investment in benchmark assessments was not effective, nor driven by a clear vision of its significance by department and school leaders.	False
Staffing and professional development to support English Learners and allow for co-teaching in core content areas continues to be a challenge.	False
Addressing student learning needs has become more difficult with larger gaps due to learning loss.	False
New graduation requirement continue to need to be communicated well across all stakeholder groups for greatest understanding.	False
College/Career Benchmark Portfolios - only 54% of students' artifacts completed and in progress prior to required reporting time frame. Student submissions are continuously being submitted and reviewed.	False
We did not have an effective or systemetized PLC process for our ELA department, providing adequate means to ensure calibration and standards-alignment of curriculum; effective collaborative planning strategies; or the use of data protocols to drive department and classroom-level decision making. This will need to be improved in SY 2023-2024.	True
CDT outcomes and Keystones outcomes are not aligned.	False
Empowering more voices/people to be involved in decision making, specifically families and students.	False
English Learners are not reaching proficiency in STAR Benchmarks.	False
Subgroup data needs to be a consideration in all assessment areas with appropriate coding to pull representative data easily.	False
22-23 English Language Growth and Attainment - 6.3%; ELL - 25.9% ELA Achievement (compared to 39.4% Achievement for all students); ELL - 8.8% Math Achievement (compared to 16.7% Achievement for all students.)	True
Without an established team for 9th grade on-track monitoring and response/intervention, we have not adequately responded with differentiated supports for students who are struggling to meet the ELA standards as demonstrated in grade data and benchmark data. Establishing and empowering this team will be critical for achieving the mission, vision, and future ready index interim targets.	False
Observation data demonstrates that 22% of observed Biology classrooms were proficient in unpacking standards aligned curriculum, and developing student-centered lessons. Ensuring through coaching and PLCs that teachers build the capacity to unpack the standards within the curriculum, and design rigorous and relevant student-centered lessons will be pivotal in achieving the mission and vision, and improving future ready PA index interim targets.	False

SWD make up 18.4% of our population, but make up 27.4% of our students who are repeating grades.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Identify on-track data points for ninth grade students, and address individual student learning needs for students in the ninth grade who are at-risk of remaining on-track.	False
Developing teachers abilities to unpack curriculum for essential standards, and develop lessons and units that are rigorous, relevant, and engaging (through coaching and Professional Learning Communities.)	False
Enrollment in arts courses for 9th grade students remains below 60%.	False
While SWD make up only 19% of test-taking population, SWD made up 48% of students who did not demonstrate growth on CDT Algebra testing for SY 2023-2024.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Ineffective instructional coaching systems and collaborative planning time and structures to analyze and interpret student data has limited the ability to meet individual students' needs.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
21-22 HS Graduation Rate - 4-year Cohort - 82.1%; 4.9% below state average (SWD 60.6%; ELL 76.2%.)	Pushing for a >90% graduation rate will require more attentiveness and accountability towards act 158 progress; and a team-based approach to grad progress monitoring (currently owned predominantly by guidance.)	True
Regular Attendance 22-23 = 39.5%	By increasing attendance and engagement, we will provide more equitable opportunities for students to benefit from our continuously improving instructional practices.	True
Math 22-23 Achievement - 16.7% (growth 50.0) & ELA 21-22 Achievement - 39.4% (growth 67.0) - Overall academic achievement needs to improve for all students including those that are designated including English Learners, Students with IEPs, Economically Disadvantaged Students, and Hispanic students.	Overall achievement scores and gaps for our EL and SWDs are the most concerning trends regarding academic achievement	False
Observation data demonstrates that 17% of observed Algebra I classrooms were proficient in unpacking standards aligned curriculum, and developing student-centered lessons. Ensuring through coaching and PLCs that teachers build the capacity to unpack the standards within the curriculum, and design rigorous and relevant student-centered lessons will be pivotal in achieving the mission and vision, and improving future ready PA index interim targets.	Increasing observation and feedback with an eye towards instructional look-fors that demonstrate intentional unpacking of standards; supporting curriculum unpacking through PLC practices critical part of SIP plan moving forward.	False
We did not have an effective or systemetized PLC process for our ELA department, providing adequate means to ensure calibration and standards-alignment of curriculum; effective collaborative planning strategies; or the use of data protocols to drive department and classroom-level decision making. This will need to be improved in SY 2023-2024.	See above.	False
22-23 English Language Growth and Attainment - 6.3%; ELL - 25.9% ELA Achievement (compared to 39.4% Achievement for all students); ELL - 8.8% Math Achievement (compared to 16.7% Achievement for all students.)	One area of strength for us has bee the EL growth, but not enough students are leveling up or grading out.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
English Language growth attainment is increasing, even if not yet reflected in overall ELL achievement scores.	Continuing to develop our co-teacher and collaborative planning models with even more support through PLCs and common planning practices will be critical to our success.
Meeting statewide target for ELA Academic Growth.	Growth is the first step towards closing achievement gaps.
The system and tracking exists for Act 158 attainment to be	Defining administrative support and

monitored/tracked, and at different points in the year it is monitored closely to support student graduation rate through an updated locally designed capture tool beginning earlier in a student's career.	accountability for our act 158 measurement and tracking will be critical for it to continue to develop as a strength
We developed an on-track 9th grade team in spring of SY 2023-2024, which will serve to identify key 9th grade on-track indicators, and develop individualized intervention plans for students at-risk of missing on-track indicators.	This team will be a critical accountability tool in improving outcomes for our 9th grade students, and thereby all students including our A-TSI priority groups.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we develop an academic strategy aligned with PA Core and CCS, using quality curriculum, core materials, and evidence-based instructional practices, pedagogy and methodology then teachers and leaders will attend to student-centered practices and standards-aligned instruction and we will increase opportunities for students to participate in forward-thinking and enriching activities that enhance student learning (Priority 3, Goal 2.)
	If we empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment (Priority 2, Goal 4); and the percentage of students who attend 90% or more will increase, reducing chronic absenteeism (Priority 1, Goal 4.)

Goal Setting

Priority: If we empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment (Priority 2, Goal 4); and the percentage of students who attend 90% or more will increase, reducing chronic absenteeism (Priority 1, Goal 4.)

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Goal: The percentage of students who attend 90% or more school days will increase each year reducing chronic absenteeism. By June 2025, decrease the percentages of students who are chronically absent to 45%. Indicator #1: Decrease chronic absenteeism from 58.5% to 45% Indicator #2: Increase daily average attendance from 83.35% to 90% Indicator #3: Increase state assessment participation rates from 67.5% to 75% (Algebra); ELA from 69.5% to 75%; and Bio from 71% to 75%			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance Improvement (Priority 1, Goal 4)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Indicator #1: 65% Indicator #2: 90% Indicator #3: NA	Indicator #1: 55% Indicator #2: 90% Indicator #3: NA	Indicator #1: 50% Indicator #2: 90% Indicator #3: NA	Indicator #1: 45% Indicator #2: 90% Indicator #3: 75% (ELA, MATH, BIO.)

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Goal: Empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment. By June 2025, 75% of all students, and 80% of ninth grade students will participate in a sport, club, or activity; and 80% will report a sense of belonging on student school climate and culture survey. Indicator #1 - 75% all students participating in sport, club, activity Indicator #2 - 80% 9th grade students participating in sport, club, activity Indicator #3 - 80% report sense of belonging on student climate and culture survey			
Measurable Goal Nickname (35 Character Max)			
Climate (Priority 2, Goal 4)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Indicator #1 - 60% all students participating in sport, club, activity Indicator #2 - 70% 9th grade students participating in sport, club, activity Indicator #3 - 60% report sense of belonging on student climate and culture survey dipstick	Indicator #1 - 65% all students participating in sport, club, activity Indicator #2 - 75% 9th grade students participating in sport, club, activity Indicator #3 - 70% report sense of belonging on student climate and culture survey dipstick	Indicator #1 - 70% all students participating in sport, club, activity Indicator #2 - 75% 9th grade students participating in sport, club, activity Indicator #3 - 75% report sense of belonging on student climate and culture survey dipstick	Indicator #1 - 75% all students participating in sport, club, activity Indicator #2 - 80% 9th grade students participating in sport, club, activity Indicator #3 - 80% report sense of belonging on student climate and culture survey

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
Goal: The percent of students who graduate will increase each year reducing the failure and drop out rate. By June 2025, the graduation rate will increase to 90%. Indicator #1: 90% students have Act 158 and/or local graduation			

requirements completed by June, 2025 Indicator #2: Increase the number of seniors with a ESSA/SmartFutures post-secondary plan created from 54% to 65% Indicator #3: Increase graduation rate from 86.5% to 90%			
Measurable Goal Nickname (35 Character Max)			
Graduation Achievement (Priority 1, Goal 3)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Indicator #1: 30% students have Act 158 and/or local graduation requirements completed Indicator #2: 20% of seniors have a ESSA/SmartFutures post-secondary plan created Indicator #3: 90% Seniors are on track to pass all courses for MP1.	Indicator #1: 40% students have Act 158 and/or local graduation requirements completed Indicator #2: 35% of seniors have a ESSA/SmartFutures post-secondary plan created Indicator #3: 90% Seniors pass all courses for MP1.	Indicator #1: 75% students have Act 158 and/or local graduation requirements completed Indicator #2: 50% of seniors have a ESSA/SmartFutures post-secondary plan created Indicator #3: 90% Seniors are on track to pass all courses for MP2.	Indicator #1: 90% students have Act 158 and/or local graduation requirements completed Indicator #2: 65% of seniors have a ESSA/SmartFutures post-secondary plan created Indicator #3: 90% Seniors pass all courses for MP2.

Priority: If we develop an academic strategy aligned with PA Core and CCS, using quality curriculum, core materials, and evidence-based instructional practices, pedagogy and methodology then teachers and leaders will attend to student-centered practices and standards-aligned instruction and we will increase opportunities for students to participate in forward-thinking and enriching activities that enhance student learning (Priority 3, Goal 2.)

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Goal: The percentage of students passing Algebra I by the end of 9th grade will increase each year reducing the Algebra I failure rate. By June 2025, decrease the percentages of students who are below basic on the Algebra keystones from 61.3% TO 50% (denominator: total number of students who took the test.) Indicator #1: Increase benchmark assessment performance from Quarter 1 to Quarter 2 by 10%. Indicator #2: Increase benchmark assessment performance from Quarter 2 to Quarter 3 by 10%. Indicator #3: Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 10%.			
Measurable Goal Nickname (35 Character Max)			
Mathematics (Priority 3, Goal 2)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Indicator #1: 90% students participate in baseline assessment Indicator #2: 90% of Algebra students on track to pass MP1.	Indicator #1: 10% increase on benchmark assessment Indicator #2: 90% of Algebra students pass MP1.	Indicator #1: 10% increase on benchmark assessment Indicator #2: 85% of Algebra students on track to pass Algebra I.	Indicator #1: 10% increase on benchmark assessment Indicator #2: 85% of Algebra students on track to pass Algebra I.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Goal: The percentage of students passing ELA I by the end of 9th grade will increase each year reducing the ELA I failure rate. By June 2025, decrease the percentage of students who are below basic on ELA keystones from 40% to less than 30% (denominator: all students who took the test.) Indicator #1: Increase ELA I passing rate year-over-year each quarter by 10%. Indicator #2: Increase benchmark assessment performance each Quarter by 10%.			
Measurable Goal Nickname (35 Character Max)			
English Language Arts (Priority 3, Goal 2)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Indicator 1: 90% of ELA I students on track to pass MP1. Indicator II: 10% increase in ELA benchmark proficiency	90% of students pass ELA I MP1. Indicator II: 10% increase in ELA benchmark proficiency	85% of students on track to pass ELA I Indicator II: 10% increase in ELA benchmark proficiency	85% of students on track to pass ELA I Indicator II: 10% increase in ELA benchmark proficiency
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Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Goal: Improve English Language Growth & Attainment: By the end of the 2024-2025 school year, we will have a 3% increase in the number of students who meet or exceed growth targets for English Language Growth and Attainment on the WIDA ACCESS Test. Indicator #1 - Increase graduation rates of ELs/Newcomers Indicator #2 - Increase the number of ELs exiting; % of students who are 3>4 and 4>5 as measured by WIDA performance (re-classification.)			
Measurable Goal Nickname (35 Character Max)			
English Language Growth and Attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
N/A - LAS Links given 2x/yr.	5% increase in meeting/exceeding growth targets for EL Growth and Attainment on LAS Links Assessment.	N/A - LAS Links given 2x/yr	3% increase in the number of students meeting or exceeding growth targets in WIDA ACCESS test.

Action Plan

Measurable Goals

Regular Attendance Improvement (Priority 1, Goal 4)	Climate (Priority 2, Goal 4)
Graduation Achievement (Priority 1, Goal 3)	Mathematics (Priority 3, Goal 2)
English Language Arts (Priority 3, Goal 2)	English Language Growth and Attainment
Math Achievement (Priority 1, Goal 2)	

Action Plan For: Ninth Grade On-Track Team

Measurable Goals:	
<ul style="list-style-type: none"> Goal: The percent of students who graduate will increase each year reducing the failure and drop out rate. By June 2025, the graduation rate will increase to 90%. Indicator #1: 90% students have Act 158 and/or local graduation requirements completed by June, 2025 Indicator #2: Increase the number of seniors with a ESSA/SmartFutures post-secondary plan created from 54% to 65% Indicator #3: Increase graduation rate from 86.5% to 90% Goal: The percentage of students who attend 90% or more school days will increase each year reducing chronic absenteeism. By June 2025, decrease the percentages of students who are chronically absent to 45%. Indicator #1: Decrease chronic absenteeism from 58.5% to 45% Indicator #2: Increase daily average attendance from 83.35% to 90% Indicator #3: Increase state assessment participation rates from 67.5% to 75% (Algebra); ELA from 69.5% to 75%; and Bio from 71% to 75% Goal: Empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment. By June 2025, 75% of all students, and 80% of ninth grade students will participate in a sport, club, or activity; and 80% will report a sense of belonging on student school climate and culture survey. Indicator #1 - 75% all students participating in sport, club, activity Indicator #2 - 80% 9th grade students participating in sport, club, activity Indicator #3 - 80% report sense of belonging on student climate and culture survey 	

Action Step		Anticipated Start/Completion Date	
Establish 9th grade on track team and commence weekly meetings		2024-08-19	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TBD Assistant Principal	Meeting space, running agenda, on-track targets	No	
Action Step		Anticipated Start/Completion Date	
Define on-track targets for all ninth grade students to include SIP goal metrics; and determine accountability and monitoring practices.		2024-08-30	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TBD Assistant Principal	On-track targets from other districts/schools who have implemented this work.	No	
Action Step		Anticipated Start/Completion Date	
Engage National Post-Secondary Institute (NPSI) for continuous on-track training and coaching		2024-10-01	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TBD Assistant Principal	financial support from Title I funds for engaging with NPSI.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
9th grade on-track team meets on a weekly basis to monitor on-track metrics and develop personalized intervention plans for any 9th graders who are at risk	AP and team leaders meet monthly with the principal to monitor progress using trackers to measure on-track metrics; adjusting practices as needed with a goal of ensuring 90% of

of not meeting on-track metrics; as well as celebrating those who meet milestones.	ninth grade students complete their 9th grade year on-track in all metrics.
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Action Plan For: Consistent and Focused PLCs within ELA & Math Departments

Measurable Goals:
<ul style="list-style-type: none"> Goal: The percent of students who graduate will increase each year reducing the failure and drop out rate. By June 2025, the graduation rate will increase to 90%. Indicator #1: 90% students have Act 158 and/or local graduation requirements completed by June, 2025 Indicator #2: Increase the number of seniors with a ESSA/SmartFutures post-secondary plan created from 54% to 65% Indicator #3: Increase graduation rate from 86.5% to 90%

Action Step		Anticipated Start/Completion Date	
Codify and share templates for data meetings (data-wise), common planning meetings, and curriculum unpacking meetings for all PLCs		2024-07-13	2024-08-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	Exemplar templates for data meetings, common planning meetings, curriculum unpacking meetings from RELAY GSE, Datawise, etc.	Yes	
Action Step		Anticipated Start/Completion Date	
APs and department chairs lead PLC protocols roll out support		2024-09-02	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	Department chair meeting time	Yes	
Action Step		Anticipated Start/Completion Date	
Quarterly PLCs output and outcomes review within Department Chair meeting		2024-10-29	2025-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	Department chair meeting time, completed agenda and trackers from PLC meetings and benchmarks	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Codified templates shared with appropriate department chairs, resulting in an ongoing cycle of PLCs in which all PLCs are utilized for one of the above purposes, resulting in improved instructional practices and student outcomes.	APs and department chairs will facilitate monthly meetings, using benchmarks and gradebooks as monitoring tools for effectiveness; Principal and APs will utilize observation trackers/data and staff surveys to measure efficacy of curriculum internalization.

Action Plan For: Consistent and ritualized instructional observation, feedback, coaching

Measurable Goals:
<ul style="list-style-type: none"> Goal: The percent of students who graduate will increase each year reducing the failure and drop out rate. By June

2025, the graduation rate will increase to 90%. Indicator #1: 90% students have Act 158 and/or local graduation requirements completed by June, 2025 Indicator #2: Increase the number of seniors with a ESSA/SmartFutures post-secondary plan created from 54% to 65% Indicator #3: Increase graduation rate from 86.5% to 90%

Action Step		Anticipated Start/Completion Date	
Create observation and feedback tool, utilizing instructional look-fors from school-wide PD in Spring SY 2023-2024		2024-07-22	2024-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	Agendas and posters from spring '24 PD; observation and feedback tools templates.	No	
Action Step		Anticipated Start/Completion Date	
Create and monitor tracker to ensure fidelity to weekly AP walk-thru observations and feedback (4 Obs./Wk with written feedback) and coaching (1 coaching session/wk.)		2024-08-15	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	Instructional Leader observation and feedback calendar; Tracker templates	Yes	
Action Step		Anticipated Start/Completion Date	
SOIs establish a new teacher support plan including observation date, goals, and metrics to measure; ensuring weekly ongoing support, observation and feedback to all new teachers.		2024-08-19	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lisa Brinker, SOI Michelle Kloiber, SOI Dyann Jansen, SOI (ESOL) Brigid McDonell, SOI (ESOL)	SOI observation, feedback, and coaching calendar; observation, feedback, coaching templates; monthly progress meetings with Principal Schmidt	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
25 Walk-thru observations w/ feedback/wk; 6 individual coaching sessions/wk; tracked progress with data that can be aggregated at individual, department, school level	Weekly leadership team meeting instructional observation, feedback and coaching review (weekly in leadership team meeting.)

Action Plan For: Implement Multi-Tiered System of Support: Codify vision and systems for relationships-based, trauma-informed, culturally responsive practices

Measurable Goals:
<ul style="list-style-type: none"> Goal: The percent of students who graduate will increase each year reducing the failure and drop out rate. By June 2025, the graduation rate will increase to 90%. Indicator #1: 90% students have Act 158 and/or local graduation requirements completed by June, 2025 Indicator #2: Increase the number of seniors with a ESSA/SmartFutures post-secondary plan created from 54% to 65% Indicator #3: Increase graduation rate from 86.5% to 90% Goal: The percentage of students who attend 90% or more school days will increase each year reducing chronic absenteeism. By June 2025, decrease the percentages of students who are chronically absent to 45%. Indicator #1: Decrease chronic absenteeism from 58.5% to 45% Indicator #2: Increase daily average attendance from 83.35% to 90% Indicator #3: Increase state assessment participation rates from 67.5% to 75% (Algebra); ELA from 69.5% to

75%; and Bio from 71% to 75%
<ul style="list-style-type: none"> Goal: Empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment. By June 2025, 75% of all students, and 80% of ninth grade students will participate in a sport, club, or activity; and 80% will report a sense of belonging on student school climate and culture survey. Indicator #1 - 75% all students participating in sport, club, activity Indicator #2 - 80% 9th grade students participating in sport, club, activity Indicator #3 - 80% report sense of belonging on student climate and culture survey

Action Step		Anticipated Start/Completion Date	
Establishing the C.A.R.E.S. Crew (a school-wide approach to collaboration between multiple teams who interact with student support, including SAP, CORE, Pawsitivity Pack, Zen Den, Guidance Team, Mental Health Team, safety team, and family/community outreach team.)		2024-08-19	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joey Schubert, AP	Professional development; standing meeting time; goals/metrics; support from CLIU regarding successful MTSS models.	Yes	
Action Step		Anticipated Start/Completion Date	
Enhance Academic Performance, Behavior, and Social-Emotional Wellness for all students by defining a vision and systems to tie together the different teams which support student success.		2024-08-19	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joey Schubert, Assistant Principal	professional development; standing meeting time; goals/metrics; support from CLIU regarding successful MTSS models	Yes	
Action Step		Anticipated Start/Completion Date	
Data collection and action-planning on a quarterly basis		2024-08-19	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joey Schubert	Proven data points and protocols for MTSS; PD	Yes	
Action Step		Anticipated Start/Completion Date	
Quarterly PAWS meetings specifically dedicated to initiatives, programming stemming from C.A.R.E. Crew work		2024-10-14	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joey Schubert, Assistant Principal	Time, quarterly, on PAWS meeting agenda	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Team Meetings with varying frequency by sub-team (weekly, bi-weekly, or monthly); quarterly cross-team meetings with standing and documented agendas, and action-planning; a unified vision and systems for multi-tiered supports for students; increased student participation in school-wide culture teams.	Quarterly cross-team meetings with standing and documented agendas, and action-planning will include an audit of sub-team agendas and action plans

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Ninth Grade On-Track Team	Engage National Post-Secondary Institute (NPSI) for continuous on-track training and coaching
Consistent and Focused PLCs within ELA & Math Departments	Codify and share templates for data meetings (data-wise), common planning meetings, and curriculum unpacking meetings for all PLCs
Consistent and Focused PLCs within ELA & Math Departments	APs and department chairs lead PLC protocols roll out support
Consistent and ritualized instructional observation, feedback, coaching	Create and monitor tracker to ensure fidelity to weekly AP walk-thru observations and feedback (4 Obs./Wk with written feedback) and coaching (1 coaching session/wk.)
Implement Multi-Tiered System of Support: Codify vision and systems for relationships-based, trauma-informed, culturally responsive practices	Establishing the C.A.R.E.S. Crew (a school-wide approach to collaboration between multiple teams who interact with student support, including SAP, CORE, Pawsitivity Pack, Zen Den, Guidance Team, Mental Health Team, safety team, and family/community outreach team.)
Implement Multi-Tiered System of Support: Codify vision and systems for relationships-based, trauma-informed, culturally responsive practices	Enhance Academic Performance, Behavior, and Social-Emotional Wellness for all students by defining a vision and systems to tie together the different teams which support student success.
Implement Multi-Tiered System of Support: Codify vision and systems for relationships-based, trauma-informed, culturally responsive practices	Data collection and action-planning on a quarterly basis

Continuous Cycles of Observation, Feedback and Coaching

Action Step		
<ul style="list-style-type: none"> Create and monitor tracker to ensure fidelity to weekly AP walk-thru observations and feedback (4 Obs./Wk with written feedback) and coaching (1 coaching session/wk.) 		
Audience		
APs, SOIs, Department Chairs		
Topics to be Included		
Instructional Look-Fors, See It-Name It-Do It, Coaching Cycles, Supported Planning		
Evidence of Learning		
Deliverables by session, video of coaching, coaching and feedback documents		
Lead Person/Position	Anticipated Start	Anticipated Completion
Geoffrey Schmidt, Principal	2024-08-19	2025-06-13

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	1x/wk (Leadership Team Meetings) 2x/mo (Leadership 1:1s)
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PLCs

Action Step

<ul style="list-style-type: none"> APs and department chairs lead PLC protocols roll out support 		
Audience		
Department Chairs, Teachers		
Topics to be Included		
Data Meetings, Common Planning Practices, Curriculum Unpacking (deconstructing standards, know-show charts, developing exemplars, etc.)		
Evidence of Learning		
Competed agendas for data meetings, common planning, curriculum unpacking; observation data; benchmark data; surveys.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Geoffrey Schmidt, Principal	2024-08-19	2025-06-13

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly, by department.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Ninth Grade On-Track Team Development

Action Step		
<ul style="list-style-type: none"> APs and department chairs lead PLC protocols roll out support Engage National Post-Secondary Institute (NPSI) for continuous on-track training and coaching 		
Audience		
Ninth Grade On-Track Team		
Topics to be Included		
Identifying On-Track Targets; Data Meetings; Developing Intervention Plans; Celebrating Successes		
Evidence of Learning		
On-Track Targets Monitoring Dashboard; Data Meeting Minutes; Intervention Plans; Celebration Artifacts		
Lead Person/Position	Anticipated Start	Anticipated Completion
TBD, Ninth Grade On-Track AP Team	2024-08-19	2025-06-13

Learning Format

Type of Activities	Frequency
Action research	Weekly, ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	1x/mo within ELA department PLCs and Algebra Team PLCs
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	2x/year site visit of successful ninth grade academy models
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Leadership Training for Instructional Leadership

Action Step		
<ul style="list-style-type: none"> Codify and share templates for data meetings (data-wise), common planning meetings, and curriculum unpacking meetings for all PLCs APs and department chairs lead PLC protocols roll out support Data collection and action-planning on a quarterly basis 		
Audience		
Assistant Principals, SOIs		
Topics to be Included		
Organizing for Instructional Leadership, Instructional Coaching, Goal-Setting, Observation, Feedback and Evaluation as Professional Development Tools.		
Evidence of Learning		
Evidence of Completion of Together Leader Training and approved Priority Planning documents; Instructional Coaching Videos and/or agendas; Evaluation documents and portfolios.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Geoffrey Schmidt, Principal	2024-08-19	2025-06-13

Learning Format

Type of Activities	Frequency
Seminar(s)	3x/year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Conference	1x/yr
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	