

Building 21 Allentown

CSI School Plan | 2024 - 2025

Steering Committee

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Vision for Learning

Vision for Learning

Building 21 HS envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
SY23-24, English Learners increase in Annual Academic Growth Expectations in English Language Arts, Biology and Algebra.	False
SY23-24, the all student group in Career Standards Benchmark, 95.1%, Exceeded the Statewide Average of 89.6%.	True
SY23-24, 66.7% of students engaged in rigorous courses of study.	False
Students are demonstrating the evidence requirements, or English skills, found within their portfolio.	False
Students are demonstrating the standards found within their math portfolios.	False
SY23-24: Hispanic students Increase in performance from year prior in Biology (academic growth) Increase in performance from year prior in Algebra (academic growth)	False
Students are building on a broad set of skills through exposure opportunities that include school visits, off site visits to community facilities and summer enrichment programs. These opportunities will allow them to discover their passions and pursue post secondary careers that align with their interests.	True
Academic growth score of 72.0 for all students group.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
SY23-24: 92.4% of students graduate in 4 years. (21-22 reporting year) This is above the state average of 87%. 95.1% of students meet the career readiness benchmark. 66.7% of students participate in a Rigorous Course of Study prior to graduating (22-23), almost 12% higher than the state average.	False
Students are demonstrating the evidence requirements, or science skills, found within their portfolio.	False
SY23-24: 95 students tested at the proficient and advanced level in BM4. This is an increase of 37 students from BM3.	True
SY23-24: 84% of students showed typical to high growth from BM3 to BM4.	False
SY23-24: 17 students reached the 1134 or higher score on the CDT's in Benchmark #4 (we had 4 in Q3) of the 218 participants in Q4 benchmarking. 93 of the 194 students who had comparable scores grew from Q1 to Q4.	False
SY23-24: 95.1% of students meet the career readiness benchmark.	True
SY23-24: 58% of students met or exceeded their annual language growth and attainment goal, an increase of 31% from the end of SY22-23.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
SY23-24, percent of students with regular attendance, 42.7%, was below the statewide average of 82.2%.	True
SY23-24, percent English Language growth and attainment, 2.9%, decreased from year prior.	True

SY23-24, decrease in percent proficient or advanced in Algebra and Literature keystones.	True
The majority or 84% of students performed below the 40th percentile compared to other STAR test takers at similar levels.	True
The majority of students, 80%, are performing at below basic or basic on the STAR Reading assessment.	False
The number of students participating in dual enrollment has decreased from prior years.	False
Percent English Language growth and attainment, 6.2%, was below the statewide average of 22.2%.	False
Identify and address individual student learning needs.	True
Percent of students proficient or advanced is below the statewide average for all students group.	False
Implement evidence-based strategies to engage families to support learning	False
Attendance is below state expectations for all students groups.	True
Implement a multi-tiered system of supports for academics and behavior	True
SY23-24: 27.3% of students proficient or advanced on English Language Arts Keystone - 22/23 (decrease of 3% from year prior) 4.2% of students proficient or advanced on Algebra Keystone 10.4% of students proficient or advanced on Biology Keystone Decrease of annual growth expectations of 6 points in ELA from previous year.	True
Student participating in virtual learning and or off site opportunities do not see the same programming and opportunities as students on site full time.	False
N/A	False
SY23-24: Year 3 continues to be an area of focus with that cohort reaching 22% proficient/advanced vs 32% in Y1 and 27% in Y2.	True
SY23-24: Variation in classrooms of coherent instructional practices. Scaffolds are released to the majority of students.	True
SY23-24, percent of 5-year graduation rate, 82.2%, was below the statewide average of 89.7%.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

There is insufficient data available to analyze the performance of student groups. The evidence available shows that students are growing in ELA but still behind as far as growth in both Algebra and Biology.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SY23-24, percent of students with regular attendance, 42.7%, was below the statewide average of 82.2%.	Students are disengaged as a result of practices / methods, environment and communication.	True
SY23-24, percent English Language growth and attainment, 2.9%, decreased from year prior.	Access to English Language supports does not meet the need of our student population - currently 26% of the student body. (1:106, staff to student ratio).	True
SY23-24, decrease in percent proficient or advanced in Algebra and Literature keystones.	There is areas of improvement in our instructional practices in implementation of new curriculum.	True
The majority or 84% of students performed below the 40th percentile compared to other STAR test takers at similar levels.		False
Identify and address individual student learning needs.	Students have a variety of interests, ability levels and gaps in learning.	True
Implement a multi-tiered system of supports for academics and behavior		False
Attendance is below state expectations for all students groups.		False
SY23-24: 27.3% of students proficient or advanced on English Language Arts Keystone - 22/23 (decrease of 3% from year prior) 4.2% of students proficient or advanced on Algebra Keystone 10.4% of students proficient or advanced on Biology Keystone Decrease of annual growth expectations of 6 points in ELA from previous year.		False
SY23-24: Year 3 continues to be an area of focus with that cohort reaching 22% proficient/advanced vs 32% in Y1 and 27% in Y2.		False
SY23-24: Variation in classrooms of coherent instructional practices. Scaffolds are released to the majority of students.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
SY23-24, the all student group in Career Standards Benchmark, 95.1%, Exceeded the Statewide Average of 89.6%.	
Students are building on a broad set of skills through exposure opportunities that include school visits, off site visits to community facilities and summer enrichment programs. These opportunities will allow them to discover their passions and pursue post secondary careers that align with their interests.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	
SY23-24: 95 students tested at the proficient and advanced level in BM4. This is an increase of 37 students from BM3.	
SY23-24: 95.1% of students meet the career readiness benchmark.	
SY23-24: 58% of students met or exceeded their annual language growth and attainment goal, an increase of 31% from the end of SY22-23.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If: we design and implement high impact learning experiences to drive academic excellence. THEN: we will promote student engagement, cultivate a collaborative learning community, and deepen understanding and retention of knowledge.
	If: we provide high quality professional development and support for our teachers to implement comprehensive and tailored support for our English Language Learners that addresses their linguistic, academic and socio -emotional needs, THEN: they will have increased opportunities for language proficiency development and academic success.
	If: we design and implement high impact learning experiences to drive academic excellence. THEN: we will promote student engagement, cultivate a collaborative learning community, and deepen understanding and retention of knowledge.
	If: we cultivate conditions where all students feel safe, valued, empowered, and loved. THEN: we will foster a sense of community and provide students with the interpersonal skills crucial for lifelong success and responsible citizenship.

Goal Setting

Priority: If: we design and implement high impact learning experiences to drive academic excellence.
THEN: we will promote student engagement, cultivate a collaborative learning community, and deepen understanding and retention of knowledge.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. Goal: By June 2025, decrease the percentage of students who are chronically absent to 20% or less. Increase Average Daily Attendance from 86% to 90% Increase regular attendance from 71% to 80% Increase average daily attendance by grade level by 4%			
Measurable Goal Nickname (35 Character Max)			
Attendance Improvement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 32% of students will be chronically absent at the end of Q1.	No more than 30% of students will be chronically absent at the end of Q2.	No more than 28% of students will be chronically absent at the end of Q3.	No more than 20% of students will be chronically absent at the end of Q4.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
Increase graduation rates. By June 2025, the graduation rate will increase to 90%. Increase the number of 12th grade students on-track from mid-term to final. 90% of 9th graders are promoted to 10th grade by end of summer 2025. Increase regular attendance for seniors by 4%.			
Measurable Goal Nickname (35 Character Max)			
Graduation Rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 70% of 12th grade students will be on track for graduation in their portfolios by the end of Q1	At least 73% of 12th grade students will be on track for graduation in their portfolios by the end of Q2	At least 76% of 12th grade students will be on track for graduation in their portfolios by the end of Q3	At least 90% of 12th grade students will be on track for graduation in their portfolios by the end of Q4

Priority: If: we provide high quality professional development and support for our teachers to implement comprehensive and tailored support for our English Language Learners that addresses their linguistic, academic and socio -emotional needs, THEN: they will have increased opportunities for language proficiency development and academic success.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Goal: Improve English Language Growth & Attainment We will increase by 4%, the percentage of students meeting or exceeding their annual expected gains on the 2025 ACCESS assessment, based on the Spring 2024 administration. Increase the percentage of students successfully completing an English Language Arts portfolio from 89% to 91%.			
Measurable Goal Nickname (35 Character Max)			
EL Growth and Attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Determine a baseline of EL students' average ELA	There will be at least a 0.1 increase in EL students'	There will be at least a 0.2 increase in EL students'	There will be at least a 0.3 increase in EL students'

performance level at the end of Q1.	average ELA performance level at the end of Q2.	average ELA performance level at the end of Q3.	average ELA performance level at the end of Q4.
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Priority: If: we design and implement high impact learning experiences to drive academic excellence. THEN: we will promote student engagement, cultivate a collaborative learning community, and deepen understanding and retention of knowledge.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Algebra 1 - Increase the percentage of students passing Algebra 1 by 9th grade. Goal: Increase the percentage of students proficient or advanced by 12% as measured by Keystones State Assessment, using Spring 2024 administration as a baseline. Increase the percentage of students in the green or blue range by 12% from beginning of year to end of year as measured by Classroom Diagnostic Tools. Increase the average performance level in Algebra 1 portfolios from 7.6 to 7.9. Increase the number of students passing Algebra 1 by 3% by the end of summer school 2025.			
Measurable Goal Nickname (35 Character Max)			
Math Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
CDT baseline score for students rostered to Algebra I.	Increase benchmark assessment performance from Quarter 1 to Quarter 2 by 4%.	Increase benchmark assessment performance from Quarter 2 to Quarter 3 by 4%.	Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 4%.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Graduation Rates - Increase graduation rates. Goal: Increase the percentage of students proficient or advanced by 12% as measured by Keystones State Assessment. Increase the percentage of students proficient or advanced by 12% from beginning of year to end of year as measured by STAR Benchmark (English II) Increase the number of students passing English II by 5% from previous year. Increase the average performance level in English 1 portfolios from 8.7 to 8.9.			
Measurable Goal Nickname (35 Character Max)			
Literature Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
STAR baseline score for students rostered to English II.	Increase benchmark assessment performance from Quarter 1 to Quarter 2 by 4%.	Increase benchmark assessment performance from Quarter 2 to Quarter 3 by 4%.	Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 4%.

Priority: If: we cultivate conditions where all students feel safe, valued, empowered, and loved. THEN: we will foster a sense of community and provide students with the interpersonal skills crucial for lifelong success and responsible citizenship.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Cultivate a positive district wide culture by establishing safe and nurturing learning communities that create conditions for student success. Goal: By June 2025, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate survey. Decrease number of level 2 or higher referrals in Sapphire by 15% (270) to 230. Increase the Total School Average Score from 2.73 to 2.8 as measured by the Pennsylvania School Climate Survey. Reduce student truancy from 29% to 20%.			
Measurable Goal Nickname (35 Character Max)			

Climate and Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline from the Spring 2024 survey (2.54) will be utilized to support programmatic planning to improve the domain score.	School level survey that is aligned to the district level will be administered at the end of Q2.	No survey administered	Social Emotional Learning Average domain score of 3.4 or better as measured by climate survey.

Action Plan

Measurable Goals

Attendance Improvement	EL Growth and Attainment
Graduation Rate	Math Proficiency
Literature Proficiency	Climate and Culture

Action Plan For: Make decisions to assist students based on data

Measurable Goals:
- Cultivate a positive district wide culture by establishing safe and nurturing learning communities that create conditions for student success. Goal: By June 2025, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate survey. Decrease number of level 2 or higher referrals in Sapphire by 15% (270) to 230. Increase the Total School Average Score from 2.73 to 2.8 as measured by the Pennsylvania School Climate Survey. Reduce student truancy from 29% to 20%. - Graduation Rates - Increase graduation rates. Goal: Increase the percentage of students proficient or advanced by 12% as measured by Keystones State Assessment. Increase the percentage of students proficient or advanced by 12% from beginning of year to end of year as measured by STAR Benchmark (English II) Increase the number of students passing English II by 5% from previous year. Increase the average performance level in English 1 portfolios from 8.7 to 8.9. - The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. Goal: By June 2025, decrease the percentage of students who are chronically absent to 20% or less. Increase Average Daily Attendance from 86% to 90% Increase regular attendance from 71% to 80% Increase average daily attendance by grade level by 4% - Goal: Improve English Language Growth & Attainment We will increase by 4%, the percentage of students meeting or exceeding their annual expected gains on the 2025 ACCESS assessment, based on the Spring 2024 administration. Increase the percentage of students successfully completing an English Language Arts portfolio from 89% to 91%. - Increase graduation rates. By June 2025, the graduation rate will increase to 90%. Increase the number of 12th grade students on-track from mid-term to final. 90% of 9th graders are promoted to 10th grade by end of summer 2025. Increase regular attendance for seniors by 4%. - Algebra 1 - Increase the percentage of students passing Algebra 1 by 9th grade. Goal: Increase the percentage of students proficient or advanced by 12% as measured by Keystones State Assessment, using Spring 2024 administration as a baseline. Increase the percentage of students in the green or blue range by 12% from beginning of year to end of year as measured by Classroom Diagnostic Tools. Increase the average performance level in Algebra 1 portfolios from 7.6 to 7.9. Increase the number of students passing Algebra 1 by 3% by the end of summer school 2025.

Action Step		Anticipated Start/Completion Date	
AE Use Data Wise to systematically enhance learning and teaching through data-driven analysis and continuous improvement. Subitems: Organize for collaborative work Build assessment literacy Create data overview Dig into student data Examine instruction Develop action plan Plan to assess progress Act and assess"		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Assessment Results (Portfolios, Keystones, STAR, CDT) On Track Portfolio Data Behavior Data	Yes	
Action Step		Anticipated Start/Completion Date	

AE Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Subitems: Form team, set goals and develop protocol Train the team Conduct classroom visits Debrief and Analysis Action planning Evaluation and reflection		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI	School Based Instructional Rounds Book Strength Finders Book	No	
Action Step		Anticipated Start/Completion Date	
AE Develop Professional Learning Communities to enable leaders and teachers (and staff) to collaborate systematically to enhance teaching and learning through data-driven analysis. Subitems: Schedule regular department meeting Train department leads on implementation of meeting agendas		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Meeting agenda	No	
Action Step		Anticipated Start/Completion Date	
AE Establish a system that includes a structured database to develop, monitor, and support effective student success plans. Identify all requirements Select Platform for database Develop database Train and support Roll out system		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	NA	No	
Action Step		Anticipated Start/Completion Date	
EL: Assessment and Individualized Learning Plans: Determine current levels Develop plan on assessment results to target areas of improvement"		2024-08-26	2024-11-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL SOI	NA	Yes	
Action Step		Anticipated Start/Completion Date	
EL Explicit Language Instruction: Provide English language instruction tailored to proficiency levels Vary teaching methods to include visual aids		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL SOI	NA	Yes	
Action Step		Anticipated Start/Completion Date	
EL Parent Engagement: Communicate regularly with parents about progress and ways to support Provide resources in multiple languages to ensure it is accessible Organize events to involve parents in students' education		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL SOI	NA	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved ELA proficiency and growth Improved Math proficiency and growth Improved English language growth	Plan will be monitored via monthly progress monitoring routines in collaboration with SIF in addition to internal leadership team and CSI meetings.

Action Plan For: Provide a tiered system of instructional and behavioral supports and interventions

Measurable Goals:

- Cultivate a positive district wide culture by establishing safe and nurturing learning communities that create conditions for student success. Goal: By June 2025, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate survey. Decrease number of level 2 or higher referrals in Sapphire by 15% (270) to 230. Increase the Total School Average Score from 2.73 to 2.8 as measured by the Pennsylvania School Climate Survey. Reduce student truancy from 29% to 20%.
- The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. Goal: By June 2025, decrease the percentage of students who are chronically absent to 20% or less. Increase Average Daily Attendance from 86% to 90% Increase regular attendance from 71% to 80% Increase average daily attendance by grade level by 4%
- Increase graduation rates. By June 2025, the graduation rate will increase to 90%. Increase the number of 12th grade students on-track from mid-term to final. 90% of 9th graders are promoted to 10th grade by end of summer 2025. Increase regular attendance for seniors by 4%.

Action Step		Anticipated Start/Completion Date	
AE: Implement an evidence-based, Multi-Tiered System of Support Framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism. Set goals for attendance. Identify strengths and barriers for regular attendance Develop supports and strategies to incentivize on time class and school attendance Ongoing communication and training about supports and strategies to stakeholders Monitor students progress through data protocols and meetings		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	SIS (powerschool, Slate) Guardian Meetings Attendance Log School Store Field Trips School Swag	No	
Action Step		Anticipated Start/Completion Date	
CP: Promote and Increase Participation in Enrichment Activities Identify and schedule educational field trips Identify and schedule extended Learning Opportunities Identify and schedule Service-Learning Experiences		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Partnership Coordinator Transportation Lunch Meetings Community Organizations to Volunteer	No	
Action Step		Anticipated Start/Completion Date	
CP: Promote and disseminate information to families about district & Community partner offerings. Identify key offerings and partners Develop clear message Create informational materials Leverage multiple communication channels Engage family networks Host informational events		2024-08-26	2024-07-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Partnership Coordinator School Messenger / Remind Community Organizations	No	
Action Step		Anticipated	

		Start/Completion Date	
SWD: Identify screening processes for academics and behaviors		2024-08-26	2024-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Student Information System	No	
Action Step		Anticipated Start/Completion Date	
SWD: Identify members for Climate and Culture team		2024-08-26	2024-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Staff Master Schedule	No	
Action Step		Anticipated Start/Completion Date	
SWD: Provide wellness resources that are readily accessible		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Counselors Partnership Coordinator Social Worker	No	
Action Step		Anticipated Start/Completion Date	
SWD: Expand relationships with organizations to broaden access to services		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Counselors Social Worker SAP Team	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved attendance Improved school culture and climate Improved graduation rate	Plan will be monitored via monthly progress monitoring routines in collaboration with SIF in addition to internal leadership team and CSI meetings.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Make decisions to assist students based on data	AE Use Data Wise to systematically enhance learning and teaching through data-driven analysis and continuous improvement. SubItems: Organize for collaborative work Build assessment literacy Create data overview Dig into student data Examine instruction Develop action plan Plan to assess progress Act and assess"
Make decisions to assist students based on data	EL: Assessment and Individualized Learning Plans: Determine current levels Develop plan on assessment results to target areas of improvement"
Make decisions to assist students based on data	EL Explicit Language Instruction: Provide English language instruction tailored to proficiency levels Vary teaching methods to include visual aids

Data Wise Continuous Improvement Process

Action Step		
AE Use Data Wise to systematically enhance learning and teaching through data-driven analysis and continuous improvement. SubItems: Organize for collaborative work Build assessment literacy Create data overview Dig into student data Examine instruction Develop action plan Plan to assess progress Act and assess"		
Audience		
Teachers and Culture Staff		
Topics to be Included		
Data Wise Phases: Organize for Collaborative Work, Build Assessment Literacy, Create a Data Overview, Dig into Student Data, Examine Instruction, Develop action plan, Plan to Assess, Act and Assess		
Evidence of Learning		
Using Data in Decision Making		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2024-08-26	2025-05-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Student EL Proficiency Indicators

Action Step		
EL: Assessment and Individualized Learning Plans: Determine current levels Develop plan on assessment results to target areas of improvement"		
Audience		
Teachers		
Topics to be Included		
Unpacking Individual Students Proficiency Levels		
Evidence of Learning		
Identifying levels for students on roster		
Lead Person/Position	Anticipated Start	Anticipated Completion

ESL SOI	2024-10-02	2024-10-30
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Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Teacher Strategies for Explicit Instruction

Action Step		
EL Explicit Language Instruction: Provide English language instruction tailored to proficiency levels Vary teaching methods to include visual aids		
Audience		
Teachers		
Topics to be Included		
Effective language growth strategies		
Evidence of Learning		
EL Teaching Strategies for different domain levels		
Lead Person/Position	Anticipated Start	Anticipated Completion
ESL SOI	2024-11-06	2024-11-27

Learning Format

Type of Activities	Frequency
Workshop(s)	ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	