

WILLIAM ALLEN HS

106 N 17th St

ATSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Vision - Each and every student, with the active support of the entire community, will graduate ready to thrive in a diverse and complex world.

Mission - Each and every student will graduate college and career ready by having their individual needs met through active engagement in a rigorous, safe and nurturing learning environment. Core Values - In ASD, our commitment to Excellence, Partnership, and Equity means that

we believe in: - Honoring each student's unique qualities - Ensuring equity of access and opportunities - Nurturing the pursuit of lifelong learning - Strengthening partnerships with families and communities - Promoting cultural responsiveness - Building trust and mutual respect.

STEERING COMMITTEE

Name	Position	Building/Group
Kenneth Fritz	Principal	William Allen High School
Michele Kloiber	Supervisor of Instruction	William Allen High School
Michael Bolinsky	Assistant Principal	William Allen High School
Nicole Singer	Assistant Principal	William Allen High School
Ernesto Lopez	Dean of Students	William Allen High School
Susan Artiachi	Department Chair (World Languages)	William Allen High School
Karen Comegys	Department Chair (Mathematics)	William Allen High School
Connie Ganey	Department Chair (Business, FCS/Tech Ed)	William Allen High School
Crystal Fulkerson	Department Chair (Special Education)	William Allen High School
Nicole Leskosky	Department Chair (Science)	William Allen High School
Melissa Roehrich	Department Chair (English/ESOL)	William Allen High School
Craig Smith	Department Chair (Guidance)	William Allen High School
Matthew Rohrbach	Teacher	Allentown School District

Name	Position	Building/Group
Rachelle Perkins	Teacher	Allentown School District
Jessica Milton	Other	Allentown School District
Angela Kemp	Teacher	Allentown School District
Fe Candelario	Other	Allentown School District
Kristine Horn	Other	Allentown School District
Dawn Wadsworth	Other	Allentown School District
Frank Magee	Teacher	Allentown School District
Maria Duran	Teacher	Allentown School District
Melissa Smith	District Level Leaders	Allentown School District
Brian Siket	District Level Leaders	Allentown School District
Raylene Posten	Parent	Allentown School District
Juan LaTorres	Parent	Allentown School District
Matea Melton	Student	Allentown School District
Maxine Hardmon	Student	Allentown School District
Melvin Thomas, Jr.	Community Member	Calvary Baptist Church

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

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If we establish a culture of high expectations for success within a welcome, supportive, and safe environment and consistently reinforce and reward positive response to expectations, then students will experience fewer discipline infractions and demonstrate greater rates of regular attendance.

Essential Practices 3:
Provide Student-
Centered Support
Systems

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Priority Statement**Outcome Category**

Essential Practices 3:
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ACTION PLAN AND STEPS**Evidence-based Strategy**

Enhancing Students' Social Emotional Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
SEL Implementation	By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles.
Attendance Improvement	By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year.
Discipline Referral Improvement	By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%.

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
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 inservice 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	2022-08-16 - 2022-08-30	School Principal or AP	Sapphire

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
appropriate training if needed.			
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
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.
School Principal and Assistant Principals will conduct SEL Lesson walkthroughs to gather implementation data. (Q1)	2022-09-15 -	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.

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. (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
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 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
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	2022-10-01 -	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. (Q2)	2023-01-10		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. (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
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.
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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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 the month with sharing completed by the 10th of the next month. (Q4)	2023-04-01 - 2023-06-10	SCLT Leader	Attendance data, discipline data, walkthrough data
SCLT will hold coaching sessions with CLIU School	2023-04-01 -	SCLT Leader	CLIU Resiliency Team

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Climate & Resiliency Teams to support continued implementation of Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q4)	2023-06-30		
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

Daily student attendance will improve. Fewer discipline issues will occur.

Monitoring/Evaluation

Monthly and quarterly Sapphire reports.

Evidence-based Strategy

Instructional Decision Making

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
STAR Reading Proficiency	By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark.

Goal Nickname	Measurable Goal Statement (Smart Goal)
STAR Math Proficiency	By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR Math Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark.
Sound Instructional Practice	By the end of the 2022-2023 school year, the implementation of sound instructional practices observed during classroom walkthroughs at William Allen High School will exceed 90% at high evidence with 200 walkthroughs per cycle.

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 Datawise 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 - 2022-08-31	Principal, SOIs	Ed Elements
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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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)	2022-08-22 - 2022-10-15	SOI/ESOL SOI	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	SOI/ESOL SOI	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. (Q1)	2022-10-15 - 2022-10-31	Principal, SOI/ESOL SOI	Ed Elements Walkthrough Tool
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	SOI/ESOL SOI	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	SOI/ESOL SOI	CLIU Staff, other Professional Learning Resources
SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q1)	2022-09-22 - 2022-10-31	SOI/ESOL SOI	Assessment data, Walkthrough Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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	SOI/ESOL SOI	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	SOI/ESOL SOI	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. (Q2)	2022-12-15 - 2022-12-16	Principal, SOI/ESOL SOI	Ed Elements Walkthrough 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	SOI/ESOL SOI	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	SOI/ESOL SOI	CLIU Staff, other Professional Learning Resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q2)	2022-11-29 - 2023-01-15	SOI/ESOL SOI	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	SOI/ESOL SOI	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. (Q3)	2023-02-24 - 2023-03-31	SOI/ESOL SOI	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, SOI/ESOL SOI	Ed Elements Walkthrough Tool
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	SOI/ESOL SOI	Assessment data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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	SOI/ESOL SOI	CLIU Staff, other Professional Learning Resources
SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q3)	2023-02-24 - 2023-04-15	SOI/ESOL SOI	Assessment data, Walkthrough 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	SOI/ESOL SOI	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	SOI/ESOL SOI	Title I funds will support supplemental resources or professional learning to support student achievement.
Principals and SOIs will conduct instructional walkthroughs and share	2023-05-08 -	Principal,	Ed Elements Walkthrough

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
data related to implementation of instructional strategies. (Q4)	2023-05-19	SOI/ESOL SOI	Tool
Teachers will share achievement data with students in ELA, Math, and Science to support goal setting for growth. (Q4)	2023-05-02 - 2023-05-08	SOI/ESOL SOI	Assessment data
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	SOI/ESOL SOI	CLIU Staff, other Professional Learning Resources
SOIs will provide quarterly report to faculty on achievement, growth, and strategy implementation. (Q4)	2023-05-02 - 2023-06-15	SOI/ESOL SOI	Assessment data, Walkthrough Data

Anticipated Outcome
Improved student academic performance

Monitoring/Evaluation
STAR Data, LAS Links Data, Keystone Data, WIDA Data



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 implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen 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>Enhancing Students' Social Emotional Learning</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, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p>			
<p>By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)</p>			

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<p>By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen 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>Enhancing Students' Social Emotional Learning</p>	<p>School Principal or appropriate AP will update staff on appropriate attendance procedures/protocol and provide appropriate training if needed.</p>	<p>08/16/2022 - 08/30/2022</p>
<p>By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p>			
<p>By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)</p>			

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<p>By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen 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>Enhancing Students' Social Emotional Learning</p>	<p>SCLT will deliver Trauma Informed Practices</p>	<p>08/16/2022 - 10/01/2022</p>
<p>By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p>		<p>Trainings to Staff</p>	
<p>By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)</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 implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen 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>Enhancing Students' Social Emotional Learning</p>	<p>SCLT will deliver Calming Corners Training to Staff</p>	<p>08/16/2022 - 10/01/2022</p>
<p>By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p>			
<p>By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)</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 implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation)	Enhancing Students' Social Emotional Learning	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, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)			
By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)			

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 implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen 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>Enhancing Students' Social Emotional Learning</p>	<p>SCLT and School Leadership will collaborate with CLIU School Climate & Resiliency Team to provide training and collaboration for SEL Lesson Planning.</p>	<p>10/15/2022 - 11/30/2022</p>
<p>By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p>			
<p>By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)</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 number of students reaching proficiency on the STAR ELA Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Reading Proficiency)</p>	<p>Instructional Decision Making</p>	<p>SOI, ESOL SOI, and Department Leaders</p>	<p>07/01/2022 - 08/15/2022</p>
<p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR Math Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Math Proficiency)</p>		<p>participate in Leading Data Team Training (based on</p>	
<p>By the end of the 2022-2023 school year, the implementation of sound instructional practices observed during classroom walkthroughs at William Allen High School will exceed 90% at high evidence with 200 walkthroughs per cycle. (Sound Instructional Practice)</p>		<p>Datawise Protocols) with CLIU Facilitators</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 number of students reaching proficiency on the STAR ELA Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Reading Proficiency)</p>	<p>Instructional Decision Making</p>	<p>Department Leaders lead collaborative</p>	<p>08/22/2022 - 10/15/2022</p>
<p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR Math Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Math Proficiency)</p>		<p>departmental sessions to select priority</p>	
<p>By the end of the 2022-2023 school year, the implementation of sound instructional practices observed during classroom walkthroughs at William Allen High School will exceed 90% at high evidence with 200 walkthroughs per cycle. (Sound Instructional Practice)</p>		<p>instructional needs and identify focus strategies to implement in classroom. (Q1)</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 implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen 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>Enhancing Students' Social Emotional Learning</p>	<p>SCLT will lead teacher collaboration sessions to support school climate growth. (Q2)</p>	<p>10/01/2022 - 12/31/2022</p>
<p>By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p>			
<p>By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)</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 implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen 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>Enhancing Students' Social Emotional Learning</p>	<p>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)</p>	<p>10/01/2022 - 12/31/2022</p>
<p>By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p>			
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<p>By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p>			
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<p>By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p>		<p>Climate & Resiliency Teams to support continued implementation of</p>	
<p>By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)</p>		<p>Trauma-Informed Practices, Calming Corners, and SEL Lessons. (Q3)</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 implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen 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>Enhancing Students' Social Emotional Learning</p>	<p>SCLT will lead teacher collaboration sessions to support school climate growth. (Q4)</p>	<p>04/01/2023 - 06/08/2023</p>
<p>By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p>			
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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 Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Reading Proficiency)</p>	<p>Instructional Decision Making</p>	<p>Professional learning, collaboration, or instructional coaching to be supported by Department leads, SOIs, CLIU Facilitators, if needed/requested. (Q1)</p>	<p>09/22/2022 - 10/31/2022</p>
<p>By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR Math Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Math Proficiency)</p>			
<p>By the end of the 2022-2023 school year, the implementation of sound instructional practices observed during classroom walkthroughs at William Allen High School will exceed 90% at high evidence with 200 walkthroughs per cycle. (Sound Instructional Practice)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR Math Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Math Proficiency)			
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By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR Math Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Math Proficiency)			
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By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Reading Proficiency)	Instructional Decision Making	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
By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR Math Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Math Proficiency)			
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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 number of students reaching proficiency on the STAR ELA Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Reading Proficiency)	Instructional Decision Making	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
By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR Math Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Math Proficiency)			
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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

STAR Reading Growth data is notable. 30-40% of the students have already met the goal of 50 SGP after Benchmark #3 in March.

STAR Math Growth data is notable. 37-41% of the students have already met the goal of 50 SGP after Benchmark #3 in March.

All students in Grade 9 Physical Science course now participate in annual Science Fair as part of the curriculum.

Teachers utilize interactive notebooks as an instructional tool in all science classrooms.

The Workforce Board Lehigh Valley Employability Skills Elective was added to the Program of Studies in 2019-2020.

Career Education and Work (CEW) Standards have been distributed among all departments and adopted by all teachers to provide students access to the skills needed for college and career readiness.

We have begun to use SmartFutures as a resource for students to complete career-focused activities and house artifacts.

Challenges

ELA Proficiency Rating is below state average.

Literacy across all content areas continues to be a challenge.

Math Proficiency Rating is below state average.

Literacy challenges extend to Mathematics content.

Science Proficiency Rating is below state average.

Literacy challenges extend to Science content.

The Graduation Rate continues to be an area of concern with our current rate of 73.2%

Only 81.4% of our students met the Career Standards Benchmark in 2020-2021. The goal is 98%.

We have begun to use SmartFutures as a tool; however, we did not begin that transition until December 2021.

Proficiency rates on the STAR Benchmark assessments continue to be very low for our subgroups.

Strengths

The Graduation Rate of Black Students is 73.4% which is higher than the All student group rate of 73.2%.

All subgroups mentioned above showed increases in Graduation Rates.

All subgroups mentioned above showed increases in Regular Attendance rates.

Instructional Coaching was specific to our student needs--Math, Literacy, EL, and co-teaching. Teachers trusted the coaches and appreciated the feedback provided.

Professional Learning is focused and provided around data-driven needs.

Ed Elements worked with WAHS administrators to create a walk-through tool specific to our needs. Regularly scheduled walk-through cycles were implemented and data was collected and reviewed. 353 walk-throughs were completed during 2021-2022.

An emphasis was placed on student-centered supports through use of the Communication Management Tool in Sapphire, monthly SEL activities, and the various student-driven clubs and activities.

Our Academic Growth Measure in ELA is currently 100.

Challenges

The Regular Attendance Rate of Students with Disabilities is 54.9%. The Graduation Rate of Students with Disabilities is 54.9%.

The Regular Attendance Rate of English Learners is 55.9%. The Graduation Rate of English Learners is 68%.

The Regular Attendance Rate of Hispanic Students is 58%.

The Regular Attendance Rate of Students Considered Economically Disadvantaged is 56.8%.

Change priority to promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.

Need for more effective implementation of differentiated instruction to address student learning needs.

Poor teacher attendance and vacant teaching positions have hindered student access to regular quality instruction in some classrooms.

All Student Group Regular Attendance is 60.3%.

All student group proficiency in ELA is 8.7%.

All student group proficiency in Math is 29.8%.

English Language Growth and Attainment is 7.8%.

Strengths

The Graduation Rate for Black Students is 73.4%.

Our Industry-Based Learning Competency is 28%. The Industry-Based Learning Competency is 68% for our English Learners.

Challenges

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

All Student Group Regular Attendance is 60.3%.

All student group proficiency in ELA is 8.7%.

All student group proficiency in Math is 29.8%.

English Language Growth and Attainment is 7.8%.

The Graduation Rate continues to be an area of concern with our current rate of 73.2%

Change priority to promoting and sustaining a positive school environment where all members feel

Challenges

**Discussion
Point**

Priority for Planning

welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.

Need for more effective implementation of differentiated instruction to address student learning needs.

Literacy across all content areas continues to be a challenge.

Proficiency rates on the STAR Benchmark assessments continue to be very low for our subgroups.

The Regular Attendance Rate of Students with Disabilities is 54.9%. The Graduation Rate of Students with Disabilities is 54.9%.

The Regular Attendance Rate of English Learners is 55.9%. The Graduation Rate of English Learners is 68%.

The Regular Attendance Rate of Hispanic Students is 58%.

The Regular Attendance Rate of Students Considered Economically Disadvantaged is 56.8%.

ADDENDUM B: ACTION PLAN

Action Plan: Enhancing Students' Social Emotional Learning

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
Monthly and quarterly Sapphire reports.	Daily student attendance will improve. Fewer discipline issues will occur.
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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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 inservice week.

08/16/2022 - 08/30/2022

Monitoring/Evaluation**Anticipated Output**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

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

09/15/2022 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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

CLIU Resiliency Team

no



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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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

ASD SEL Lesson, Calming Corners Materials

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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

CLIU Resiliency Team

yes



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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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. (Q3)

01/01/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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**

Monthly and quarterly Sapphire reports.

Daily student attendance will improve. Fewer discipline issues will occur.

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

ASD SEL Lesson, Calming Corners Materials

no

Action Plan: Instructional Decision Making

Action Steps**Anticipated Start/Completion Date**

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

07/01/2022 - 08/15/2022

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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

Ed Elements

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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)

08/22/2022 - 10/15/2022

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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. (Q1)

10/15/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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. (Q1)

09/22/2022 - 10/10/2022

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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

CLIU Staff, other Professional Learning Resources

yes



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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA
Data

Improved student academic performance

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 (Q2)

11/29/2022 - 12/07/2022

Monitoring/Evaluation**Anticipated Output**STAR Data, LAS Links Data, Keystone Data, WIDA
Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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)

12/15/2022 - 12/16/2022

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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

CLIU Staff, other Professional Learning Resources

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA
Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA
Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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. (Q3)

02/24/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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. (Q3)

02/24/2023 - 03/03/2023

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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. (Q3)

02/24/2023 - 03/31/2023

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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

CLIU Staff, other Professional Learning Resources

yes



Action Steps**Anticipated Start/Completion Date**

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

02/24/2023 - 04/15/2023

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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)

04/10/2023 - 04/26/2023

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA
Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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)

05/02/2023 - 05/08/2023

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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 Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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

CLIU Staff, other Professional Learning Resources

yes



Action Steps**Anticipated Start/Completion Date**

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

05/02/2023 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

STAR Data, LAS Links Data, Keystone Data, WIDA Data

Improved student academic performance

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

Assessment data, Walkthrough Data

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 implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen 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 all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p> <p>By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)</p>	Enhancing Students' Social Emotional Learning	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
<p>By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen 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 all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p> <p>By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals</p>	Enhancing Students' Social Emotional Learning	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

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)			
By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation)	Enhancing Students' Social Emotional Learning	SCLT will deliver Trauma Informed Practices Trainings to Staff	08/16/2022 - 10/01/2022
By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)			
By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)			
By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation)	Enhancing Students' Social Emotional Learning	SCLT will deliver Calming Corners Training to Staff	08/16/2022 - 10/01/2022
By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)			
By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)			
By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation)	Enhancing Students' Social Emotional Learning	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, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)			
By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)			
By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen High School will exceed 100% implementation during quarterly SEL lesson rounds and 90% high evidence of SEL practices during walkthrough cycles. (SEL Implementation)	Enhancing Students' Social Emotional Learning	SCLT and School Leadership will collaborate with CLIU School Climate & Resiliency Team to provide training and collaboration for	10/15/2022 - 11/30/2022
By the end of the 2022-2023 school year, the all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)		SEL Lesson Planning.	
By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Reading Proficiency)	Instructional Decision Making	SOI, ESOL SOI, and Department Leaders participate in Leading Data Team Training (based on Datawise Protocols) with CLIU Facilitators	07/01/2022 - 08/15/2022
By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR Math Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Math Proficiency)			
By the end of the 2022-2023 school year, the implementation of sound instructional practices observed during classroom walkthroughs at William Allen High School will exceed 90% at high evidence with 200 walkthroughs per cycle. (Sound Instructional Practice)			
By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR ELA Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Reading Proficiency)	Instructional Decision Making	Department Leaders lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to	08/22/2022 - 10/15/2022
By the end of the 2022-2023 school year, the number of students reaching proficiency on the STAR Math Benchmark in the all student group at William Allen High School will increase of 12% from initial benchmark. (STAR Math Proficiency)			

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 William Allen High School will exceed 90% at high evidence with 200 walkthroughs per cycle. (Sound Instructional Practice)</p>		<p>implement in classroom. (Q1)</p>	
<p>By the end of the 2022-2023 school year, the implementation of SEL Lessons and practices observed during classroom walkthroughs at William Allen 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 all student group regular attendance rate at William Allen High School will demonstrate an increase of 15% from the 2021-2022 school year. (Attendance Improvement)</p> <p>By the end of the 2022-2023 school year, the Level 3 & Level 4 discipline referrals related to safety related to student:student and student:staff interactions will decrease by 15%. (Discipline Referral Improvement)</p>	<p>Enhancing Students' Social Emotional Learning</p>	<p>SCLT will lead teacher collaboration sessions to support school climate growth. (Q2)</p>	<p>10/01/2022 - 12/31/2022</p>
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Trauma-Informed Practices and Calming Corners Training	School Climate Leadership Team (SCLT) and William Allen Faculty and Staff	Trauma-Informed Practices Training and Calming Corners Training

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Utilization of appropriate strategies when dealing with students	07/01/2022 - 10/01/2022	SCLT

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3a: Communicating with Students	Trauma Informed Training (Act 18)
4c: Communicating with Families	
2d: Managing Student Behavior	
2a: Creating an Environment of Respect and Rapport	

Professional Development Step	Audience	Topics of Prof. Dev
Attendance Procedures and Sapphire Training	William Allen Faculty	Accurate attendance policies and procedures in Sapphire

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Sapphire Reports	08/16/2022 - 08/30/2022	Principal or AP

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

4b: Maintaining Accurate Records

Professional Development Step	Audience	Topics of Prof. Dev
School Climate PLCs	SCLT and William Allen Faculty and Staff	School Climate goals

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Decrease in student discipline issues	09/15/2022 - 06/08/2023	SCLT Leader

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

4d: Participating in a Professional Community

Professional Development Step	Audience	Topics of Prof. Dev
SEL Planning	SCLT and School Leadership	SEL Lesson Planning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of SEL Lessons during walk-throughs	10/15/2022 - 06/30/2023	SCLT Leader

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport	
2d: Managing Student Behavior	

Professional Development Step	Audience	Topics of Prof. Dev
Leading Data Team Training	SOI, ESOL SOI, and Department Leaders	Datawise Protocols, Leading Data Teams

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data Meetings	07/01/2022 - 08/15/2022	SOI / ESOL SOI

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Data Meetings

William Allen Faculty

Data Review, Best Practices

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Improved academic performance and increased student engagement in the classroom as evidenced in walk-throughs

09/22/2022 - 05/28/2023

SOI/ESOL SOI

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

Professional Development Step	Audience	Topics of Prof. Dev
Differentiated Professional Learning Opportunities	William Allen Faculty	Instructional Strategies and Best Practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved academic performance and increased student engagement in the classroom as evidenced in walk-throughs	09/22/2022 - 05/31/2023	SOI/ESOL SOI

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3b: Using Questioning and Discussion Techniques	
3c: Engaging Students in Learning	
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
Data Meetings	William Allen Faculty	Data Review, Best Practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved academic performance and increased student engagement in the classroom as evidenced in walk-throughs	09/22/2022 - 05/28/2023	SOI/ESOL SOI

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 3c: Engaging Students in Learning	



Professional Development Step	Audience	Topics of Prof. Dev
Differentiated Professional Learning Opportunities	William Allen Faculty	Instructional Strategies and Best Practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved academic performance and increased student engagement in the classroom as evidenced in walk-throughs	09/22/2022 - 05/31/2023	SOI/ESOL SOI

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Communicate plan with all staff members	Familiarize staff with the plan, priorities, and goals to create a shared vision of the plan.	Back to school In-service meeting	All staff	August-September
Inform parents and community of the plan	Create a one page summary of WAHS current strengths and weaknesses of the school, identified priorities for the 22-23 school year, and opportunities for how parents can increase engagement in school.	Summer mailer with schedule to students and families, open house, opening of schools in-service, social media	Families, staff, and community	Beginning in August, ongoing
Update staff on progress	Provide an update on implementation of strategies and progress toward goals using quantitative and qualitative data, including student performance and survey results	Faculty meetings in person or virtual	All staff	End of each quarter
Solicit feedback on plan	Gather feedback from families and staff on implementation of strategies and PD through electronic survey.	Google forms sent to families and staff via email, social media, PD exit surveys	Families and staff	3 weeks before end of each quarter
Progress Update	Provide an update on implementation of strategies and progress toward goals using quantitative and qualitative data, including student performance and survey results	Social media, PTO meetings, google classroom	All families and staff	End of each quarter

