

LOUIS E DIERUFF HS

815 N Irving St

ATSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

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

STEERING COMMITTEE

| Name | Position | Building/Group |
|------------------------|-------------------------------|----------------|
| Michael Makhoul | Principal | LED |
| Lisa Krause | Supervisor of Instruction | LED |
| Maggie Drake | Assistant Principal | LED |
| Jose Delgado | Assistant Principal | LED |
| Matthew Givler | Assistant Principal | LED |
| Melissa Petronio | Assistant Principal | LED |
| Reina Garcia | Dean of Students | LED |
| Pamela Moore | Dean of Students | LED |
| Cathy Piston | Math Dept. Chair | LED |
| Megan Elias | English Dept. Chair | LED |
| Leila Little | Science Dept. Chair | LED |
| Patti Tinsman-Schaffer | Art Dept. Chair | LED |
| Dyann Jansen | ELL Teacher | LED |
| Jessica Martin | School Parent Liaison | LED |
| Thomas Stoudt | Home School Visitor | LED |
| Jennifer Rosario | Parent | LED |
| John Hughes | Community Member | LED |
| Kristy Stefanyack | Special Education Dept. Chair | LED |
| Heather Pearson | ESOL Facilitator | LED |
| Olga Cosme | Guidance Dept Chair | LED |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|--|--|
| If we foster a culture of high expectations for success for all students, educators, families and community members; teachers will provide more appropriate and impactful instruction to EL's . EL students will demonstrate increased English Language growth and attainment. | Regular Attendance |
| If we provide frequent, timely, and systematic feedback and support on instructional practices; teachers will demonstrate an increase in effectiveness as it pertains to lesson planning. Students will demonstrate an increase in proficiency in math and ELA. | Essential Practices 1: Focus on Continuous Improvement of Instruction |
| If we promote and sustain a positive school environment where all members felt welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, then teachers will develop more sustaining and support relationships with students and families, and students will more frequently attend school. | |
| If we identify and address individual student learning needs, teachers will develop sound instructional practices in a variety of modes, and students will demonstrate improved growth and achievement in core subject areas. | English Language Growth and Attainment Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction |

ACTION PLAN AND STEPS

Evidence-based Strategy

Restorative Practices

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Improved attendance through school climate changes.

By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year.

EL student English growth and attainment

Increase English language growth and attainment from 13.2% to 20% on the WIDA.

Improved ELA & Math proficiency and growth

Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year.

Improved and enhanced instructional practices

Teacher implementation of effective instructional strategies (based on walk-through and observation data)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Audit staff training needs in Restorative Practices and direct all staff who have not received training to attend district-sponsored certification training.

2020-07-01 -
2021-06-30

Lisa Krause -
Supervisor of
Instruction

Google Survey

Professional Development will be provided for the use of Restorative Practices during the school year.

2020-09-01 -
2021-07-01

Michael G
Makhoul,
Principal

Training opportunities, Restorative Practice trainers, compensated professional hours.

Anticipated Outcome

Develop a roster of who needs professional development in Restorative Practices and provide training opportunities. All staff will implement Restorative practices in the classroom.

Monitoring/Evaluation

SOI will accumulate surveys, pull training completion data and notify all training-deficient staff. The Administrative Team will make sure all staff is trained and implementing Restorative Practices based on walkthrough matrix.

Evidence-based Strategy

Instructional Coaching

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
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| Improved attendance through school climate changes. | By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year. |
| EL student English growth and attainment | Increase English language growth and attainment from 13.2% to 20% on the WIDA. |
| Improved ELA & Math proficiency and growth | Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year. |
| Improved and enhanced instructional practices | Teacher implementation of effective instructional strategies (based on walk-through and observation data) |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|-------------------------------|---|
| Instructional Coaches will support staff members in Math and ELA with additional concentration focused on ELs. | 2020-09-01 - 2021-07-01 | Michael G Makhoul - Principal | Contracted coaching services. Substitutes to cover for content teachers to meet with coaches, schedule adjustments. |

Anticipated Outcome

Improvement in Instructional Practices as well as student achievement.

Monitoring/Evaluation

Administrative Team will use the district created rubric as well as the PDE system to monitor such criteria and performance.

Evidence-based Strategy

Administer STAR - Formative Assessment, Universal Screening, Progress Monitoring and Goal Setting data.

Measurable Goals

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| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|-------------------------------------|
| Administer STAR Assessment 4 times a year for Benchmark purposes. Teachers can administer STAR testing for progress monitoring. | 2020-09-01 - 2021-07-01 | Lisa Krause | STAR Program and technology |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|-------------------------------|--|
| Teachers will collaborate as departments to review student data during monthly faculty meetings as well as during Act 80 Professional Development days. | 2020-09-01 - 2021-07-01 | Michael G Makhoul - Principal | Technology, Curriculum Resources, Testing data |

Anticipated Outcome

Students to demonstrate improvement from baseline to final testing.

Monitoring/Evaluation

Lisa Krause will monitor teacher/student testing as well as STAR data reports. Administrative Team will insure that time is allocated or assigned to teacher collaboration.

Evidence-based Strategy

Engage instructional teams in assessment and monitoring student mastery.

Measurable Goals

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| Improved and enhanced instructional practices | Teacher implementation of effective instructional strategies (based on walk-through and observation data) |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|---|---|
| Provide departmental/content-based PLC time during in-service days and/or faculty meeting time to review student performance data on quarterly benchmarks as well as a fluid analysis of student data. | 2020-09-01 - 2021-06-15 | Michael Makhoul, Principal Lisa Krause, Supervisor of Instruction Department Chairs | BENCHMARK DATA, PD TIME, TECHNOLOGY EQUIPMENT |

| | | | |
|--|-------------------------|-------------------|--------|
| Staff may attend conferences aimed at differentiated instruction for ELs, Special Education, Math and ELA Proficiency as well as Attendance Initiatives and Programs and/or Restorative practices. | 2020-09-01 - 2021-06-15 | Michael G Makhoul | Budget |
|--|-------------------------|-------------------|--------|

Anticipated Outcome

Adjust instruction to align with standards and students strengths and needs.

Monitoring/Evaluation

Administrative Team - Principal, Assistant Principals and Supervisor of Instruction.

Evidence-based Strategy

Increase in Attendance through Culture and Climate

Measurable Goals

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| Improved attendance through school climate changes. | By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 |

Goal Nickname**Measurable Goal Statement (Smart Goal)**

school year.

EL student English growth and attainment

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Improved ELA & Math proficiency and growth

Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Development of attendance tracking and communication strategies.

2020-09-01 -
2021-06-30

Michael G
Makhoul,
School
Principal

Attendance Reports

Monitor Attendance Data Tier 1 - (Research and develop more accurate and understandable attendance tracking system) » Create a school team that regularly reviews attendance data for trends for all students and identify how many and which students fall into the different tiers of needed support » Establish a school plan for reducing chronic absence based on an analysis of strengths and challenges around school climate and attendance practice (Communicate key attendance trends from new system to all staff.) » Use qualitative and quantitative data to

2020-09-01 -
2021-06-15

Melissa
Petronio,
Assistant
Principal

Sapphire
reports/Attendance Team
Members

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
|-------------|------------------------------|----------------------|-------------------------------------|

| | | | |
|--|--|--|--|
| <p>identify common barriers to attendance Tier 2 » Review attendance every week for students who are chronically absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance » Look for qualitative data to assess the underlying cause for a student’s continued absences » Evaluate whether students with persistent chronic absence need an appropriate tier 3 response Tier 3 » Identify which and how many students have a history of missing 20% or more of school and or at risk due to other major challenges (involvement in child welfare, juvenile justice, homelessness etc.) » Review attendance daily and ensure that Tier III students are in school each day. Follow up on each absence for each student identified for tier III intervention</p> | | | |
|--|--|--|--|

| | | | |
|---|--------------------------------|--|---|
| <p>Engage students and parents (Provide key communications both in general and specific on a frequent basis to families</p> | <p>2020-09-01 - 2021-06-30</p> | <p>Melissa Petronio, Assistant Principal</p> | <p>Sapphire Reports/Attendance Team</p> |
|---|--------------------------------|--|---|

Action Step**Anticipated
Start/Completion****Lead
Person/Position****Materials/Resources/Supports
Needed**

and students regarding the benefits of attendance via electronic and paper communication.) (Develop a culture of focus on positive attendance and benefits of good attendance habits.) Create a school climate that encourages students to come to school everyday » Provide an engaging curriculum that draws students to school » Keep school clean and clear of health hazards » Cultivates an atmosphere where students feel respected and safe » Offer programs before and after school to engage students » Provide enrichment activities for students, such as field trips, assemblies, and dances Create a welcoming culture of attendance » Greet students and families at the door in the morning » Reinforce positive, welcoming experience upon entry to all » Create visuals (bulletin boards, banners, posters) that reflect attendance messaging and modify during the year to sustain impact »

Action Step**Anticipated
Start/Completion****Lead
Person/Position****Materials/Resources/Supports
Needed**

Explain expectations for attendance, and how absences can add up, in back-to-school materials and at events » Tell parents how to report an absence » Ensure that your school has opportunities for parental engagement and involvement including organized parent groups, learning at home, and volunteer opportunities Provide activities that engage students and families » Offer opportunities for before and after school programs at the school » Offer field trips, dances, assemblies, book fairs and other activities » Call when students miss school to express concern » Welcome students back and identify any academic support needed. Provide information and attention that underscores concern for children » Call or send letter to alert family to attendance concerns and explore what help may be needed. (If possible, use a nurse to make contact especially for student with a medical condition) » Suggest a home visit and/or conference to

Action Step**Anticipated
Start/Completion****Lead
Person/Position****Materials/Resources/Supports
Needed**

address barriers to attendance » Use the Student Attendance Success Plan to help develop family strategies to support improved attendance » Provide parents with family-friendly, easy-to-understand information and/or assistance in reaching out to social services or community resources that may be helpful in addressing barriers identified » Help parents understand and avoid legal consequences of extreme chronic absence » Nurture teacher interest and capacity in helping to reach out to chronically absent students and their families Identify and provide for family needs e.g. food pantry, clothing assistance, and literacy programs Maintain contact with family to ensure they are receiving needed support. Identify academic needs of the student and develop a plan to provide appropriate tutoring and coaching services. Assess student and family needs and intensify outreach Work to ensure that the student is connected to

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|---|---|
| positive supports and programs, e.g. mentoring Explore the use of The SEAT Tool | | | |
| Use Restorative Practices as a mechanism to improve classroom and school climate by building healthy relationships. – Begin with audit of current training. | 2020-09-01 - 2021-06-30 | Melissa Petronio, Assistant Principal | Sapphire Reports/Attendance Team/PD Time |
| Adopt and implement a walkthrough tool and lesson plan check for key practices expected as a results of restorative practices training. | 2020-09-01 - 2021-06-15 | Michael Makhoul, Principal Central Administration Academic Team | Restorative Practices Training, Books, PD Time, Walkthrough tools |

Anticipated Outcome
Improvement of student daily attendance

Monitoring/Evaluation
Principal will work with assistant principals, deans, home school, school parent liaison, visitor, outreach worker and attendance committee to analyze weekly reports; development of communication with families and incentive program.

Evidence-based Strategy
Lexia Power Up

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---------------------|--|
| Improved attendance | By improving and enhancing our school environment (Via the |

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through school climate changes.

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Improved ELA & Math proficiency and growth

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Improved and enhanced instructional practices

Teacher implementation of effective instructional strategies (based on walk-through and observation data)

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Expand the use of Lexia program into the Designs of Literacy course and strategically schedule EL students into the course based on their WIDA scores. Lexia addresses the low reading proficiency and language acquisition of students. Students will work at their own pace in a personalized learning approach, while program adjusts to their skill level. Teachers will receive reports from each students individualized learning path and progress.

2020-09-01 -
2021-06-30

Matthew
Givler
Assistant
Principal

Technology, literature

Anticipated Outcome

Students will increase their language proficiency and acquisition. Improvement in

instructional strategies. Improvement in differentiated strategies. ELs must acquire fundamental reading, academic language and conversation skills in English.

Monitoring/Evaluation

Matthew Givler Assistant Principal and Lisa Krause Supervisor of Instruction will monitor the fidelity of the program.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|-----------------------|---|--|
| <p>By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.)</p> | Restorative Practices | <p>Audit staff training needs in Restorative Practices and direct all staff who have not received training to attend district-sponsored certification training.</p> | <p>07/01/2020 - 06/30/2021</p> |
| <p>Increase English language growth and attainment from 13.2% to 20% on the WIDA. (EL student English growth and attainment)</p> | | | |
| <p>Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year. (Improved ELA & Math proficiency and growth)</p> | | | |
| <p>Teacher implementation of effective instructional strategies (based on walk-through and observation data) (Improved and enhanced instructional practices)</p> | | | |

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| <p>By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.)</p> | <p>Restorative Practices</p> | <p>Professional Development will be provided for the use of Restorative Practices during the school year.</p> | <p>09/01/2020 - 07/01/2021</p> |
| <p>Increase English language growth and attainment from 13.2% to 20% on the WIDA. (EL student English growth and attainment)</p> | | | |
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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| <p>By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.)</p> | <p>Lexia Power Up</p> | <p>Expand the use of Lexia program into the Designs of Literacy course and strategically schedule EL students into the course based on their WIDA scores. Lexia addresses the low reading proficiency and language acquisition of students. Students will work at their own pace in a personalized learning approach, while program adjusts to their skill level. Teachers will receive reports from each students individualized learning path and progress.</p> | <p>09/01/2020 - 06/30/2021</p> |
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| <p>Teacher implementation of effective instructional strategies (based on walk-through and observation data) (Improved and enhanced instructional practices)</p> | | | |

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

2020-06-25;

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

Superintendent/Chief Executive Officer

Thomas Parker

2020-06-29

School Improvement
Facilitator Signature

Eric Lech

2020-06-29

Building Principal Signature

Michael G. Makhoul

2020-06-30

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Keystone ELA Data

4 Year Graduation Cohort Data

Our career standards benchmark exceeds state average, 92.6%

Teacher SLO's in all non-tested content received Proficient (80%-92%)

Black, Hispanic, White, Economically Disadvantaged and Students with disabilities all improved from the previous year's data in ELA.

Black, English Learners and Students with disabilities students all improved from previous year's data in math.

2 additional percent of Grade 10 students in ELA met the STAR assessment target from baseline to final assessment.

5 additional percent of Grade 11 students in ELA met the STAR assessment target from baseline to final assessment.

6 additional percent of Grade 12 students in ELA met the STAR assessment target from baseline to final assessment.

8 additional percent of Grade 9 students in Math met the STAR assessment target from baseline to final assessment.

10 additional percent of Grade 11 students in Math met the STAR assessment target from baseline to final assessment.

4 additional percent of Grade 12 students

Challenges

Keystone Math Data

Keystone Science Data

EL On Track Measure

Regular Attendance Data

Our career standards benchmark percentage is below the state-wide performance standards - 92.6%

6.9% competent or advanced on the Nocti/Nims, 7.1% earned industry recognized credential.

English Learners did not meet the interim goal improvement target of 13.2%.

Hispanic, students with disabilities, and economically disadvantaged students did not meet the interim goal and improvement target in ELA and math.

English Learner who took the WIDA showed less than half demonstrated growth, 46%.

19% of all students met their STAR assessment target in ELA.

41% met their STAR assessment goal in Math for the year.

CDT was administered unable to finalize results due to COVID closure.

Conditions For Leadership Foster a culture of high expectations for success for all students, educators, families, and

Strengths

in Math met the STAR assessment target from baseline to final assessment.

CDT was administered unable to finalize results due to COVID closure.

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

Continuously monitor implementation of the school improvement plan and adjust as needed.

Challenges

community members

Provide frequent, timely, and systematic feedback and support on instructional practices.

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Keystone Math
Data

Keystone Science
Data

EL On Track
Measure

Lack of differentiated instruction and instructional strategies. Low attendance of EL's. Lack of Restorative Practices to more positively change school climates so students feel more a part of the school culture.

Regular
Attendance Data

Implementation of school-wide Restorative Practices has lost its fidelity over the years. Training all-staff will positively change the school climate so students feel more connected to the school culture. Obstacles associated with school



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

attendance can be attributed to our large economically disadvantaged population, specifically with getting to school.

English Learners did not meet the interim goal improvement target of 13.2%.

Hispanic, students with disabilities, and economically disadvantaged students did not meet the interim goal and improvement target in ELA and math.

Need for enhanced differentiated instruction and instructional strategies. Low attendance of EL's. Lack of Restorative Practices to more positively change school climates so students feel more a connected to the school culture.



Provide frequent, timely, and systematic feedback and support on instructional practices.

Need for collaborative prep time, need for consistent and reliable district-developed tool for instructional observation walkthrough form.

ADDENDUM B: ACTION PLAN

Action Plan: Restorative Practices

| Action Steps | Anticipated Start/Completion Date |
|---|--|
| Audit staff training needs in Restorative Practices and direct all staff who have not received training to attend district-sponsored certification training. | 07/01/2020 - 06/30/2021 |
| Monitoring/Evaluation | Anticipated Output |
| SOI will accumulate surveys, pull training completion data and notify all training-deficient staff. The Administrative Team will make sure all staff is trained and implementing Restorative Practices based on walkthrough matrix. | Develop a roster of who needs professional development in Restorative Practices and provide training opportunities. All staff will implement Restorative practices in the classroom. |
| Material/Resources/Supports Needed | PD Step |
| Google Survey | yes |

Action Steps

Anticipated Start/Completion Date

Professional Development will be provided for the use of Restorative Practices during the school year.

09/01/2020 - 07/01/2021

Monitoring/Evaluation

Anticipated Output

SOI will accumulate surveys, pull training completion data and notify all training-deficient staff. The Administrative Team will make sure all staff is trained and implementing Restorative Practices based on walkthrough matrix.

Develop a roster of who needs professional development in Restorative Practices and provide training opportunities. All staff will implement Restorative practices in the classroom.

Material/Resources/Supports Needed

PD Step

Training opportunities, Restorative Practice trainers, compensated professional hours.

yes



Action Plan: Instructional Coaching

| Action Steps | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Instructional Coaches will support staff members in Math and ELA with additional concentration focused on ELs. | 09/01/2020 - 07/01/2021 |

| Monitoring/Evaluation | Anticipated Output |
|--|--|
| Administrative Team will use the district created rubric as well as the PDE system to monitor such criteria and performance. | Improvement in Instructional Practices as well as student achievement. |

| Material/Resources/Supports Needed | PD Step |
|---|---------|
| Contracted coaching services. Substitutes to cover for content teachers to meet with coaches, schedule adjustments. | yes |

Action Plan: Administer STAR - Formative Assessment, Universal Screening, Progress Monitoring and Goal Setting data.

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Administer STAR Assessment 4 times a year for Benchmark purposes. Teachers can administer STAR testing for progress monitoring. | 09/01/2020 - 07/01/2021 |

| Monitoring/Evaluation | Anticipated Output |
|---|---|
| Lisa Krause will monitor teacher/student testing as well as STAR data reports. Administrative Team will insure that time is allocated or assigned to teacher collaboration. | Students to demonstrate improvement from baseline to final testing. |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------|---------|
| STAR Program and technology | yes |

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Teachers will collaborate as departments to review student data during monthly faculty meetings as well as during Act 80 Professional Development days. | 09/01/2020 - 07/01/2021 |

| Monitoring/Evaluation | Anticipated Output |
|---|---|
| Lisa Krause will monitor teacher/student testing as well as STAR data reports. Administrative Team will insure that time is allocated or assigned to teacher collaboration. | Students to demonstrate improvement from baseline to final testing. |

| Material/Resources/Supports Needed | PD Step |
|--|---------|
| Technology, Curriculum Resources, Testing data | no |

Action Plan: Engage instructional teams in assessment and monitoring student mastery.

| Action Steps | Anticipated Start/Completion Date |
|--|--|
| Provide departmental/content-based PLC time during in-service days and/or faculty meeting time to review student performance data on quarterly benchmarks as well as a fluid analysis of student data. | 09/01/2020 - 06/15/2021 |

| Monitoring/Evaluation | Anticipated Output |
|--|--|
| Administrative Team - Principal, Assistant Principals and Supervisor of Instruction. | Adjust instruction to align with standards and students strengths and needs. |

| Material/Resources/Supports Needed | PD Step |
|---|----------------|
| BENCHMARK DATA, PD TIME, TECHNOLOGY EQUIPMENT | yes |

| Action Steps | Anticipated Start/Completion Date |
|--|--|
| Staff may attend conferences aimed at differentiated instruction for ELs, Special Education, Math and ELA Proficiency as well as Attendance Initiatives and Programs and/or Restorative practices. | 09/01/2020 - 06/15/2021 |

| Monitoring/Evaluation | Anticipated Output |
|--|--|
| Administrative Team - Principal, Assistant Principals and Supervisor of Instruction. | Adjust instruction to align with standards and students strengths and needs. |

| Material/Resources/Supports Needed | PD Step |
|---|----------------|
| Budget | yes |

Action Plan: Increase in Attendance through Culture and Climate

| Action Steps | Anticipated Start/Completion Date |
|--|--|
| Development of attendance tracking and communication strategies. | 09/01/2020 - 06/30/2021 |
| Monitoring/Evaluation | Anticipated Output |
| Principal will work with assistant principals, deans, home school, school parent liaison, visitor, outreach worker and attendance committee to analyze weekly reports; development of communication with families and incentive program. | Improvement of student daily attendance |
| Material/Resources/Supports Needed | PD Step |
| Attendance Reports | no |

Action Steps**Anticipated Start/Completion Date**

Monitor Attendance Data Tier 1 - (Research and develop more accurate and understandable attendance tracking system) » Create a school team that regularly reviews attendance data for trends for all students and identify how many and which students fall into the different tiers of needed support » Establish a school plan for reducing chronic absence based on an analysis of strengths and challenges around school climate and attendance practice (Communicate key attendance trends from new system to all staff.) » Use qualitative and quantitative data to identify common barriers to attendance Tier 2 » Review attendance every week for students who are chronically absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance » Look for qualitative data to assess the underlying cause for a student’s continued absences » Evaluate whether students with persistent chronic absence need an appropriate tier 3 response Tier 3 » Identify which and how many students have a history of missing 20% or more of school and or at risk due to other major challenges (involvement in child welfare, juvenile justice, homelessness etc.) » Review attendance daily and ensure that Tier III students are in school each day. Follow up on each absence for each student identified for tier III intervention

09/01/2020 - 06/15/2021

Monitoring/Evaluation**Anticipated Output**

Principal will work with assistant principals, deans, home school, school parent liaison, visitor, outreach worker and attendance committee to analyze weekly reports; development of communication with families and incentive program.

Improvement of student daily attendance

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

Sapphire reports/Attendance Team Members

no



Action Steps**Anticipated Start/Completion Date**

Engage students and parents (Provide key communications both in general and specific on a frequent basis to families and students regarding the benefits of attendance via electronic and paper communication.) (Develop a culture of focus on positive attendance and benefits of good attendance habits.) Create a school climate that encourages students to come to school everyday » Provide an engaging curriculum that draws students to school » Keep school clean and clear of health hazards » Cultivates an atmosphere where students feel respected and safe » Offer programs before and after school to engage students » Provide enrichment activities for students, such as field trips, assemblies, and dances Create a welcoming culture of attendance » Greet students and families at the door in the morning » Reinforce positive, welcoming experience upon entry to all » Create visuals (bulletin boards, banners, posters) that reflect attendance messaging and modify during the year to sustain impact » Explain expectations for attendance, and how absences can add up, in back-to-school materials and at events » Tell parents how to report an absence » Ensure that your school has opportunities for parental engagement and involvement including organized parent groups, learning at home, and volunteer opportunities Provide activities that engage students and families » Offer opportunities for before and after school programs at the school » Offer field trips, dances, assemblies, book fairs and other activities » Call when students miss school to express concern » Welcome students back and identify any academic support needed. Provide information and attention that underscores concern for children » Call or send letter to alert family to attendance concerns and explore what help may be needed. (If possible, use a nurse to make contact especially for student with a medical condition) » Suggest a home visit and/or conference to address barriers to attendance » Use the Student Attendance Success Plan to help develop

09/01/2020 - 06/30/2021

Action Steps

Anticipated Start/Completion Date

family strategies to support improved attendance » Provide parents with family-friendly, easy-to-understand information and/or assistance in reaching out to social services or community resources that may be helpful in addressing barriers identified » Help parents understand and avoid legal consequences of extreme chronic absence » Nurture teacher interest and capacity in helping to reach out to chronically absent students and their families Identify and provide for family needs e.g. food pantry, clothing assistance, and literacy programs Maintain contact with family to ensure they are receiving needed support. Identify academic needs of the student and develop a plan to provide appropriate tutoring and coaching services. Assess student and family needs and intensify outreach Work to ensure that the student is connected to positive supports and programs, e.g. mentoring Explore the use of The SEAT Tool

Monitoring/Evaluation

Anticipated Output

Principal will work with assistant principals, deans, home school, school parent liaison, visitor, outreach worker and attendance committee to analyze weekly reports; development of communication with families and incentive program.

Improvement of student daily attendance

Material/Resources/Supports Needed

PD Step

Sapphire Reports/Attendance Team

no



Action Steps**Anticipated Start/Completion Date**

Use Restorative Practices as a mechanism to improve classroom and school climate by building healthy relationships. – Begin with audit of current training.

09/01/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Principal will work with assistant principals, deans, home school, school parent liaison, visitor, outreach worker and attendance committee to analyze weekly reports; development of communication with families and incentive program.

Improvement of student daily attendance

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

Sapphire Reports/Attendance Team/PD Time

yes

Action Steps**Anticipated Start/Completion Date**

Adopt and implement a walkthrough tool and lesson plan check for key practices expected as a results of restorative practices training.

09/01/2020 - 06/15/2021

Monitoring/Evaluation**Anticipated Output**

Principal will work with assistant principals, deans, home school, school parent liaison, visitor, outreach worker and attendance committee to analyze weekly reports; development of communication with families and incentive program.

Improvement of student daily attendance

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

Restorative Practices Training, Books, PD Time, Walkthrough tools

yes

Action Plan: Lexia Power Up

| Action Steps | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Expand the use of Lexia program into the Designs of Literacy course and strategically schedule EL students into the course based on their WIDA scores. Lexia addresses the low reading proficiency and language acquisition of students. Students will work at their own pace in a personalized learning approach, while program adjusts to their skill level. Teachers will receive reports from each students individualized learning path and progress. | 09/01/2020 - 06/30/2021 |

| Monitoring/Evaluation | Anticipated Output |
|--|---|
| Matthew Givler Assistant Principal and Lisa Krause Supervisor of Instruction will monitor the fidelity of the program. | Students will increase their language proficiency and acquisition. Improvement in instructional strategies. Improvement in differentiated strategies. ELs must acquire fundamental reading, academic language and conversation skills in English. |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------|---------|
| Technology, literature | yes |

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|-----------------------|--|-------------------------------|
| <p>By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.)</p> <p>Increase English language growth and attainment from 13.2% to 20% on the WIDA. (EL student English growth and attainment)</p> <p>Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year. (Improved ELA & Math proficiency and growth)</p> <p>Teacher implementation of effective instructional strategies (based on walk-through and observation data) (Improved and enhanced instructional practices)</p> | Restorative Practices | Audit staff training needs in Restorative Practices and direct all staff who have not received training to attend district-sponsored certification training. | 07/01/2020 - 06/30/2021 |
| By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.) | Restorative Practices | Professional Development will be provided for the use of Restorative Practices during the school year. | 09/01/2020 - 07/01/2021 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|-------------------------------|---|--|
| <p>Increase English language growth and attainment from 13.2% to 20% on the WIDA. (EL student English growth and attainment)</p> <p>Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year. (Improved ELA & Math proficiency and growth)</p> <p>Teacher implementation of effective instructional strategies (based on walk-through and observation data) (Improved and enhanced instructional practices)</p> | | | |
| <p>By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.)</p> | <p>Instructional Coaching</p> | <p>Instructional Coaches will support staff members in Math and ELA with additional concentration focused on ELs.</p> | <p>09/01/2020 - 07/01/2021</p> |
| <p>Increase English language growth and attainment from 13.2% to 20% on the WIDA. (EL student English growth and attainment)</p> <p>Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year. (Improved ELA &</p> | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|--|--|
| <p>Math proficiency and growth)</p> <p>Teacher implementation of effective instructional strategies (based on walk-through and observation data) (Improved and enhanced instructional practices)</p> | <p>Administer STAR - Formative Assessment, Universal Screening, Progress Monitoring and Goal Setting data.</p> | <p>Administer STAR Assessment 4 times a year for Benchmark purposes. Teachers can administer STAR testing for progress monitoring.</p> | <p>09/01/2020 - 07/01/2021</p> |
| <p>By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.)</p> <p>Increase English language growth and attainment from 13.2% to 20% on the WIDA. (EL student English growth and attainment)</p> <p>Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year. (Improved ELA & Math proficiency and growth)</p> <p>Teacher implementation of effective instructional strategies (based on walk-through and observation data) (Improved and enhanced instructional practices)</p> | <p>Engage instructional teams in assessment</p> | <p>Provide departmental/content-based PLC time during in-service days</p> | <p>09/01/2020 - 06/15/2021</p> |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|---|--|
| <p>attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.)</p> | <p>and monitoring student mastery.</p> | <p>and/or faculty meeting time to review student performance data on quarterly benchmarks as well as a fluid analysis of student data.</p> | |
| <p>Increase English language growth and attainment from 13.2% to 20% on the WIDA. (EL student English growth and attainment)</p> | | | |
| <p>Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year. (Improved ELA & Math proficiency and growth)</p> | | | |
| <p>Teacher implementation of effective instructional strategies (based on walk-through and observation data) (Improved and enhanced instructional practices)</p> | | | |
| <p>By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.)</p> | <p>Engage instructional teams in assessment and monitoring student mastery.</p> | <p>Staff may attend conferences aimed at differentiated instruction for ELs, Special Education, Math and ELA Proficiency as well as Attendance Initiatives and Programs and/or Restorative practices.</p> | <p>09/01/2020 - 06/15/2021</p> |
| <p>Increase English language growth and attainment from 13.2% to 20% on the WIDA. (EL student English growth and attainment)</p> | | | |
| <p>Students will increase ELA Proficiency on the Keystone exam</p> | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|--|--|
| <p>from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year. (Improved ELA & Math proficiency and growth)</p> <p>Teacher implementation of effective instructional strategies (based on walk-through and observation data) (Improved and enhanced instructional practices)</p> | | | |
| <p>By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.)</p> <p>Increase English language growth and attainment from 13.2% to 20% on the WIDA. (EL student English growth and attainment)</p> <p>Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year. (Improved ELA & Math proficiency and growth)</p> | <p>Increase in Attendance through Culture and Climate</p> | <p>Use Restorative Practices as a mechanism to improve classroom and school climate by building healthy relationships. – Begin with audit of current training.</p> | <p>09/01/2020 - 06/30/2021</p> |
| <p>By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular</p> | <p>Increase in Attendance through Culture and</p> | <p>Adopt and implement a walkthrough tool and lesson plan check for key practices</p> | <p>09/01/2020 - 06/15/2021</p> |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|------------------|--|-------------------------|
| <p>attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.)</p> <p>Increase English language growth and attainment from 13.2% to 20% on the WIDA. (EL student English growth and attainment)</p> <p>Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year. (Improved ELA & Math proficiency and growth)</p> | Climate | expected as a results of restorative practices training. | |
| <p>By improving and enhancing our school environment (Via the Implementation of Restorative Practices), students regular attendance will increase from 62.9% to 70% during the 2020-21 school year. (Improved attendance through school climate changes.)</p> <p>Increase English language growth and attainment from 13.2% to 20% on the WIDA. (EL student English growth and attainment)</p> <p>Students will increase ELA Proficiency on the Keystone exam from 42.4% to 50% during the 2021 school year. Students will increase Math Proficiency on the Keystone exam from 32.9% to 40% during the 2021 school year. (Improved ELA & Math proficiency and growth)</p> | Lexia Power Up | Expand the use of Lexia program into the Designs of Literacy course and strategically schedule EL students into the course based on their WIDA scores. Lexia addresses the low reading proficiency and language acquisition of students. Students will work at their own pace in a personalized learning approach, while program adjusts to their skill level. Teachers will receive reports from each students individualized | 09/01/2020 - 06/30/2021 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|------------------|-------------------------------|----------------------|
| Teacher implementation of effective instructional strategies (based on walk-through and observation data) (Improved and enhanced instructional practices) | | learning path and progress. | |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|-----------------------|--|
| Restorative Practices | All High School Staff | Application in classroom setting, including conflict resolution, positive outcome development, restorative circles |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|---|-------------------------|-------------------------------|
| Student behavior change, whole staff discussion, decreased level 2 and 3 disciplinary referrals, decrease OSS rates, improved student attendance, improved student performance per proficiency assessments. | 09/01/2020 - 06/30/2021 | Michael G. Makhoul, Principal |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

| Professional Development Step | Audience | Topics of Prof. Dev |
|--------------------------------------|---|--|
| Instructional Coaching | Math, ELA, Special Education and ESOL staff | Co-Teaching; Differentiate Instruction |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|--|------------------------------|--|
| Implementation of evidence-based strategies specifically addressing the needs of students with special needs and english language learners. Improved student proficiency per quarterly benchmark data via STAR and local assessments (i.g. LEXIA). | 01/01/0001 - 01/01/0001 | Michael G Makhoul - Building Principal |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

| Professional Development Step | Audience | Topics of Prof. Dev |
|--------------------------------------|-----------------|--------------------------------|
| STAR Assessment Training | All Staff | STAR Assessment, Data Analysis |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|-----------------------------|------------------------------|--|
| Student achievement results | 09/01/2020 - 06/15/2021 | Lisa Krause, Supervisor of Instruction |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

| Professional Development Step | Audience | Topics of Prof. Dev |
|--------------------------------------|---|--|
| Lexia Program Training | Low Incidence Teachers of Special Education students, English Teachers, EL Teachers | Classroom Reports, Overview and use of data, student projection data, measurement of grammar, comprehension. |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|--|------------------------------|---------------------------------------|
| Surveys, whole staff discussion, artifact completion by staff. Monitor regular data reports from Lexia in regards to student achievement. | 09/01/2020 - 06/30/2021 | Lisa Krause Supervisor of Instruction |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

| Professional Development Step | Audience | Topics of Prof. Dev |
|---|--------------------|--|
| Attend professional conferences aimed at promoting evidence-based instructional strategies. | Teachers and Staff | Differentiated Instructional Strategies to improve ELA, math proficiency and that specifically address the needs of Economically Disadvantaged, ELL and Special Education students. In addition, training aimed at improving school-wide attendance rates. |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|----------------------------------|------------------------------|-----------------------------|
| Presentation at Faculty Meetings | 09/01/2020 - 06/15/2021 | Mr. Michael G Makhoul |

Danielson Framework Component Met in this Plan:

**This Step meets the
Requirements of State
Required Trainings:**

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|----------------------------------|------------------------------|-------------|----------------------|-----------------------|
| School Board Education Committee | Presentation of Plan | In Person | School Board, Public | June 2020 |
| School Website Posted | Post Plan | Electronic | Public | June 2020 |
| Staff Communication | Updates and changes for 2020 | Weekly Zoom | All staff | July 2020 - June 2021 |
