

LOUIS E DIERUFF HS

815 N Irving St

ATSI Title 1 School Plan | 2022 - 2023

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.

STEERING COMMITTEE

| Name | Position | Building/Group |
|---------------------|---------------------------|----------------|
| Michael Makhoul | Principal | LED |
| Lisa Krause | Supervisor of Instruction | LED |
| Melissa Petronio | Assistant Principal | LED |
| Brigid McDonnell | Other | LED |
| David Reimschuessel | Other | LED |
| Joanellyn Schubert | Other | LED |
| Sarah Pastelyak | Other | LED |
| Luke Boyd | Teacher | LED |
| Colin Derrico | Teacher | LED |
| Daniel Jurasits | Teacher | LED |
| Rachel Stevens | Teacher | LED |
| Christina Kauth | Teacher | LED |
| Pamela Moore | Teacher | LED |

| Name | Position | Building/Group |
|------------------------|------------------|-----------------------|
| Cathy Piston | Teacher | LED |
| Megan Elias | Teacher | LED |
| Jerrica Rosario | Parent | LED |
| Kaylee Odendahl | Student | LED |
| Chloe Cole Wilson | Community Member | LED |
| Jillian Derhammer | Other | LED |
| Donald Hinkle | Community Member | LED |
| Kristy Stefanyak | Teacher | LED |
| Vanessa Ferriolo | Student | LED |
| Thomas Stoudt | Other | LED |
| Leila Little | Teacher | LED |
| Jennifer Rosario | Parent | LED |
| Jessica Martin | Other | LED |
| Olga Cosme | Other | LED |
| Patti Tinsman-Schaffer | Teacher | LED |

| Name | Position | Building/Group |
|---------------|------------------------|----------------|
| Brandy Sawyer | District Level Leaders | LED |
| Melissa Smith | District Level Leaders | LED |
| Timothy Hauck | Teacher | LED |
| | | |

ESTABLISHED PRIORITIES

Priority Statement

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 standard mastery.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

English Language Growth and Attainment

Essential Practices 1: Focus on Continuous Improvement of Instruction

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.

Regular Attendance

School climate and culture

Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Enhancing Students' Social Emotional Learning - School Based Universal Interventions

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|--------------------------------|--|
| Student Attendance | By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. |
| Student Activity Participation | By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. |
| SEL Implementation | By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|-------------------------------------|---|--|
| Develop a school based school climate leadership team to include school leadership, school counselor(s), and teachers. | 2022-07-01 - 2022-07-31 | School Principal | Title I Funding will be used to support time outside regular work hours to support school climate improvement. |
| School Climate Leadership Team (SCLT) will participate in district-wide Trauma Informed Practices and Calming Corners Training of Trainers. | 2022-07-01 - 2022-08-15 | School Climate Leadership Team, CLIU School Climate & Resiliency Team | Trauma Informed Practice & Calming Corners Facilitation Guides |
| SCLT will plan training opportunities for 2022-2023 school year to reach maximum capacity in Trauma Informed Practices and Calming Corners. | 2022-07-01 - 2022-08-15 | SCLT.Leader | School Calendar/PD Days |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|------------------------|---|
| SCLT will review 2021-2022 data related to discipline, attendance, and SEL/Restorative Practices in walkthroughs to determine trends. | 2022-07-01 - 2022-08-15 | SCLT.Leader | Sapphire Data, EdElements Data, School Climate Data |
| SCLT and School Leaders will determine observable classroom practices to include in classroom observations for 2022-2023 school year. | 2022-07-01 - 2022-08-15 | School Principal, SCLT | Ed Element Walkthrough Tool |
| SCLT will report state of school climate and goals for 2022-2023 to school staff during opening in-service week. | 2022-08-16 - 2022-08-30 | SCLT Team | School Climate Data |
| School Principal or appropriate AP will update staff on appropriate attendance procedures/protocol and provide appropriate training if needed. | 2022-08-16 - 2022-08-30 | School Principal or AP | Sapphire |
| School Principal will refresh expectations for professionals related to school climate initiatives (SEL Lessons, Restorative Practices, Trauma Informed, Calming Corners) with implementation timeline | 2022-08-16 - 2022-08-30 | School Principal | ASD SEL Lessons, School Calendar |
| SCLT will deliver Trauma Informed Practices Trainings to Staff | 2022-08-16 - 2022-10-01 | SCLT Leader | Title I Funding will be used to support time outside regular work hours to support school climate improvement. Trauma Informed Practices Facilitation Guide |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|------------------------|--|
| SCLT will deliver Calming Corners Training to Staff | 2022-08-16 - 2022-10-01 | SCLT Leader | Title I Funding will be used to support time outside regular work hours to support school climate improvement. |
| SCLT will plan activities fair to communicate available opportunities to engage in student activities within the school to be delivered within the first 30 days of school. | 2022-08-28 - 2022-09-30 | SCLT Leader, Principal | Activity advisors, space, time |
| School Principal and Assistant Principals will conduct SEL Lesson walkthroughs to gather implementation data. (Q1) | 2022-09-15 - 2022-09-30 | School Principal, APs | Appropriate walkthrough tool |
| SCLT will conduct building School Climate walkthrough to collect observable climate data. (Q1) | 2022-09-15 - 2022-09-30 | SCLT Leader | NSCC School Walkthrough Tool |
| SCLT will lead teacher collaboration sessions to support school climate growth. (Q1) | 2022-09-01 - 2022-10-15 | SCLT Leader | Title I Funding will be used to support time outside regular work hours to support school climate improvement. |
| SCLT will collect and share goal related data at the end of the month with sharing completed by the 10th of the next month. (Q1) | 2022-09-30 - 2022-10-10 | SCLT Leader | Attendance data, discipline data, walkthrough data |
| SCLT will hold coaching sessions with CLIU School Climate & Resiliency Teams to support continued implementation of Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q1) | 2022-09-01 - 2022-10-15 | SCLT Leader | CLIU Resiliency Team |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|-------------------------------------|-----------------------------|---|
| Teachers will implement SEL Lessons, SEL Signature Practices, and Calming Corners. (Q1) | 2022-08-29 - 2022-10-15 | Principal | ASD SEL Lesson, Calming Corners Materials |
| SCLT will lead community and family communication related to Attendance Awareness. | 2022-08-29 - 2022-09-30 | SCLT Leader, Principal | Title I funding will support family involvement events |
| SCLT and School Leadership will collaborate with CLIU School Climate & Resiliency Team to provide training and collaboration for SEL Lesson Planning. | 2022-10-15 - 2022-11-30 | SCLT Leader | CLIU Resiliency Team |
| SCLT will provide an activities and opportunities awareness campaign sharing highlights from activities with students and families to encourage further participation and enrollment. | 2022-10-01 - 2022-11-30 | SCLT Leader | Activity advisors, communication tools, Title I funds to be utilized to engage parents/families further engagement in the school. |
| School Principal and Assistant Principals will conduct SEL Lesson walkthroughs to gather implementation data. (Q2) | 2022-10-01 - 2022-12-31 | School Principal, APs | Appropriate walkthrough tool |
| SCLT will conduct building School Climate walkthrough to collect observable climate data. (Q2) | 2022-10-01 - 2022-12-31 | SCLT Leader | NSCC School Walkthrough Tool |
| SCLT will lead teacher collaboration sessions to support school climate growth. (Q2) | 2022-10-01 - 2022-12-31 | SCLT Leader | Title I Funding will be used to support time outside regular work hours to support school climate improvement. |
| SCLT will collect and share goal related data at the end of the month with sharing completed by the 10th of the next | 2022-10-01 - 2023-01-10 | SCLT Leader | Attendance data, discipline data, walkthrough data |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|------------------------|--|
| month. (Q2) | | | |
| SCLT will hold coaching sessions with CLIU School Climate & Resiliency Teams to support continued implementation of Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q2) | 2022-10-01 - 2022-12-31 | SCLT Leader | CLIU Resiliency Team |
| Teachers will implement SEL Lessons, SEL Signature Practices, and Calming Corners. (Q2) | 2022-10-01 - 2022-12-31 | Principal | ASD SEL Lesson, Calming Corners Materials |
| SCLT will lead community and family communication related to supporting social emotional learning at home. | 2022-10-01 - 2022-12-31 | SCLT Leader, Principal | Title I funding will support family involvement events |
| SCLT will share a mid-point update to all faculty and staff on student participation in activities and share specific successes in engaging new participants. | 2023-01-01 - 2023-02-15 | SCLT Leader | Activities advisors, data about activities |
| School Principal and Assistant Principals will conduct SEL Lesson walkthroughs to gather implementation data. (Q3) | 2023-01-01 - 2023-03-31 | School Principal, APs | Appropriate walkthrough tool |
| SCLT will conduct building School Climate walkthrough to collect observable climate data. (Q3) | 2023-01-01 - 2023-03-31 | SCLT Leader | NSCC School Walkthrough Tool |
| SCLT will lead teacher collaboration sessions to support school climate growth. (Q3) | 2023-01-01 - 2023-03-31 | SCLT Leader | Title I Funding will be used to support time outside regular work hours to support school climate improvement. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|------------------------|--|
| SCLT will collect and share goal related data at the end of the month with sharing completed by the 10th of the next month. (Q3) | 2023-01-01 - 2023-04-10 | SCLT Leader | Attendance data, discipline data, walkthrough data |
| SCLT will hold coaching sessions with CLIU School Climate & Resiliency Teams to support continued implementation of Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q3) | 2023-01-01 - 2023-03-31 | SCLT Leader | CLIU Resiliency Team |
| Teachers will implement SEL Lessons, SEL Signature Practices, and Calming Corners. (Q3) | 2023-01-01 - 2023-03-31 | Principal | ASD SEL Lesson, Calming Corners Materials |
| SCLT will lead community and family communication related to making decisions and planning for the next school year. (Goal setting) | 2023-01-01 - 2023-03-31 | SCLT Leader, Principal | Title I funding will support family involvement events |
| School Principal and Assistant Principals will conduct SEL Lesson walkthroughs to gather implementation data. (Q4) | 2023-04-01 - 2023-06-08 | School Principal, APs | Appropriate walkthrough tool |
| SCLT will conduct building School Climate walkthrough to collect observable climate data. (Q4) | 2023-04-01 - 2023-06-08 | SCLT Leader | NSCC School Walkthrough Tool |
| SCLT will lead teacher collaboration sessions to support school climate growth. (Q4) | 2023-04-01 - 2023-06-08 | SCLT Leader | Title I Funding will be used to support time outside regular work hours to support school climate improvement. |
| SCLT will collect and share goal related data at the end of | 2023-04-01 - | SCLT Leader | Attendance data, discipline data, |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|---|
| the month with sharing completed by the 10th of the next month. (Q4) | 2023-06-10 | | walkthrough data |
| SCLT will hold coaching sessions with CLIU School Climate & Resiliency Teams to support continued implementation of Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q4) | 2023-04-01 - 2023-06-30 | SCLT Leader | CLIU Resiliency Team |
| Teachers will implement SEL Lessons, SEL Signature Practices, and Calming Corners. (Q4) | 2023-04-01 - 2023-06-08 | Principal | ASD SEL Lesson, Calming Corners Materials |

Anticipated Outcome

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Monitoring/Evaluation

Quarterly data collection, walkthroughs

Evidence-based Strategy

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 standard mastery.

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|------------------------------|--|
| Achievement Goals ELA & Math | By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. |
| LAS Links Growth Attainment | By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. |
| Walkthroughs | By the end of the 2022-2023 school year, the implementation of sound instructional practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 90% at high evidence. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|-------------------------------------|-----------------------------|--|
| SOI, ESOL SOI, and Department Leaders participate in Leading Data Team Training (based on Data wise Protocols) with CLIU Facilitators | 2022-07-01 - 2022-08-15 | SOI/ESOL SOI | CLIU Staff, Student Academic Data |
| SOI, ESOL SOI, and Department Leaders plan appropriate time within school calendar/PD calendar to support collaborative sessions to support instructional practice. | 2022-07-01 - 2022-08-15 | SOI/ESOL SOI | School Calendar |
| Principal, SOIs, and Department Leaders collaborate to determine high leverage instructional strategies to accelerate learning (Visible Learning) to be focus for walkthrough cycles. | 2022-07-01 - 2022-08-20 | Principal, SOIs | Ed Elements |
| Principal communicates academic goals, expectations, and look-fors for the 2022-2023 school year. | 2022-08-15 - 2022-08-28 | Principal | Selected instructional strategies, goals |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|----------------------|--|
| Department Leaders meet with departments to establish data meeting norms and set instructionally relevant goals for the coming year. | 2022-08-15 - 2022-08-28 | SOI/ESOL SOI | Data Protocol Resources |
| Administer STAR, LAS Links, and CDT Assessment #1 (Q1) | 2022-09-06 - 2022-09-21 | SOI/ESOL SOI | Title I funding may support investment in assessment tools |
| SOI reviews data with department heads (Q1) | 2022-09-22 - 2022-09-30 | SOI/ESOL SOI | Assessment data |
| Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to implement in classroom. (Q1) | 2022-09-22 - 2022-10-15 | SOIs | Title I funds will support collaborative time that may occur outside regular work hours. |
| Department leaders will communicate needs for resources or professional learning support in implementing strategies. (Q1) | 2022-09-22 - 2022-10-15 | SOIs | Title I funds will support supplemental resources or professional learning to support student achievement. |
| Teachers will share achievement data with students in ELA, Math, and Science to support goal setting for growth. (Q1) | 2022-09-22 - 2022-10-10 | SOIs | Assessment data |
| Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, CLIU Facilitators, if needed/requested. (Q1) | 2022-09-22 - 2022-10-31 | SOIs | CLIU Staff, other Professional Learning Resources |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|----------------------|--|
| Principal will hold quarterly department head collaboration session to gather updates, share practices, and collaborate on problems of practice. (Q1) | 2022-08-28 - 2022-10-15 | Principal | Meeting notes |
| SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q1) | 2022-09-22 - 2022-10-31 | SOIs | Assessment data, Walkthrough Data |
| Administer STAR, LAS Links, and CDT Assessment #1 (Q2) | 2022-11-14 - 2022-11-28 | SOI/ESOL SOI | Title I funding may support investment in assessment tools |
| SOI reviews data with department heads (Q2) | 2022-11-29 - 2022-12-07 | SOI/ESOL SOI | Assessment data |
| Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to implement in classroom. (Q2) | 2022-11-29 - 2023-01-15 | SOIs | Title I funds will support collaborative time that may occur outside regular work hours. |
| Department leaders will communicate needs for resources or professional learning support in implementing strategies. (Q2) | 2022-11-29 - 2023-01-15 | SOIs | Title I funds will support supplemental resources or professional learning to support student achievement. |
| Principals and SOIs will conduct instructional walkthroughs and share | 2022-12-05 - | Principal, SOIs | Ed Elements Walkthrough |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|----------------------|---|
| data related to implementation of instructional strategies. (Q2) | 2022-12-16 | | Tool |
| Teachers will share achievement data with students in ELA, Math, and Science to support goal setting for growth. (Q2) | 2022-11-29 - 2022-12-09 | SOIs | Assessment data |
| Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, CLIU Facilitators, if needed/requested. (Q2) | 2022-11-29 - 2023-01-15 | SOIs | CLIU Staff, other Professional Learning Resources |
| Principal will hold quarterly department head collaboration session to gather updates, share practices, and collaborate on problems of practice. (Q2) | 2022-10-15 - 2022-12-23 | Principal | |
| SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q2) | 2022-11-29 - 2023-01-15 | SOIs | Assessment data, Walkthrough Data |
| Administer STAR, LAS Links, and CDT Assessment #1 (Q3) | 2023-02-01 - 2023-02-17 | SOI/ESOL SOI | Title I funding may support investment in assessment tools |
| SOI reviews data with department heads (Q3) | 2023-02-17 - 2023-02-24 | SOI/ESOL SOI | Assessment data |
| Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to implement in classroom. (Q3) | 2023-02-24 - 2023-03-31 | SOIs | Title I funds will support supplemental resources or professional learning to support student |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|--|
| | | | achievement. |
| Department leaders will communicate needs for resources or professional learning support in implementing strategies. (Q3) | 2023-02-24 - 2023-03-31 | SOIs | Title I funds will support supplemental resources or professional learning to support student achievement. |
| Principals and SOIs will conduct instructional walkthroughs and share data related to implementation of instructional strategies. (Q3) | 2023-03-06 - 2023-03-17 | Principal, SOIs | Ed Elements Walkthrough Tool |
| Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, CLIU Facilitators, if needed/requested. (Q3) | 2023-02-24 - 2023-03-31 | SOIs | CLIU Staff, other Professional Learning Resources |
| Principal will hold quarterly department head collaboration session to gather updates, share practices, and collaborate on problems of practice. (Q3) | 2023-01-03 - 2023-03-31 | Principal | |
| SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q3) | - | SOIs | Assessment data, Walkthrough Data |
| Administer STAR, LAS Links, and CDT Assessment #1 (Q4) | 2022-04-10 - 2022-04-26 | | Title I funding may support investment in assessment tools |
| SOI reviews data with department heads (Q4) | 2023-04-26 - | SOI/ESOL SOI | Assessment data |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|----------------------|--|
| | 2023-05-02 | | |
| Teachers will share achievement data with students in ELA, Math, and Science to support goal setting for growth. (Q3) | 2023-02-24 - 2023-03-03 | SOIs | Assessment data |
| Administer STAR, LAS Links, and CDT Assessment #1 (Q4) | 2023-04-10 - 2023-04-26 | SOI/ESOL SOI | Title I funding may support investment in assessment tools |
| SOI reviews data with department heads (Q4) | 2023-04-26 - 2023-05-02 | SOI/ESOL SOI | Assessment data |
| Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to implement in classroom. (Q4) | 2023-05-02 - 2023-05-28 | SOIs | Title I funds will support collaborative time that may occur outside regular work hours. |
| Department leaders will communicate needs for resources or professional learning support in implementing strategies. (Q4) | 2023-05-02 - 2023-05-28 | SOIs | Title I funds will support supplemental resources or professional learning to support student achievement. |
| Principals and SOIs will conduct instructional walkthroughs and share data related to implementation of instructional strategies. (Q4) | 2023-05-08 - 2023-05-19 | Principal, SOIs | Ed Elements Walkthrough Tool |
| Teachers will share achievement data with students in ELA, Math, and | 2023-05-01 - | SOIs | Assessment data |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|---|
| Science to support goal setting for growth. (Q4) | 2023-05-08 | | |
| Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, CLIU Facilitators, if needed/requested. (Q4) | 2023-05-02 - 2023-05-31 | SOIs | CLIU Staff, other Professional Learning Resources |
| Principal will hold quarterly department head collaboration session to gather updates, share practices, and collaborate on problems of practice. (Q4) | 2023-04-01 - 2023-06-07 | Principal | |
| SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q4) | 2023-05-02 - 2022-06-15 | SOIs | Assessment data, Walkthrough Data |
| Title I funds will support supplemental resources or professional learning to support student achievement. | 2022-10-15 - 2022-10-31 | Principal, SOIs | Ed Elements Walkthrough Tool |

Anticipated Outcome

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Monitoring/Evaluation

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|-----------------------------------|--|-------------------------------|
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social | School Climate Leadership Team (SCLT) will | 07/01/2022 - 08/15/2022 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | Emotional Learning - School Based | participate in district-wide Trauma Informed Practices and | |
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | Universal Interventions | Calming Corners Training of Trainers. | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|--|--|
| <p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math)</p> | <p>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</p> | <p>SOI, ESOL SOI, and Department Leaders participate in Leading Data Team Training (based on Data wise Protocols) with CLIU Facilitators</p> | <p>07/01/2022 - 08/15/2022</p> |
| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth Attainment)</p> | | | |
| <p>By the end of the 2022-2023 school year, the implementation of sound instructional practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 90% at high evidence. (Walkthroughs)</p> | | | |

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

greater
levels of
standard
mastery.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|--|--|
| <p>By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance)</p> | <p>Enhancing Students' Social</p> | <p>School Principal or appropriate AP will update staff on</p> | <p>08/16/2022 - 08/30/2022</p> |
| <p>By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation)</p> | <p>Emotional Learning - School Based</p> | <p>appropriate attendance procedures/protocol and provide</p> | |
| <p>By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation)</p> | <p>Universal Interventions</p> | <p>appropriate training if needed.</p> | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|---|--|
| <p>By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance)</p> | <p>Enhancing Students' Social Emotional Learning - School Based Universal Interventions</p> | <p>SCLT will deliver Trauma Informed Practices Trainings to Staff</p> | <p>08/16/2022 - 10/01/2022</p> |
| <p>By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation)</p> | | | |
| <p>By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation)</p> | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|-----------------------------------|---|-------------------------------|
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social | SCLT will deliver Calming Corners Training to Staff | 08/16/2022 - 10/01/2022 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | Emotional Learning - School Based | | |
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | Universal Interventions | | |

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| <p>By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance)</p> | <p>Enhancing Students' Social Emotional Learning - School Based Universal Interventions</p> | <p>SCLT will lead teacher collaboration sessions to support school climate growth. (Q1)</p> | <p>09/01/2022 - 10/15/2022</p> |
| <p>By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation)</p> | | | |
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| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |
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| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |
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| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth Attainment)</p> | <p>instructional planning and educator</p> | <p>coaching to be supported by Department leads, SOIs, CLIU</p> | |
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| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth Attainment)</p> | | | |
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| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth Attainment)</p> | | | |
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| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth Attainment)</p> | <p>collaborative instructional planning and</p> | <p>instructional coaching to be supported by</p> | |
| <p>By the end of the 2022-2023 school year, the implementation of sound instructional practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 90% at high evidence. (Walkthroughs)</p> | <p>educator teams use collaborative planning to</p> | <p>Department leads, SOIs, CLIU Facilitators, if needed/requested.</p> | |
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Enrollment in AP and Dual Enrollment courses continues to increase.

Graduation cohort increased for all students and most sub-groups.

College/Career Benchmark Portfolios - 72% of students' artifacts completed and in progress. Student submissions are continuously being submitted and reviewed.

From fall Benchmark 1 to Winter Benchmark 3 proficiency increased 7% in ELA.

Greatest increase in proficiency from Benchmark 1 to Benchmark 3 occurred in grade 10.

Participation rate on math Benchmarks was much higher at 338 students.

Greatest growth in achievement from Benchmark 1 to Benchmark 3 by grade 9 students. From 24% to 38% proficient.

?% of students demonstrate growth in CDT science

Identify professional learning needs through analysis of a variety

Challenges

Regular Attendance Data - Did not meet state wide target.

EL On Track Measure -) Did not meet EL Growth and Attainment Standard and decreased in performance from the previous year.

Keystone achievement in math and ELA does not meet statewide targets.

(Biology) Classroom Diagnostic Testing - The highest level of proficiency on Benchmark 1 was 37%.

During the third administration of the CDT 579 students participated out of an eligible 1230.

Number of students tested is below 200 students. Greater participation is needed.

EL's are not reaching proficiency on STAR Benchmark.

Continue to increase student participation.

IEP and EL's perform well below all students at 10% proficiency for IEP students and SwD and 14% for EL's.

Strengths

of data.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Increased career pathways and post secondary opportunities for students.

Collaborative planning for curriculum development in ELA and Social Studies.

Emphasis on relationships with school culture.

ELs demonstrate growth within Lexia Power Up Program most frequently in the word study area.

Students with IEP's are showing growth in proficiency on Star benchmark.

Proficiency by student groups by race/ethnicity are showing greater proficiency in ELA benchmarks.

Challenges

Participation in taking the CDT's is still low for total school size.

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

Identify and address individual student learning needs.

Time for collaborative planning to address student data and achievement.

Empowering more voices/people to be involved in decision making.

Addressing student learning needs has become more difficult with larger gaps due to learning loss.

Students with IEP's are not showing growth in proficiency in Star benchmark.

ELs are not showing growth on proficiency on Star benchmarks.

Math proficiency by subgroups continues to show challenges.



Most Notable Observations/Patterns

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

Challenges

Discussion Point

Priority for Planning

Regular Attendance Data - Did not meet state wide target.

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

A focus on this priority statement will have positive residual effect directly to attendance, student engagement, an increase in restorative practices in classrooms/school-wide, and parent involvement.

Identify and address individual student learning needs.

By focusing on individual students needs through differentiated instructional practices and aligning our assessment practice to provide us with the data needed for quality analysis of student abilities, we can improve our student performance data, specifically within each of our targeted subgroups.

EL's are not reaching proficiency on STAR Benchmark.

Keystone achievement in math and ELA does not meet statewide targets.

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

Time for collaborative planning to address student data and achievement.

Addressing student learning needs has become more difficult with larger gaps due to learning loss.

ADDENDUM B: ACTION PLAN

Action Plan: Enhancing Students' Social Emotional Learning - School Based Universal Interventions

| Action Steps | Anticipated Start/Completion Date |
|--|--|
| Develop a school based school climate leadership team to include school leadership, school counselor(s), and teachers. | 07/01/2022 - 07/31/2022 |
| Monitoring/Evaluation | Anticipated Output |
| Quarterly data collection, walkthroughs | Increased regular attendance, increased student activity participation, increased SEL lesson implementation. |
| Material/Resources/Supports Needed | PD Step |
| Title I Funding will be used to support time outside regular work hours to support school climate improvement. | no |

Action Steps**Anticipated Start/Completion Date**

School Climate Leadership Team (SCLT) will participate in district-wide Trauma Informed Practices and Calming Corners Training of Trainers.

07/01/2022 - 08/15/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Trauma Informed Practice & Calming Corners Facilitation Guides

yes



Action Steps**Anticipated Start/Completion Date**

SCLT will plan training opportunities for 2022-2023 school year to reach maximum capacity in Trauma Informed Practices and Calming Corners.

07/01/2022 - 08/15/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

School Calendar/PD Days

no



Action Steps**Anticipated Start/Completion Date**

SCLT will review 2021-2022 data related to discipline, attendance, and SEL/Restorative Practices in walkthroughs to determine trends.

07/01/2022 - 08/15/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Sapphire Data, EdElements Data, School Climate Data

no



Action Steps**Anticipated Start/Completion Date**

SCLT and School Leaders will determine observable classroom practices to include in classroom observations for 2022-2023 school year.

07/01/2022 - 08/15/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Ed Element Walkthrough Tool

no



Action Steps**Anticipated Start/Completion Date**

SCLT will report state of school climate and goals for 2022-2023 to school staff during opening in-service week.

08/16/2022 - 08/30/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

School Climate Data

no



Action Steps**Anticipated Start/Completion Date**

School Principal or appropriate AP will update staff on appropriate attendance procedures/protocol and provide appropriate training if needed.

08/16/2022 - 08/30/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Sapphire

yes



Action Steps**Anticipated Start/Completion Date**

School Principal will refresh expectations for professionals related to school climate initiatives (SEL Lessons, Restorative Practices, Trauma Informed, Calming Corners) with implementation timeline

08/16/2022 - 08/30/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

ASD SEL Lessons, School Calendar

no



Action Steps**Anticipated Start/Completion Date**

SCLT will deliver Trauma Informed Practices Trainings to Staff

08/16/2022 - 10/01/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD
Step**

Title I Funding will be used to support time outside regular work hours to support school climate improvement. Trauma Informed Practices Facilitation Guide

yes



Action Steps**Anticipated Start/Completion Date**

SCLT will deliver Calming Corners Training to Staff

08/16/2022 - 10/01/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Title I Funding will be used to support time outside regular work hours to support school climate improvement.

yes



Action Steps**Anticipated Start/Completion Date**

SCLT will plan activities fair to communicate available opportunities to engage in student activities within the school to be delivered within the first 30 days of school.

08/28/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Activity advisors, space, time

no



Action Steps**Anticipated Start/Completion Date**

School Principal and Assistant Principals will conduct SEL Lesson walkthroughs to gather implementation data. (Q1)

09/15/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Appropriate walkthrough tool

no



Action Steps**Anticipated Start/Completion Date**

SCLT will conduct building School Climate walkthrough to collect observable climate data. (Q1)

09/15/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

NSCC School Walkthrough Tool

no



Action Steps**Anticipated Start/Completion Date**

SCLT will lead teacher collaboration sessions to support school climate growth. (Q1)

09/01/2022 - 10/15/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Title I Funding will be used to support time outside regular work hours to support school climate improvement.

yes



Action Steps**Anticipated Start/Completion Date**

SCLT will collect and share goal related data at the end of the month with sharing completed by the 10th of the next month. (Q1)

09/30/2022 - 10/10/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Attendance data, discipline data, walkthrough data

no



Action Steps**Anticipated Start/Completion Date**

SCLT will hold coaching sessions with CLIU School Climate & Resiliency Teams to support continued implementation of Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q1)

09/01/2022 - 10/15/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

CLIU Resiliency Team

yes



Action Steps**Anticipated Start/Completion Date**

Teachers will implement SEL Lessons, SEL Signature Practices, and Calming Corners. (Q1)

08/29/2022 - 10/15/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

ASD SEL Lesson, Calming Corners Materials

no



Action Steps**Anticipated Start/Completion Date**

SCLT will lead community and family communication related to Attendance Awareness.

08/29/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Title I funding will support family involvement events

no



Action Steps**Anticipated Start/Completion Date**

SCLT and School Leadership will collaborate with CLIU School Climate & Resiliency Team to provide training and collaboration for SEL Lesson Planning.

10/15/2022 - 11/30/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

CLIU Resiliency Team

yes



Action Steps**Anticipated Start/Completion Date**

SCLT will provide an activities and opportunities awareness campaign sharing highlights from activities with students and families to encourage further participation and enrollment.

10/01/2022 - 11/30/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Activity advisors, communication tools, Title I funds to be utilized to engage parents/families further engagement in the school.

no



Action Steps**Anticipated Start/Completion Date**

School Principal and Assistant Principals will conduct SEL Lesson walkthroughs to gather implementation data. (Q2)

10/01/2022 - 12/31/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Appropriate walkthrough tool

no



Action Steps**Anticipated Start/Completion Date**

SCLT will conduct building School Climate walkthrough to collect observable climate data. (Q2)

10/01/2022 - 12/31/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

NSCC School Walkthrough Tool

no



Action Steps**Anticipated Start/Completion Date**

SCLT will lead teacher collaboration sessions to support school climate growth. (Q2)

10/01/2022 - 12/31/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Title I Funding will be used to support time outside regular work hours to support school climate improvement.

yes



Action Steps**Anticipated Start/Completion Date**

SCLT will collect and share goal related data at the end of the month with sharing completed by the 10th of the next month. (Q2)

10/01/2022 - 01/10/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Attendance data, discipline data, walkthrough data

no



Action Steps**Anticipated Start/Completion Date**

SCLT will hold coaching sessions with CLIU School Climate & Resiliency Teams to support continued implementation of Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q2)

10/01/2022 - 12/31/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

CLIU Resiliency Team

yes



Action Steps**Anticipated Start/Completion Date**

Teachers will implement SEL Lessons, SEL Signature Practices, and Calming Corners. (Q2)

10/01/2022 - 12/31/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

ASD SEL Lesson, Calming Corners Materials

no

Action Steps**Anticipated Start/Completion Date**

SCLT will lead community and family communication related to supporting social emotional learning at home.

10/01/2022 - 12/31/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Title I funding will support family involvement events

no



Action Steps**Anticipated Start/Completion Date**

SCLT will share a mid-point update to all faculty and staff on student participation in activities and share specific successes in engaging new participants.

01/01/2023 - 02/15/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Activities advisors, data about activities

no



Action Steps**Anticipated Start/Completion Date**

School Principal and Assistant Principals will conduct SEL Lesson walkthroughs to gather implementation data. (Q3)

01/01/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Appropriate walkthrough tool

no



Action Steps**Anticipated Start/Completion Date**

SCLT will conduct building School Climate walkthrough to collect observable climate data. (Q3)

01/01/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

NSCC School Walkthrough Tool

no



Action Steps**Anticipated Start/Completion Date**

SCLT will lead teacher collaboration sessions to support school climate growth. (Q3)

01/01/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Title I Funding will be used to support time outside regular work hours to support school climate improvement.

yes



Action Steps**Anticipated Start/Completion Date**

SCLT will collect and share goal related data at the end of the month with sharing completed by the 10th of the next month. (Q3)

01/01/2023 - 04/10/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Attendance data, discipline data, walkthrough data

no



Action Steps**Anticipated Start/Completion Date**

SCLT will hold coaching sessions with CLIU School Climate & Resiliency Teams to support continued implementation of Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q3)

01/01/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

CLIU Resiliency Team

yes



Action Steps**Anticipated Start/Completion Date**

Teachers will implement SEL Lessons, SEL Signature Practices, and Calming Corners. (Q3)

01/01/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

ASD SEL Lesson, Calming Corners Materials

no



Action Steps**Anticipated Start/Completion Date**

SCLT will lead community and family communication related to making decisions and planning for the next school year. (Goal setting)

01/01/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Title I funding will support family involvement events

no



Action Steps**Anticipated Start/Completion Date**

School Principal and Assistant Principals will conduct SEL Lesson walkthroughs to gather implementation data. (Q4)

04/01/2023 - 06/08/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Appropriate walkthrough tool

no



Action Steps**Anticipated Start/Completion Date**

SCLT will conduct building School Climate walkthrough to collect observable climate data. (Q4)

04/01/2023 - 06/08/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

NSCC School Walkthrough Tool

no



Action Steps**Anticipated Start/Completion Date**

SCLT will lead teacher collaboration sessions to support school climate growth. (Q4)

04/01/2023 - 06/08/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Title I Funding will be used to support time outside regular work hours to support school climate improvement.

yes



Action Steps**Anticipated Start/Completion Date**

SCLT will collect and share goal related data at the end of the month with sharing completed by the 10th of the next month. (Q4)

04/01/2023 - 06/10/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

Attendance data, discipline data, walkthrough data

no



Action Steps**Anticipated Start/Completion Date**

SCLT will hold coaching sessions with CLIU School Climate & Resiliency Teams to support continued implementation of Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q4)

04/01/2023 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly data collection, walkthroughs

Increased regular attendance, increased student activity participation, increased SEL lesson implementation.

Material/Resources/Supports Needed**PD Step**

CLIU Resiliency Team

yes



| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Teachers will implement SEL Lessons, SEL Signature Practices, and Calming Corners. (Q4) | 04/01/2023 - 06/08/2023 |

| Monitoring/Evaluation | Anticipated Output |
|---|--|
| Quarterly data collection, walkthroughs | Increased regular attendance, increased student activity participation, increased SEL lesson implementation. |

| Material/Resources/Supports Needed | PD Step |
|---|---------|
| ASD SEL Lesson, Calming Corners Materials | no |

Action Plan: 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 standard mastery.

Action Steps**Anticipated Start/Completion Date**

SOI, ESOL SOI, and Department Leaders participate in Leading Data Team Training (based on Data wise Protocols) with CLIU Facilitators

07/01/2022 - 08/15/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

CLIU Staff, Student Academic Data

yes



Action Steps**Anticipated Start/Completion Date**

SOI, ESOL SOI, and Department Leaders plan appropriate time within school calendar/PD calendar to support collaborative sessions to support instructional practice.

07/01/2022 - 08/15/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

School Calendar

no



Action Steps**Anticipated Start/Completion Date**

Principal, SOIs, and Department Leaders collaborate to determine high leverage instructional strategies to accelerate learning (Visible Learning) to be focus for walkthrough cycles.

07/01/2022 - 08/20/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Ed Elements

no



Action Steps**Anticipated Start/Completion Date**

Principal communicates academic goals, expectations, and look-fors for the 2022-2023 school year.

08/15/2022 - 08/28/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Selected instructional strategies, goals

no



Action Steps**Anticipated Start/Completion Date**

Department Leaders meet with departments to establish data meeting norms and set instructionally relevant goals for the coming year.

08/15/2022 - 08/28/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Data Protocol Resources

no



Action Steps**Anticipated Start/Completion Date**

Administer STAR, LAS Links, and CDT Assessment #1 (Q1)

09/06/2022 - 09/21/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funding may support investment in assessment tools

no



Action Steps**Anticipated Start/Completion Date**

SOI reviews data with department heads (Q1)

09/22/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**STAR and LAS Links Data Sets, Walkthrough Data -
Collected and reported quarterly.Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth
Attainment on LAS Links, Increased implementation of sound instructional
strategies**Material/Resources/Supports Needed****PD Step**

Assessment data

no



Action Steps**Anticipated Start/Completion Date**

Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to implement in classroom. (Q1)

09/22/2022 - 10/15/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funds will support collaborative time that may occur outside regular work hours.

yes



Action Steps**Anticipated Start/Completion Date**

Department leaders will communicate needs for resources or professional learning support in implementing strategies. (Q1)

09/22/2022 - 10/15/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funds will support supplemental resources or professional learning to support student achievement.

no



Action Steps**Anticipated Start/Completion Date**

Teachers will share achievement data with students in ELA, Math, and Science to support goal setting for growth. (Q1)

09/22/2022 - 10/10/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Assessment data

no



Action Steps**Anticipated Start/Completion Date**

Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, CLIU Facilitators, if needed/requested. (Q1)

09/22/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

CLIU Staff, other Professional Learning Resources

yes



Action Steps**Anticipated Start/Completion Date**

Principal will hold quarterly department head collaboration session to gather updates, share practices, and collaborate on problems of practice. (Q1)

08/28/2022 - 10/15/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Meeting notes

no



Action Steps**Anticipated Start/Completion Date**

SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q1)

09/22/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Assessment data, Walkthrough Data

no



Action Steps**Anticipated Start/Completion Date**

Administer STAR, LAS Links, and CDT Assessment #1 (Q2)

11/14/2022 - 11/28/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funding may support investment in assessment tools

no

Action Steps**Anticipated Start/Completion Date**

SOI reviews data with debarment heads (Q2)

11/29/2022 - 12/07/2022

Monitoring/Evaluation**Anticipated Output**STAR and LAS Links Data Sets, Walkthrough Data -
Collected and reported quarterly.Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth
Attainment on LAS Links, Increased implementation of sound instructional
strategies**Material/Resources/Supports Needed****PD Step**

Assessment data

no



Action Steps**Anticipated Start/Completion Date**

Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to implement in classroom. (Q2)

11/29/2022 - 01/15/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funds will support collaborative time that may occur outside regular work hours.

yes



Action Steps**Anticipated Start/Completion Date**

Department leaders will communicate needs for resources or professional learning support in implementing strategies. (Q2)

11/29/2022 - 01/15/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funds will support supplemental resources or professional learning to support student achievement.

no



Action Steps**Anticipated Start/Completion Date**

Principals and SOIs will conduct instructional walkthroughs and share data related to implementation of instructional strategies. (Q2)

12/05/2022 - 12/16/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Ed Elements Walkthrough Tool

no



Action Steps**Anticipated Start/Completion Date**

Teachers will share achievement data with students in ELA, Math, and Science to support goal setting for growth. (Q2)

11/29/2022 - 12/09/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Assessment data

no



Action Steps**Anticipated Start/Completion Date**

Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, CLIU Facilitators, if needed/requested. (Q2)

11/29/2022 - 01/15/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

CLIU Staff, other Professional Learning Resources

yes



Action Steps**Anticipated Start/Completion Date**

Principal will hold quarterly department head collaboration session to gather updates, share practices, and collaborate on problems of practice. (Q2)

10/15/2022 - 12/23/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

yes



Action Steps**Anticipated Start/Completion Date**

SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q2)

11/29/2022 - 01/15/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Assessment data, Walkthrough Data

no



Action Steps**Anticipated Start/Completion Date**

Administer STAR, LAS Links, and CDT Assessment #1 (Q3)

02/01/2023 - 02/17/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funding may support investment in assessment tools

no



Action Steps**Anticipated Start/Completion Date**

SOI reviews data with department heads (Q3)

02/17/2023 - 02/24/2023

Monitoring/Evaluation**Anticipated Output**STAR and LAS Links Data Sets, Walkthrough Data -
Collected and reported quarterly.Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth
Attainment on LAS Links, Increased implementation of sound instructional
strategies**Material/Resources/Supports Needed****PD Step**

Assessment data

no



Action Steps**Anticipated Start/Completion Date**

Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to implement in classroom. (Q3)

02/24/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funds will support supplemental resources or professional learning to support student achievement.

yes



Action Steps**Anticipated Start/Completion Date**

Department leaders will communicate needs for resources or professional learning support in implementing strategies. (Q3)

02/24/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funds will support supplemental resources or professional learning to support student achievement.

no



Action Steps**Anticipated Start/Completion Date**

Principals and SOIs will conduct instructional walkthroughs and share data related to implementation of instructional strategies. (Q3)

03/06/2023 - 03/17/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Ed Elements Walkthrough Tool

no



Action Steps**Anticipated Start/Completion Date**

Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, CLIU Facilitators, if needed/requested. (Q3)

02/24/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

CLIU Staff, other Professional Learning Resources

yes



Action Steps**Anticipated Start/Completion Date**

Principal will hold quarterly department head collaboration session to gather updates, share practices, and collaborate on problems of practice. (Q3)

01/03/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

yes



Action Steps**Anticipated Start/Completion Date**

SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q3)

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Assessment data, Walkthrough Data

no



Action Steps**Anticipated Start/Completion Date**

Administer STAR, LAS Links, and CDT Assessment #1 (Q4)

04/10/2022 - 04/26/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funding may support investment in assessment tools

no



Action Steps**Anticipated Start/Completion Date**

SOI reviews data with department heads (Q4)

04/26/2023 - 05/02/2023

Monitoring/Evaluation**Anticipated Output**STAR and LAS Links Data Sets, Walkthrough Data -
Collected and reported quarterly.Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth
Attainment on LAS Links, Increased implementation of sound instructional
strategies**Material/Resources/Supports Needed****PD Step**

Assessment data

no



Action Steps**Anticipated Start/Completion Date**

Teachers will share achievement data with students in ELA, Math, and Science to support goal setting for growth. (Q3)

02/24/2023 - 03/03/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Assessment data

no



Action Steps**Anticipated Start/Completion Date**

Administer STAR, LAS Links, and CDT Assessment #1 (Q4)

04/10/2023 - 04/26/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funding may support investment in assessment tools

no



Action Steps**Anticipated Start/Completion Date**

SOI reviews data with department heads (Q4)

04/26/2023 - 05/02/2023

Monitoring/Evaluation**Anticipated Output**STAR and LAS Links Data Sets, Walkthrough Data -
Collected and reported quarterly.Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth
Attainment on LAS Links, Increased implementation of sound instructional
strategies**Material/Resources/Supports Needed****PD Step**

Assessment data

no



Action Steps**Anticipated Start/Completion Date**

Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to implement in classroom. (Q4)

05/02/2023 - 05/28/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funds will support collaborative time that may occur outside regular work hours.

yes



Action Steps**Anticipated Start/Completion Date**

Department leaders will communicate needs for resources or professional learning support in implementing strategies. (Q4)

05/02/2023 - 05/28/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Title I funds will support supplemental resources or professional learning to support student achievement.

no



Action Steps**Anticipated Start/Completion Date**

Principals and SOIs will conduct instructional walkthroughs and share data related to implementation of instructional strategies. (Q4)

05/08/2023 - 05/19/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Ed Elements Walkthrough Tool

no



Action Steps**Anticipated Start/Completion Date**

Teachers will share achievement data with students in ELA, Math, and Science to support goal setting for growth. (Q4)

05/01/2023 - 05/08/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Assessment data

no



Action Steps**Anticipated Start/Completion Date**

Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, CLIU Facilitators, if needed/requested. (Q4)

05/02/2023 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

CLIU Staff, other Professional Learning Resources

yes



Action Steps**Anticipated Start/Completion Date**

Principal will hold quarterly department head collaboration session to gather updates, share practices, and collaborate on problems of practice. (Q4)

04/01/2023 - 06/07/2023

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

yes



Action Steps**Anticipated Start/Completion Date**

SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q4)

05/02/2023 - 06/15/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Assessment data, Walkthrough Data

no



Action Steps**Anticipated Start/Completion Date**

Title I funds will support supplemental resources or professional learning to support student achievement.

10/15/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

STAR and LAS Links Data Sets, Walkthrough Data - Collected and reported quarterly.

Increased proficiency on STAR Benchmarks in ELA and Math, Increased Growth Attainment on LAS Links, Increased implementation of sound instructional strategies

Material/Resources/Supports Needed**PD Step**

Ed Elements Walkthrough Tool

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|--|--|
| <p>By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance)</p> | <p>Enhancing Students' Social Emotional Learning - School Based Universal Interventions</p> | <p>School Climate Leadership Team (SCLT) will participate in district-wide Trauma Informed Practices and Calming Corners Training of Trainers.</p> | <p>07/01/2022 - 08/15/2022</p> |
| <p>By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation)</p> | | | |
| <p>By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation)</p> | | | |
| <p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math)</p> | <p>If time is dedicated to support collaborative instructional planning and educator teams use</p> | <p>SOI, ESOL SOI, and Department Leaders participate in Leading Data Team Training (based on Data wise Protocols) with CLIU Facilitators</p> | <p>07/01/2022 - 08/15/2022</p> |
| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth Attainment)</p> | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|---|--|
| <p>By the end of the 2022-2023 school year, the implementation of sound instructional practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 90% at high evidence. (Walkthroughs)</p> | <p>collaborative planning to assess and monitor student mastery and deliver sound instruction in a variety of modes, students will demonstrate greater levels of standard mastery.</p> | | |
| <p>By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance)</p> | <p>Enhancing Students' Social Emotional Learning - School Based</p> | <p>School Principal or appropriate AP will update staff on appropriate attendance procedures/protocol and provide</p> | <p>08/16/2022 - 08/30/2022</p> |
| <p>By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation)</p> | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|--|-------------------------------|
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | Universal Interventions | appropriate training if needed. | |
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social Emotional Learning - School Based Universal Interventions | SCLT will deliver Trauma Informed Practices Trainings to Staff | 08/16/2022 - 10/01/2022 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | | | |
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social Emotional Learning - School Based | SCLT will deliver Calming Corners Training to Staff | 08/16/2022 - 10/01/2022 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|---|-------------------------|
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | Universal Interventions | | |
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social Emotional Learning - School Based Universal Interventions | SCLT will lead teacher collaboration sessions to support school climate growth. (Q1) | 09/01/2022 - 10/15/2022 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | | | |
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social Emotional Learning - School Based | SCLT will hold coaching sessions with CLIU School Climate & Resiliency Teams to support continued implementation of | 09/01/2022 - 10/15/2022 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|---|-------------------------|
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | Universal Interventions | Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q1) | |
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social Emotional Learning - School Based Universal Interventions | SCLT and School Leadership will collaborate with CLIU School Climate & Resiliency Team to provide training and collaboration for SEL Lesson Planning. | 10/15/2022 - 11/30/2022 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | | | |
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social Emotional Learning - School Based | SCLT will lead teacher collaboration sessions to support school climate growth. (Q2) | 10/01/2022 - 12/31/2022 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|---|-------------------------|
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | Universal Interventions | | |
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social Emotional Learning - School Based Universal Interventions | SCLT will hold coaching sessions with CLIU School Climate & Resiliency Teams to support continued implementation of Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q2) | 10/01/2022 - 12/31/2022 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | | | |
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social Emotional Learning - School Based | SCLT will lead teacher collaboration sessions to support school climate growth. (Q3) | 01/01/2023 - 03/31/2023 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|---|-------------------------------|
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | Universal Interventions | | |
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social Emotional Learning - School Based Universal Interventions | SCLT will hold coaching sessions with CLIU School Climate & Resiliency Teams to support continued implementation of Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q3) | 01/01/2023 - 03/31/2023 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | | | |
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social Emotional Learning - School Based | SCLT will lead teacher collaboration sessions to support school climate growth. (Q4) | 04/01/2023 - 06/08/2023 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|---|-------------------------------|
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | Universal Interventions | | |
| By the end of the 2022-2023 school year, the all student group regular attendance rate at Louis E. Dieruff High School will demonstrate an increase of 15% from the 2021-2022 school year. (Student Attendance) | Enhancing Students' Social Emotional Learning - School Based Universal Interventions | SCLT will hold coaching sessions with CLIU School Climate & | 04/01/2023 - 06/30/2023 |
| By the end of the 2022-2023 school year, average monthly participation rate in student clubs, activities, and sports will increase by 10% over 2021-2022 participation. (Student Activity Participation) | | Resiliency Teams to support continued implementation of | |
| By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation) | | Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q4) | |
| By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math) | If time is dedicated to support collaborative instructional planning and educator | Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to | 09/22/2022 - 10/15/2022 |
| By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|---|--------------------------------|
| <p>Attainment)</p> <p>By the end of the 2022-2023 school year, the implementation of sound instructional practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 90% at high evidence. (Walkthroughs)</p> | <p>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 standard mastery.</p> | <p>implement in classroom. (Q1)</p> | |
| <p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math)</p> | <p>If time is dedicated to support collaborative instructional planning and educator</p> | <p>Professional learning, collaboration, or instructional coaching to be supported by Department leads,</p> | <p>09/22/2022 - 10/31/2022</p> |
| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth</p> | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|--|--------------------------------|
| <p>Attainment)</p> <p>By the end of the 2022-2023 school year, the implementation of sound instructional practices observed during classroom walkthroughs at Louis E. Dieruff High School will exceed 90% at high evidence. (Walkthroughs)</p> | <p>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 standard mastery.</p> | <p>SOIs, CLIU Facilitators, if needed/requested. (Q1)</p> | |
| <p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math)</p> | <p>If time is dedicated to support collaborative instructional planning and educator</p> | <p>Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to</p> | <p>11/29/2022 - 01/15/2023</p> |
| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth</p> | | | |

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| <p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math)</p> | <p>If time is dedicated to support collaborative instructional planning and educator</p> | <p>Professional learning, collaboration, or instructional coaching to be supported by Department leads,</p> | <p>11/29/2022 - 01/15/2023</p> |
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| <p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math)</p> <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth</p> | <p>If time is dedicated to support collaborative instructional planning and educator</p> | <p>Principal will hold quarterly department head collaboration session to gather updates, share practices, and</p> | <p>10/15/2022 - 12/23/2022</p> |

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| <p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math)</p> | <p>If time is dedicated to support collaborative instructional planning and educator</p> | <p>Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to</p> | <p>02/24/2023 - 03/31/2023</p> |
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| <p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math)</p> | <p>If time is dedicated to support collaborative instructional planning and educator</p> | <p>Professional learning, collaboration, or instructional coaching to be supported by Department leads,</p> | <p>02/24/2023 - 03/31/2023</p> |
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| <p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math)</p> | <p>If time is dedicated to support collaborative instructional planning and educator</p> | <p>Principal will hold quarterly department head collaboration session to gather updates, share practices, and</p> | <p>01/03/2023 - 03/31/2023</p> |
| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth</p> | | | |

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| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth</p> | | | |

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| <p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math)</p> | <p>If time is dedicated to support collaborative instructional planning and educator</p> | <p>Professional learning, collaboration, or instructional coaching to be supported by Department leads,</p> | <p>05/02/2023 - 05/31/2023</p> |
| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth</p> | | | |

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| <p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA & Math Benchmarks in the all student group at Louis E. Dieruff High School will increase of 12% from initial benchmark. (Achievement Goals ELA & Math)</p> | <p>If time is dedicated to support collaborative instructional planning and educator</p> | <p>Principal will hold quarterly department head collaboration session to gather updates, share practices, and</p> | <p>04/01/2023 - 06/07/2023</p> |
| <p>By the end of the 2022-2023 school year, there will be a 15% increase of students meeting expected growth on the LAS Links assessment. (LAS Links Growth</p> | | | |

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PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|--------------------------------------|-----------------|--|
| Trauma Informed Practices Training | SCLT Members | Trauma Informed Practices, Calming Corners |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|---|------------------------------|--------------------------------|
| Implementation via walkthrough collection | 07/01/2022 - 10/30/2022 | Principal, AP Principals, SCLT |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|--|--|
| | Trauma Informed Training (Act 18) |

| Professional Development Step | Audience | Topics of Prof. Dev |
|--|-----------------|---|
| Enhancing Students' Social Emotional Learning - School Based Universal Interventions | School Staff | Attendance procedures and protocols, Trauma-informed practices, calming corners, SEL Lesson Planning, Restorative practices |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|---|------------------------------|---|
| Daily student attendance will be input correctly and in a timely manner into the Sapphire portal, Practices Implemented in classroom as evidenced in walkthroughs | 08/16/2022 - 06/10/2023 | School Principal or Assistant Principal |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Trauma Informed Training (Act 18)

Professional Development Step

Audience

Topics of Prof. Dev

Using Data to Inform Instructional Practice

Teachers

Data protocols, Notice/Wonder, Visible Learning instructional Strategies

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Implementation of Instructional Strategies based on Data-informed needs

08/29/2022 - 06/10/2023

SOI

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

Developing Data Teams

SOI, Department Leaders

Data Protocol Processes to Lead Instructional Decision Making (Datawise Protocols)

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

Collaborative support and development of departmental data teams

07/01/2022 - 09/02/2022

SOI

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|--|--|---|-------------------------------|--|
| <p>Create a one page summary of Dieruff's strengths and areas of improvement for the school with our goals and included. Our message is to convey that we are developing this plan to insure that ALL students' needs are met academically and that our students are in a safe welcoming environment surrounded by a positive culture and climate. We especially will communicate our priorities around our two sub groups which include our ESOL and IEP students who may need specific interventions. Our goal is to have our students want to attend school at Dieruff HS and are fully engaged and learning.</p> | <p>Instructional Strategies for our students and testing results, resources available for our staff and students, culture and climate updates, trauma informed training updates. SEL integrated lessons.</p> | <p>Open house/Orientation, Summer Learning and Enrichment Academy, In-Services, Google Classroom, Social Media, PAWS meetings, email.</p> | <p>All families and staff</p> | <p>September through June 2022-23 (Assess quarterly)</p> |
| <p>To provide collaboration time to allow staff the time to plan and monitor student mastery through such collaboration and deliver sound instruction in a variety of modes. To establish, promote and sustain a culture of high expectations for success for students and educators and promote a mindset of growth socially and emotionally in order to increase student attendance.</p> | <p>Academics and Culture and Climate</p> | <p>Faculty Meetings, PD, Act 80 days, After school time, Department Chair meetings, email.</p> | <p>All families and Staff</p> | <p>September through June 2022-23 (Assess quarterly)</p> |
