# LOUIS E DIERUFF HS

815 N Irving St

ATSI Title 1 School Plan | 2023 - 2024

# Steering Committee

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# Vision for Learning

ASD Vision Statement: Each and every student, with the active support of the entire community, will graduate ready to drive in a diverse and complex world. DHS Mission Statement: Through our connections to each other we will ensure our students receive equitable educational supports, resources, and opportunities that empower them with the skills necessary to succeed in college and/or a career pathway of their choice.We will do this through: ...Targeted and aligned efforts that enhance instruction and lead to improved student achievement data for all students....A positive restorative and multi-tiered system of support that promotes all students' personal and academic growth....Collective efficacy that builds and grows the professional and instructional leadership capacity of all staff.

# Summary Of Strengths and Challenges

## Strengths

| **Strength** | **Consideration In Plan** |
| --- | --- |
| Routine benchmarking using STAR assessment occurs with consistent % of students completing assessment | No |
|  | No |
| Student subgroups (Hispanic, Black, Economically Disadvantaged) meeting growth standard in ELA. | Yes |
|  | No |
|  | No |
| Special Ed full staffing allows for consistent co-teaching, support, and instruction for this student sub-group. | No |
| Use of LAS Links as Benchmark for EL Growth is a valid assessment tool to support this measure. | No |
| ?% of students demonstrate growth in CDT science | No |
| Overall increase in ELA Achievement from previous cohort (20-21), but still has not rebounded to pre-pandemic level. | No |
| Meeting statewide target for ELA Academic Growth. | Yes |
| Increased career pathways and post secondary opportunities for students. | No |
| Collaborative planning for curriculum development in ELA and Social Studies. | No |
| Emphasis on relationships with school culture. | No |
| College/Career Benchmark Portfolios - 78% of students' artifacts completed and in progress. Student submissions are continuously being submitted and reviewed. | No |
| More students were reaching the locally determined proficiency mark on the STAR Algebra Assessment by the end of the year than the beginning of the year. | No |
| Implementing multi-tiered academic and behavior support for students. | No |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school. | No |
| STAR Benchmark is consistently scheduled with a consistent number of students completing the assessment on each administration. | No |
| Students with Disabilities demonstrate increased growth and achievement on Biology Keystone | No |
| Act 158 attainment is being monitored closely to support student graduation rate. | Yes |

## Challenges

| **Challenge** | **Consideration In Plan** |
| --- | --- |
| Regular Attendance 20-21 = 49.5% | Yes |
| Math 21-22 Achievement - 21.3% & ELA 21-22 Achievement - 31.4% - 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. | Yes |
| New graduation requirement continue to need to be communicated well across all stakeholder groups for greatest understanding. | No |
| Students need to be aware early if they are not meeting Keystone proficiency graduation requirement to plan alternate pathways. | No |
| STAR Assessment for Algebra was not providing accurate results related to progress toward proficiency. | No |
| Improving the use of an appropriate benchmark assessment for Math will be critical to helping improve achievement outcomes. | No |
| Empowering more voices/people to be involved in decision making. | No |
| Addressing student learning needs has become more difficult with larger gaps due to learning loss. | No |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. | No |
| Identify and address individual student learning needs. | No |
| EL and Students with Disabilities subgroups are not reaching proficiency on STAR Benchmark. | No |
| Proficiency rate on STAR Benchmark does not indicate an increase in proficiency from previous year Keystone data. | No |
| Students in all subgroups are not meeting growth standards in math. | No |
| English Learners are not reaching proficiency in STAR Benchmarks. | No |
| Participation in taking the CDT's is still low for total school size. | No |
| 20-21 HS Graduation Rate - 4-year Cohort - 76%, 5-year cohort 85.9%. | Yes |
| Staffing to support English Learners and allow for co-teaching in core content areas continues to be a challenge. | No |

## Most Notable Observations/Patterns

Collaboration time to analyze and interpret student data has limited the ability to meet individual students' needs.

# Analyzing Strengths and Challenges

## Strengths

| **Strength** | **Discussion Points** |
| --- | --- |
| Student subgroups (Hispanic, Black, Economically Disadvantaged) meeting growth standard in ELA. |  |
| Meeting statewide target for ELA Academic Growth. |  |
| Act 158 attainment is being monitored closely to support student graduation rate. |  |

## Challenges

| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| --- | --- | --- | --- |
| Regular Attendance 20-21 = 49.5% |  | Yes | If we establish, promote, and sustain a culture of high expectations for success for students and educators promote a growth mindset and social and emotional competencies, then there will be an increase in regular attendance and graduation rates. |
| Math 21-22 Achievement - 21.3% & ELA 21-22 Achievement - 31.4% - 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. |  | Yes | If time is dedicated to support collaborative instructional planning and educator teams use collaborative planning to assess and monitor student mastery and deliver sound instruction in a variety of modes, students will demonstrate greater levels of standards mastery. |
| 20-21 HS Graduation Rate - 4-year Cohort - 76%, 5-year cohort 85.9%. |  | No |  |

# Goal Setting

| **Priority:** If we establish, promote, and sustain a culture of high expectations for success for students and educators promote a growth mindset and social and emotional competencies, then there will be an increase in regular attendance and graduation rates. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Regular Attendance | Goal: Improve Attendance Outcomes: By the end of the 2023-2024 school year, 65% of students will demonstrate regular attendance with 18 or fewer absences. Indicator #1 - Decrease chronic absenteeism from 55.4% to 35%Indicator #2 - Increase the number of students participating in after-school programs/sports/committeesIndicator #3 - Increase graduation rates | Regular Attendance Improvement | By the end of September 2023, 80% of students will have 3 or fewer absences. | By the end of December 2023, 75% of students will have 8 or fewer absences. | By the end of March 2023, 70% of students will have 13 or fewer absences. | By the end of the 2023-2024 school year, 65% of students will demonstrate regular attendance with 18 or fewer absences. |
| Social emotional learning | Goal: Improve 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. Indicator #1 - Increase the number of students participating in after-school activities/programs/sports and committeesIndicator #2 - Increase the number of opportunities to celebrate student and staff growth and achievement from last year to this yearIndicator #3 - Increase family engagement and attendance at various events including PAWS meetings, celebrations, school meetings | Climate Survey Response | By the end of October 2023, a 3% increase of parent involvement in PAWS meeting from last year. | By the end of January 2024, a 5% increase of parent involvement in PAWS meeting from quarter 1. | By the end of April 2024, a 7% increase of parent involvement in PAWS meeting from quarter 2. | 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. |

| **Priority:** If time is dedicated to support collaborative instructional planning and educator teams use collaborative planning to assess and monitor student mastery and deliver sound instruction in a variety of modes, students will demonstrate greater levels of standards mastery. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Mathematics | Goal: Improve Math Outcomes: By the end of the 2023-2024 school year, math achievement for students taking the Algebra I Keystone Exam will increase by 12%.Indicator #1 - Increase the number of students passing any content area from midterm to finalIndicator #2 - Increase the number of students passing Algebra by 12% from previous yearIndicator #3 - Increase benchmark assessment from Quarter 2 to Quarter 3 by 10% | Math Achievement | By the end of September 2023, 90% of students enrolled in Algebra I Keystone aligned courses will complete an initial benchmark using the approved LEA benchmark tool. | By the end of December 2023, student attainment of proficiency on approved benchmark for Algebra I Keystone aligned courses will improve by 4%. | By the end of March 2023, student attainment of proficiency on approved benchmark for Algebra I Keystone aligned courses will improve by 10%. | By the end of the 2023-2024 school year, math achievement for students taking the Algebra I Keystone Exam will increase by 12%. |
| English Language Arts | Goal: Improve Literacy Outcomes: By the end of the 2023-2024 school year, language arts achievement for students taking the Literature Keystone Exam will increase by 12%.Indicator #1 - Increase the number of students passing any content area from midterm to finalIndicator #2 - Increase the number of students passing English II by 12% from the previous yearIndicator #3 - Increase benchmark assessment performance from Quarter 2 to Quarter 3 by 10% | ELA Achievement | By the end of September 2023, 90% of students enrolled in Literature Keystone aligned courses will complete an initial benchmark using the approved LEA benchmark tool. | By the end of December 2023, student attainment of proficiency on approved benchmark for Literature Keystone aligned courses will improve by 4%. | By the end of March 2023, student attainment of proficiency on approved benchmark for Literature Keystone aligned courses will improve by 10%. | By the end of the 2023-2024 school year, language arts achievement for students taking the Literature Keystone Exam will increase by 12%. |
| English Language Growth and Attainment | Goal: Improve English Language Growth & Attainment: By the end of the 2023-2024 school year, 54% of English Learners (an increase of 15%) will meet or exceed growth targets for English Language Growth and Attainment on the LAS Links Assessment. Indicator #1 - Increase graduation rates of ELs/NewcomersIndicator #2 - Increase the number of ELs moving from a level 4 to level 5 as measured by WIDA performanceIndicator #3 - Increase the number of ELs exiting | EL Growth | Initial Benchmark - Student participation will exceed 90%. | 9% of students meet or exceed growth targets for English Language Growth and Attainment on the LAS Links Assessment. | No benchmark - | By the end of the 2023-2024 school year, 54% of English Learners (an increase of 15%) will meet or exceed growth targets for English Language Growth and Attainment on the LAS Links Assessment. |

# Action Plan

| **Action Plan for:** Using Student Achievement Data to Support Instructional Decision Making | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Math Achievement * ELA Achievement * EL Growth | | | | | | Improved achievement in ELA, Math, and English Language Growth | | | | | | Monitored through use of benchmark assessments (STAR, CDT, LAS Links) with Quarterly Assessment Monitoring. | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Ensure appropriate staffing to support instructional improvement to include supervisors of instruction, reading specialists, intervention specialists and teachers | | | 07/01/2023 | | | 06/30/2024 | | | Principal | | | Title I funds support instructional positions. | | | No | | |
| SOI, ESOL SOI, and Department Leaders plan appropriate time within school calendar/PD calendar to support collaborative PLC time for student achievement data analysis and instructional planning to support curriculum implementation. | | | 08/01/2023 | | | 08/18/2023 | | | Principal, SOI, ESOL SOI | | | School Calendar | | | Yes | | |
| Principal, SOIs, and Department Leaders collaborate to determine departmental needs to provide high quality tier 1 instruction using revised curriculum resources, achievement data, and classroom practice feedback. | | | 08/21/2023 | | | 06/11/2024 | | | SOI, ESOL SOI, Department Leaders | | | Curriculum resources, achievement data, instructional round data | | | No | | |
| Principal communicates academic goals, expectations, and look-fors for the 2023-2024 school year for use in instructional rounds. | | | 08/21/2023 | | | 06/10/2024 | | | Principal | | | Selected instructional strategies, goals | | | No | | |
| Department Leaders meet with departments to establish PLC norms and set instructionally relevant goals for the coming year. | | | 08/21/2023 | | | 09/15/2023 | | | Department Leaders, SOI, ESOL SOI | | | Data protocol resources, CLIU Facilitators | | | Yes | | |
| Schedule and administer benchmarks (STAR, CDT, LAS Links) in a timeframe necessary to gather data that will inform instruction and inform goals. | | | 08/01/2023 | | | 05/31/2024 | | | SOI, ESOL SOI | | | Assessment tools | | | No | | |
| Department Leaders lead PLCs to select priority instructional needs and identify focus strategies to implement in classroom based on curriculum needs and informed by student data. | | | 08/28/2023 | | | 06/10/2024 | | | SOI, ESOL SOI | | | Funding for Supplemental materials/resources/technology, Time | | | Yes | | |
| Instructional rounds protocols are used to support high quality instruction and inform instructional needs for department meetings. | | | 08/28/2023 | | | 06/07/2024 | | | Principal | | | Instructional Rounds protocol | | | No | | |
| SOIs reviews benchmark and instructional data with department heads regularly. | | | 09/18/2023 | | | 06/07/2024 | | | SOI, ESOL SOI | | | Assessment Data | | | No | | |
| Department leaders will communicate needs for resources or professional learning support in implementing strategies on a regular basis | | | 08/28/2023 | | | 06/07/2024 | | | Department Leads | | | Title I funds will support supplemental resources or professional learning to support student achievement. | | | No | | |
| Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, Instructional Coaches, CLIU Facilitators, if needed/requested. | | | 08/28/2023 | | | 06/11/2024 | | | SOI, ESOL SOI | | | Professional learning contacts/resources | | | Yes | | |
| Principal will hold bi-monthly department head collaboration session to gather updates, share practices, and collaborate on problems of practice. | | | 09/05/2023 | | | 06/11/2024 | | | Principal | | | Instructional round, assessment, other collected data | | | No | | |
| SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. | | | 09/18/2023 | | | 06/11/2024 | | | SOI, ESOL SOI | | | Assessment data, Walkthrough Data | | | No | | |
| Administrative team will engage in executive leadership coaching to support continuous improvement. | | | 08/14/2023 | | | 06/30/2024 | | | Central Office Leadership | | | Funding to support professional learning that will support continuous improvement. | | | Yes | | |

| **Action Plan for:** Enhancing Students' Social Emotional Learning - School Based Universal Interventions & Restorative Practices | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Regular Attendance Improvement * Climate Survey Response | | | | | | Regular attendance for all students will improve to 65% | | | | | | Monthly attendance report indicating the percentage of students with fewer than target absences. | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Continue convening a school based school climate leadership team (SCLT) to include school leadership, school counselor(s), and teachers. | | | 08/14/2023 | | | 06/10/2024 | | | Assistant Principal | | | Title I Funding will be used to support time outside regular work hours to support school climate improvement. | | | No | | |
| School Climate Leadership Team (SCLT) will participate in district-wide training to support school climate, review culture/climate data, and support building initiatives related to climate/culture. | | | 08/14/2023 | | | 06/11/2024 | | | Assistant Principal | | | Trauma Informed Practice & Calming Corners Facilitation Guides | | | Yes | | |
| SCLT will plan training opportunities and sharing of best practices for the 2023-2024 school year. | | | 08/14/2023 | | | 06/11/2024 | | | Assistant Principal | | | School Calendar/PD Days | | | No | | |
| SCLT will collaborate with Integrated Student Support to provide appropriate supports for students. | | | 08/14/2023 | | | 06/11/2024 | | | Assistant Principal | | | Integrated Student Support Contract - Title I | | | No | | |
| SCLT will establish incentivized programs to support improved attendance and other improved climate measures. | | | 08/14/2023 | | | 06/11/2024 | | | Assistant Principal | | | Incentives | | | No | | |
| SCLT will report state of school climate and goals for 2023-2024 to school staff during opening inservice week. | | | 08/14/2023 | | | 09/01/2023 | | | Assistant principal | | | School Climate Data | | | No | | |
| School Principal or appropriate AP will update staff on appropriate attendance procedures/protocol and provide appropriate training if needed. | | | 08/14/2023 | | | 09/01/2023 | | | Assistant Principal | | | Sapphire, Attendance Policies | | | Yes | | |
| School Principal will refresh expectations for professionals related to school climate initiatives (SEL Lessons, Restorative Practices, Trauma Informed, Calming Corners) with implementation timeline | | | 08/14/2023 | | | 08/25/2023 | | | Principal | | | ASD SEL Lessons, School Calendar | | | No | | |
| SCLT will communicate available opportunities to support and engage students in the school community throughout the school year, including family and community communication. | | | 08/14/2023 | | | 06/14/2024 | | | Assistant principal | | | Communication tools/resources | | | No | | |
| School team will use instructional rounds to continue to support instructional practices related to classroom environment, social emotional learning, positive attendance practices, and student supports. | | | 08/28/2023 | | | 06/07/2024 | | | Principal, Assistant Principal | | | Instructional Rounds Protocols | | | No | | |
| SCLT will lead teacher collaboration sessions to support school climate growth. | | | 09/11/2023 | | | 05/17/2024 | | | Assistant Principal | | | Title I Funding will be used to support time outside regular work hours to support school climate improvement. | | | Yes | | |
| SCLT will collect and share goal related data quarterly with all staff. | | | 09/05/2023 | | | 06/11/2024 | | | Assistant Principal | | | Attendance data, discipline data, SEL data, etc. | | | No | | |
| SCLT will continue parent and community engagement through PAWS meetings and regular communication. | | | 09/01/2023 | | | 06/15/2024 | | | Assistant Principal | | | Communication tools, PAWS Meeting resources/supplies | | | No | | |
| SCLT will continue parent and community engagement through PAWS meetings and regular communication. | | | 09/01/2023 | | | 06/15/2024 | | | Assistant Principal | | | Communication tools, PAWS Meeting resources/supplies | | | No | | |

# Professional Development Action Steps

| **Evidence-based Strategy** | **Action Steps** |
| --- | --- |
| Using Student Achievement Data to Support Instructional Decision Making | * SOI, ESOL SOI, and Department Leaders plan appropriate time within school calendar/PD calendar to support collaborative PLC time for student achievement data analysis and instructional planning to support curriculum implementation. * Department Leaders meet with departments to establish PLC norms and set instructionally relevant goals for the coming year. * Department Leaders lead PLCs to select priority instructional needs and identify focus strategies to implement in classroom based on curriculum needs and informed by student data. * Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, Instructional Coaches, CLIU Facilitators, if needed/requested. * Administrative team will engage in executive leadership coaching to support continuous improvement. |
| Enhancing Students' Social Emotional Learning - School Based Universal Interventions & Restorative Practices | * School Climate Leadership Team (SCLT) will participate in district-wide training to support school climate, review culture/climate data, and support building initiatives related to climate/culture. * School Principal or appropriate AP will update staff on appropriate attendance procedures/protocol and provide appropriate training if needed. * SCLT will lead teacher collaboration sessions to support school climate growth. |

# Professional Development Activities

| Departmental Professional Learning Communities | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * SOI, ESOL SOI, and Department Leaders plan appropriate time within school calendar/PD calendar to support collaborative PLC time for student achievement data analysis and instructional planning to support curriculum implementation. * Department Leaders meet with departments to establish PLC norms and set instructionally relevant goals for the coming year. * Department Leaders lead PLCs to select priority instructional needs and identify focus strategies to implement in classroom based on curriculum needs and informed by student data. * Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, Instructional Coaches, CLIU Facilitators, if needed/requested. * Administrative team will engage in executive leadership coaching to support continuous improvement. | | | | Educators | | | | Implementation of Revised Curriculum, Data Informed Instruction, Strategies to Support Student Learning Needs | | | | Instructional Rounds - evidence of classroom implementation | | | | SOI, ESOL SOI | | | | 08/14/2023 | | | | 06/11/2024 | | | |
| **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) | | | | | | | Monthly, at minimum | | | | | | | * 1a: Demonstrating Knowledge of Content and Pedagogy * 1d: Demonstrating Knowledge of Resources * 3d: Using Assessment in Instruction * 3c: Engaging Students in Learning | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |
| Workshop(s) | | | | | | | Quarterly | | | | | | | * 1e: Designing Coherent Instruction * 1b: Demonstrating Knowledge of Students * 3c: Engaging Students in Learning * 3d: Using Assessment in Instruction | | | | | | |  | | | | | | |

| School Climate & Culture Professional Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * School Climate Leadership Team (SCLT) will participate in district-wide training to support school climate, review culture/climate data, and support building initiatives related to climate/culture. * School Principal or appropriate AP will update staff on appropriate attendance procedures/protocol and provide appropriate training if needed. * SCLT will lead teacher collaboration sessions to support school climate growth. * Administrative team will engage in executive leadership coaching to support continuous improvement. | | | | Educators | | | | Trauma-informed practices, Social Emotional Learning, Classroom Management, Engagement Strategies, Restorative Practices | | | | Instructional Walkthroughs - evidence of strategies in practices | | | | Assistant Principal | | | | 08/14/2023 | | | | 06/11/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Workshop(s) | | | | | | | Quarterly, at minimum | | | | | | | * 2b: Establishing a Culture for Learning * 2a: Creating an Environment of Respect and Rapport * 2c: Managing Classroom Procedures * 3c: Engaging Students in Learning | | | | | | | At Least 1-hour of Trauma-informed Care Training for All Staff | | | | | | |