

## **CENTRAL DAUPHIN EAST SHS**

626 Rutherford Rd

ATSI non-Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

Mission: Central Dauphin East High School strives to serve as a beacon of H.O.P.E. for our students, staff, and community stakeholders (Help, Opportunity, Purpose, Empowerment). Vision: Central Dauphin East High School's vision is to connect students to their potential through authentic relationships, a relevant curriculum, and multiple pathways to complete high school. We strive to support each student's capacity to navigate obstacles necessary to acquire educational and personal opportunities. We aim to establish lifelong learners empowered and equipped to serve their communities and impact the future.

## STEERING COMMITTEE

Name	Position	Building/Group
Luther Green	Principal	Central Dauphin East High School
Jenny Cunningham	District Level Leaders	Central Dauphin School District
Tamia Howard	Principal	Central Dauphin East High School
Andrew Dornes	Principal	Central Dauphin East High School
Hally Swinn	Teacher	Central Dauphin East High School
Tula Neopaney	Teacher	Central Dauphin East High School
Cheryl Getty	Teacher	Central Dauphin East High School
Jana Miller	Teacher	Central Dauphin East High School
Ceida Joya	Paraprofessional	Central Dauphin East High School
Sari Vazquez	Community Member	Central Dauphin East High School
Trishawnda Cabbagestalk	Parent	Central Dauphin East High School
Brittany Robinson	Education Specialist	Central Dauphin East High School
Ami Healy	Other	CAIU

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Sara Cavanagh	Teacher	Central Dauphin East High School
Durrell Burns	Teacher	Central Dauphin East High School
Grace Akande	Student	Central Dauphin East High School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we create a schedule in which ELD teachers can preview vocabulary and prerequisite skills with our English Learners and provide supports to the regular education teachers, then our EL students will be more engaged in their learning and we will see an increase in the language proficiency scores	English Language Growth and Attainment  Mathematics
If we create a schedule in which teachers are provided time to work with their colleagues, then math and special education teachers will be able to collaboratively analyze student data to plan effective instruction that is aligned to student needs, and our students will have their learning needs met in order to grow and achieve.	Mathematics
If we create a schedule in which teachers are provided time to work with their colleagues, then math teachers will be able to collaboratively analyze student data to plan effective instruction that is aligned to student needs, and our students will have their learning needs met in order to grow and achieve.	Mathematics

## ACTION PLAN AND STEPS

<b>Evidence-based Strategy</b>
Make Data Part of an Ongoing Cycle of Instructional Improvement
<b>Measurable Goals</b>

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Tier One Math Growth	Given the end of the year Algebra One Keystone assessment the number of Algebra One students meeting or exceeding their predicted PVAAS growth measure will increase by 10 percent from the 2022 future-ready PA index.
Special Education Math Growth	Given the end of the year Algebra One Keystone assessment the number of Special Education students enrolled in Algebra One meeting or exceeding their predicted PVAAS growth measure will increase by 5 percent from the 2022 future-ready PA index.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Teachers will use data-based decisions to inform instruction	2023-06-12 - 2023-08-22	Marie Yagel - School Improvement Specialist	CDT Access
Teachers will use CDT assessments to gather data to inform instruction	2023-08-24 - 2023-08-24	Marie Yagel - School Improvement Specialist	CDT Access Scott Snyder - CAIU Consultant
The administration aims to create common planning periods into the master schedule to ensure collaboration and opportunities for colleague feedback.	2023-05-01 - 2023-07-31	Luther Green - Principal	Master Schedule
The school will implement a Tier 1 MTSS team	2023-08-23 - 2024-06-07	School Administration and	Marie Yagel CAIU

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Deans of Students	
Teachers will implement Hattie's High Impact Instructional Strategies	2023-08-23 - 2024-06-07	Luther Green - Principal Marie Yagel - School Improvement Specialist	Digital Cohort Members, Teacher Leaders, Instructional Technology Specialists, Administration, Faculty Meetings, In-Service Days
The administration aims to create an instructional support period in the schedules of Special Education teachers to preview vocabulary and prerequisite math skills.	2023-05-01 - 2023-07-31	Luther Green - Principal	Master Schedule
<b>Anticipated Outcome</b>			
Approximately 10 Algebra Teachers			
<b>Monitoring/Evaluation</b>			
PD Sign-in Sheets, MTSS Meetings, Faculty Meetings, Feedback Surveys, Teacher Collaboration Logs			
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<b>Evidence-based Strategy</b>			
Teach Students to Examine Their Own Data and Set Learning Goals			

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)			
ELL Lexile Scores	Given the reading inventory assessment, 50 percent of ELL students will increase their Lexile scores by 25 points from the beginning of the year assessment.			
Action Step		Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Secure licenses for a Reading diagnostic for all English learners		2023-08-23 - 2024-06-07	Instructional Technology Specialist	Scholastic Read 180,
Create a student goal-setting document and teacher reflection		2023-08-23 - 2023-09-30	ELD Department	Google Suite
Introduce Goal Setting and Teacher Reflection Form to Faculty and Staff that will be used quarterly.		2023-08-23 - 2023-09-30	Building Administration	Faculty Meeting
School administration and ATSI Steering Committee members will review data collected from reflections. The team will determine strengths and challenges to offer support to staff and students. Results and strategies will be shared with staff.		2023-08-23 - 2024-06-07	Administration, ATSI Steering Committee	Google Suite, Faculty Meeting
The administration will build an acceleration period into schedules for ESL teachers to preview vocabulary and prerequisite math skills.		2023-05-01 - 2023-07-31	Luther Green - Principal	Master Schedule
Anticipated Outcome				

All professional staff members

**Monitoring/Evaluation**

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Faculty Meetings, Feedback Surveys, ATSI Steering Committee meetings

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given the end of the year Algebra One Keystone assessment the number of Algebra One students meeting or exceeding their predicted PVAAS growth measure will increase by 10 percent from the 2022 future-ready PA index. (Tier One Math Growth)</p>	<p>Make Data Part of an Ongoing Cycle of Instructional Improvement</p>	<p>Teachers will use data-based decisions to inform instruction</p>	<p>06/12/2023 - 08/22/2023</p>
<p>Given the end of the year Algebra One Keystone assessment the number of Special Education students enrolled in Algebra One meeting or exceeding their predicted PVAAS growth measure will increase by 5 percent from the 2022 future-ready PA index. (Special Education Math Growth)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given the end of the year Algebra One Keystone assessment the number of Algebra One students meeting or exceeding their predicted PVAAS growth measure will increase by 10 percent from the 2022 future-ready PA index. (Tier One Math Growth)</p>	<p>Make Data Part of an Ongoing Cycle of Instructional Improvement</p>	<p>Teachers will use CDT assessments to gather data to inform instruction</p>	<p>08/24/2023 - 08/24/2023</p>
<p>Given the end of the year Algebra One Keystone assessment the number of Special Education students enrolled in Algebra One meeting or exceeding their predicted PVAAS growth measure will increase by 5 percent from the 2022 future-ready PA index. (Special Education Math Growth)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given the end of the year Algebra One Keystone assessment the number of Algebra One students meeting or exceeding their predicted PVAAS growth measure will increase by 10 percent from the 2022 future-ready PA index. (Tier One Math Growth)	Make Data Part of an Ongoing Cycle of Instructional Improvement	The school will implement a Tier 1 MTSS team	08/23/2023 - 06/07/2024
Given the end of the year Algebra One Keystone assessment the number of Special Education students enrolled in Algebra One meeting or exceeding their predicted PVAAS growth measure will increase by 5 percent from the 2022 future-ready PA index. (Special Education Math Growth)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>Given the end of the year Algebra One Keystone assessment the number of Algebra One students meeting or exceeding their predicted PVAAS growth measure will increase by 10 percent from the 2022 future-ready PA index. (Tier One Math Growth)</p>	<p>Make Data Part of an Ongoing Cycle of</p>	<p>Teachers will implement Hattie's High Impact</p>	<p>08/23/2023 - 06/07/2024</p>
<p>Given the end of the year Algebra One Keystone assessment the number of Special Education students enrolled in Algebra One meeting or exceeding their predicted PVAAS growth measure will increase by 5 percent from the 2022 future-ready PA index. (Special Education Math Growth)</p>	<p>Instructional Improvement</p>	<p>Instructional Strategies</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.**

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

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

22.4% - approaching meeting course expectations

CDT ELA Data is moving in a positive direction

The fall to mid-year data shows a slight decline in students not meeting course expectations from 97.1% to 95.2%.

CDT Math Data is moving in a positive direction

The fall to mid-year data shows a slight decline in students not meeting course expectations from 87.5% to 79.1%.

CDT Biology Data is moving in a positive direction

100% of ELL students have access to standards-aligned curricula.

All faculty have received professional development in best practices for providing accommodations and modifications for students

Number and Diversity of course offerings

Relevance of Course offerings

### Challenges

5.4% of students need additional support to meet course expectations.

27 of 28 Students with disabilities who took the CDT did not meet course expectations in literature.

18 of 20 students identified as ELL who took the CDT did not meet course expectations in literature.

3.7% of students need additional support to meet course expectations.

52 Students with disabilities took the CDT, and 100% did not meet course expectations in Math.

68 of 70 students identified as ELL who took the CDT did not meet course expectations in Math.

16.6% of students need additional support to meet course expectations.

3.6% of students approaching meet course expectations.

## Strengths

Utilize the ELA strategies to teach across all content areas

PBIS: These practices are helping to achieve a lot of success with our students behaviorally and academically.

Multiple opportunities for professional development learning to support staff needs.

## Challenges

45 of 50 Students with disabilities who took the CDT did not meet course expectations in Biology.

45 of 46 students identified as ELL who took the CDT did not meet course expectations in Biology.

ELL and Students with disabilities demonstrate limited growth in Math, ELA, and Biology on the CDT assessment.

Staffing - adequate staff to implement selected courses

Opportunity for cross-curricular learning activities

Achievement in ELA and Math for English Learners

Growth in Math

Improvement in ELL proficiency

Growth in Math for Students with Disabilities

Engage family support

Community Involvement

More staff collaboration and peer observations to enhance



### Challenges

professional practice.

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### Most Notable Observations/Patterns

Strengths- EHS is moving towards a data-driven mindset as we utilize multiple data points (CDT, PVAAS, Keystone Achievement). The administration supports and empowers all stakeholders to play a vital role in creating an environment of high expectations and rapport. Challenges- Student Motivation, Creating a schedule that facilitates collaborative planning and learning for the staff. Create professional learning communities that analyze and utilize data to make informed decisions about instruction.

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### Challenges

### Discussion Point

### Priority for Planning

Achievement in  
ELA and Math for  
English Learners

Growth in Math

Gaps that were created during the pandemic have not been closed to meet grade-level expectations. Due to the 7-period schedule, class sizes were larger since teachers could only instruct 5 periods instead of 6 periods. There was no consistent use of data to inform instruction to meet the needs of the students. Teachers needed more time to collaboratively plan effective instruction.



Challenges	Discussion Point	Priority for Planning
Improvement in ELL proficiency	Due to the 7-period schedule, a smaller amount of English Language students were able to take an acceleration class. Acceleration has been used as a time for our ELD students to make up class work and assessments instead of previewing upcoming vocabulary and pre-requisite skills. The 7-period schedule also created larger class sizes since teachers could only instruct five periods instead of 6 periods and limited the amount of support the ELD teachers could provide to the regular education teachers.	✓
Opportunity for cross-curricular learning activities		
ELL and Students with disabilities demonstrate limited growth in Math, ELA, and Biology on the CDT assessment.		
More staff collaboration and peer observations to enhance professional practice.		
Growth in Math for	Gaps that were created during the pandemic have not been closed to meet grade-level	✓

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

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Students with  
Disabilities

expectations. Due to the 7-period schedule, class sizes were larger since teachers could only instruct 5 periods instead of 6 periods. There was no consistent use of data to inform instruction to meet the needs of the students. Teachers did not have time to collaboratively plan effective instruction.

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## ADDENDUM B: ACTION PLAN

### Action Plan: Make Data Part of an Ongoing Cycle of Instructional Improvement

Action Steps	Anticipated Start/Completion Date
Teachers will use data-based decisions to inform instruction	06/12/2023 - 08/22/2023
Monitoring/Evaluation	Anticipated Output
PD Sign-in Sheets, MTSS Meetings, Faculty Meetings, Feedback Surveys, Teacher Collaboration Logs	Approximately 10 Algebra Teachers
Material/Resources/Supports Needed	PD Step
CDT Access	yes

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**Action Steps****Anticipated Start/Completion Date**

Teachers will use CDT assessments to gather data to inform instruction

08/24/2023 - 08/24/2023

**Monitoring/Evaluation****Anticipated Output**

PD Sign-in Sheets, MTSS Meetings, Faculty Meetings, Feedback Surveys, Teacher Collaboration Logs

Approximately 10 Algebra Teachers

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

CDT Access Scott Snyder - CAIU Consultant

yes



**Action Steps****Anticipated Start/Completion Date**

The administration aims to create common planning periods into the master schedule to ensure collaboration and opportunities for colleague feedback.

05/01/2023 - 07/31/2023

**Monitoring/Evaluation****Anticipated Output**

PD Sign-in Sheets, MTSS Meetings, Faculty Meetings, Feedback Surveys, Teacher Collaboration Logs

Approximately 10 Algebra Teachers

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

Master Schedule

no



**Action Steps****Anticipated Start/Completion Date**

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The school will implement a Tier 1 MTSS team

08/23/2023 - 06/07/2024

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**Monitoring/Evaluation****Anticipated Output**

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PD Sign-in Sheets, MTSS Meetings, Faculty Meetings,  
Feedback Surveys, Teacher Collaboration Logs

Approximately 10 Algebra Teachers

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

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Marie Yagel CAIU

yes

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**Action Steps****Anticipated Start/Completion Date**

Teachers will implement Hattie's High Impact Instructional Strategies

08/23/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

PD Sign-in Sheets, MTSS Meetings, Faculty Meetings, Feedback Surveys, Teacher Collaboration Logs

Approximately 10 Algebra Teachers

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

Digital Cohort Members, Teacher Leaders, Instructional Technology Specialists, Administration, Faculty Meetings, In-Service Days

yes





**Action Steps****Anticipated Start/Completion Date**

The administration aims to create an instructional support period in the schedules of Special Education teachers to preview vocabulary and prerequisite math skills.

05/01/2023 - 07/31/2023

**Monitoring/Evaluation****Anticipated Output**

PD Sign-in Sheets, MTSS Meetings, Faculty Meetings, Feedback Surveys, Teacher Collaboration Logs

Approximately 10 Algebra Teachers

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

Master Schedule

no

**Action Plan: Teach Students to Examine Their Own Data and Set Learning Goals**

**Action Steps****Anticipated Start/Completion Date**

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Secure licenses for a Reading diagnostic for all English learners

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08/23/2023 - 06/07/2024

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**Monitoring/Evaluation****Anticipated Output**

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Faculty Meetings, Feedback Surveys, ATSI Steering Committee meetings

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All professional staff members

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

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Scholastic Read 180,

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no

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**Action Steps****Anticipated Start/Completion Date**

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Create a student goal-setting document and teacher reflection

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08/23/2023 - 09/30/2023

**Monitoring/Evaluation****Anticipated Output**

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Faculty Meetings, Feedback Surveys, ATSI Steering Committee meetings

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All professional staff members

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

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Google Suite

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no

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**Action Steps****Anticipated Start/Completion Date**

Introduce Goal Setting and Teacher Reflection Form to Faculty and Staff that will be used quarterly.

08/23/2023 - 09/30/2023

**Monitoring/Evaluation****Anticipated Output**

Faculty Meetings, Feedback Surveys, ATSI Steering Committee meetings

All professional staff members

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

Faculty Meeting

no



**Action Steps****Anticipated Start/Completion Date**

School administration and ATSI Steering Committee members will review data collected from reflections. The team will determine strengths and challenges to offer support to staff and students. Results and strategies will be shared with staff.

08/23/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

Faculty Meetings, Feedback Surveys, ATSI Steering Committee meetings

All professional staff members

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

Google Suite, Faculty Meeting

no



**Action Steps****Anticipated Start/Completion Date**

The administration will build an acceleration period into schedules for ESL teachers to preview vocabulary and prerequisite math skills.

05/01/2023 - 07/31/2023

**Monitoring/Evaluation****Anticipated Output**

Faculty Meetings, Feedback Surveys, ATSI Steering Committee meetings

All professional staff members

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

Master Schedule

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given the end of the year Algebra One Keystone assessment the number of Algebra One students meeting or exceeding their predicted PVAAS growth measure will increase by 10 percent from the 2022 future-ready PA index. (Tier One Math Growth)	Make Data Part of an Ongoing Cycle of Instructional Improvement	Teachers will use data-based decisions to inform instruction	06/12/2023
Given the end of the year Algebra One Keystone assessment the number of Special Education students enrolled in Algebra One meeting or exceeding their predicted PVAAS growth measure will increase by 5 percent from the 2022 future-ready PA index. (Special Education Math Growth)			- 08/22/2023
Given the end of the year Algebra One Keystone assessment the number of Algebra One students meeting or exceeding their predicted PVAAS growth measure will increase by 10 percent from the 2022 future-ready PA index. (Tier One Math Growth)	Make Data Part of an Ongoing Cycle of Instructional Improvement	Teachers will use CDT assessments to gather data to inform instruction	08/24/2023
Given the end of the year Algebra One Keystone assessment the number of Special Education students enrolled in Algebra One meeting or exceeding their predicted PVAAS growth measure will increase by 5 percent from the 2022 future-ready PA index. (Special Education Math Growth)			- 08/24/2023
Given the end of the year Algebra One Keystone assessment the number of Algebra One students meeting or exceeding their predicted PVAAS growth measure will increase by 10 percent from the 2022 future-ready PA index. (Tier One Math Growth)	Make Data Part of an Ongoing	The school will implement a Tier 1 MTSS team	08/23/2023 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given the end of the year Algebra One Keystone assessment the number of Special Education students enrolled in Algebra One meeting or exceeding their predicted PVAAS growth measure will increase by 5 percent from the 2022 future-ready PA index. (Special Education Math Growth)	Cycle of Instructional Improvement		
Given the end of the year Algebra One Keystone assessment the number of Algebra One students meeting or exceeding their predicted PVAAS growth measure will increase by 10 percent from the 2022 future-ready PA index. (Tier One Math Growth)	Make Data Part of an Ongoing Cycle of Instructional Improvement	Teachers will implement Hattie's High Impact Instructional Strategies	08/23/2023 - 06/07/2024
Given the end of the year Algebra One Keystone assessment the number of Special Education students enrolled in Algebra One meeting or exceeding their predicted PVAAS growth measure will increase by 5 percent from the 2022 future-ready PA index. (Special Education Math Growth)			

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data-Based Decision PD	Algebra Teachers	How to read the interactive reports, Reading data sets, Goal setting based on data, How to prioritize instruction, How to set up small groups



Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The lesson plan and walkthroughs will show evidence of prioritized instruction and small group learning.	08/23/2023 - 06/07/2024	School Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	
3c: Engaging Students in Learning	
4a: Reflecting on Teaching	
1c: Setting Instructional Outcomes	

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Professional Development Step	Audience	Topics of Prof. Dev
CDT Training	New Algebra Teachers	How to use the DRC site.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Administering the CDT effectively	08/24/2023 - 03/15/2024	Marie Yagel, Scott Snyder

**Danielson Framework Component Met in this Plan:**

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

4e: Growing and Developing Professionally

3d: Using Assessment in Instruction

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Tier 1 MTSS

MTSS Leadership Team

Behavior and Academic data

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Decrease in behavior incidences, Growth in academic success

08/23/2023 - 06/07/2024

MTSS Leadership Team

**Danielson Framework Component Met in this Plan:**

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

4d: Participating in a Professional Community

3e: Demonstrating Flexibility and Responsiveness

4e: Growing and Developing Professionally

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Hattie Training

Professional Staff

High Impact Teaching Strategies

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Walkthroughs, Academic Conversations,  
Observations, Lesson Planning

08/23/2023 - 06/07/2024

Administrative Team, Department Heads,  
Professional Development Committee

**Danielson Framework Component Met in this Plan:**

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

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1d: Demonstrating Knowledge of Resources

4d: Participating in a Professional Community

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posted on the district and school website. It will be included in a beginning of the year newsletter.	Focus on improving student outcomes for math and English language proficiency for all our students but with a concentration on students with disabilities and English learners.	Website, Electronic Distribution	All Stakeholders	Summer - Fall 2023

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