

William Allen HS

CSI School Plan | 2024 - 2025

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brett Keeble	Assistant Principal	William Allen High School	keebleb@allentownsd.org
Melissa Smith	District Level Leaders	Allentown School District	smithm@allentownsd.org
Tracey Fountain	Other	Allentown School District	fountaint@allentownsd.org
Sandra Rex	Teacher	Allentown School District	rexs@allentownsd.org
Ann Segan	Teacher	Allentown School District	segana@allentownsd.org
Kate Long	Other	Allentown School District	longk@allentownsd.org
Dr. Carol Birks	Chief School Administrator	Allentown School District	birksc@allentownsd.org
Diaja Blakey	Parent	Allentown School District	blakeydiaja@gmail.com
Paul Williams	Community Member	Miers Insurance	pwilliams@miersinsurance
Jeremy Thatcher	Principal	William Allen High School	thatcherj@allentownsd.org
Frank Derrick	Principal	William Allen High School	derrickf@allentownsd.org
Nicole Singer	Principal	William Allen High School	singern@allentownsd.org
Lisa Frankenfield	Principal	William Allen High School	frankenfieldl@allentownsd.org
Jen Ciciliot	Other	William Allen High School	ciciliotj@allentownsd.org
Tim Lutterschmidt	Other	William Allen High School	lutterschmidt@allentownsd.org
Melissa Roehrich	Education Specialist	Allentown School District	roehrichma@allentownsd.org
Maria Spinosa Ebert	Education Specialist	Allentown School District	spinosaebertm@allentownsd.org
Fe Candelario	Other	William Allen High School	candelariof@allentownsd.org
Jen Ramos	District Level Leaders	Allentown School District	ramosj@allentownsd.org
Marques Grundy	Teacher	William Allen High School	grundym@allentownsd.org
Stacey Gilmartin	District Level Leaders	Allentown School District	gilmartins@allentownsd.org
Alvin Wright	Parent	Parent	wrighta@allentownsd.org
Tiffany Polek	District Level Leaders	Allentown School District	polekt@allentownsd.org
Julie Schaible	District Level Leaders	Allentown School District	schaiblej@allentownsd.org
Jen Bryant	District Level Leaders	Allentown School District	bryantj@allentownsd.org
Kyle Kauffman	District Level Leaders	Allentown School District	kauffmank@allentownsd.org
Dr. Malika Savoy	District Level Leaders	Allentown School District	savoym@allentownsd.org
Daniela Pacheco Correa	Student	William Allen High School	404146@allentownsd.org
Liayn Morris	Other	William Allen High School	morrisl@allentownsd.org
Alyssa Bryan	Other	William Allen High School	bryana@allentownsd.org
Dr. Loudes Sanchez	District Level Leaders	Allentown School District	sanchezl@allentownsd.org
Patti Bower	Other	Allentown School District	bowerp@allentownsd.org
Sasha Ball	Teacher	William Allen High School	balls@allentownsd.org
Michelle DeHaarte	Parent	William Allen High School	mgchelle1@gmail.com
Miriam Arroyo	Parent	William Allen High School	miriam.arroyo24@gmail.com
Ana Tiburcio	Parent	William Allen High School	atiburcio09@gmail.com
Katie McPherson	Parent	William Allen High School	princessajordyn@gmail.com

Vision for Learning

Vision for Learning

Vision -The Allentown School District envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community. WAHS Teachers will: - Lesson plan and utilize curricular materials and grade level standards - Engage with and take “ownership of” all students including subgroups - Be solutions based and engaged with school community while addressing or discussing initiatives or areas of improvement - Consistently make data driven instructional decisions - Create a positive climate and culture in their classroom through high expectations that leverages restorative practices - Be “lifelong learners” and engage in continuous professional learning, including co-planning with teams and colleagues - Use a variety of instructional strategies to meet the needs of all students - Speak with optimism and encouragement about what students can achieve and are capable of - Create opportunities for students to demonstrate what they know and what they can do in a variety assessment modalities - Implement systems, routines, and procedures that further the priorities of WAHS and those of ASD - Execute systems and routines that improve school culture and climate e.g. relating to transitions, attendance, punctuality - Make regular contacts home to student’s families (academic and discipline updates- monthly criteria) - Communicate effectively and positively with their colleagues, students, families, and leadership WAHS Students will: - Participate in learning activities that are authentic and prompt the transfer of skills from one area to another - Examine their academic data, set learning goals, and reflect upon their growth - Be able to articulate the connection between their school experience and future college/career goals, including connecting their interests and talent to career readiness - Advocate for their learning - Engage with their peers, teachers, and staff with respectful conversations/language. - Have access to postsecondary opportunities and information - Engage with culturally diverse curricular materials and opportunities to demonstrate learning - Accept responsibility for their actions., regularly attend classes, manage conflict constructively - Engage in credit recovery options available to graduate at regular graduation year - Be aware of services and resources within the building and community that are available to them including activities and other school communications WAHS Families will: - Have a variety of opportunities to engage with school staff, both in person and online - Receive regular communication from school staff relating to their child’s academic, attendance, social progress in addition to school and community events - Feel welcomed at school, feel safe and supported while advocating for students - Participate and engage in their child(ren)’s educational goals, success, and activities. - Communicate with the school on a regular basis. (attendance, grades, +/- situations) - Be informed of their student’s academic progress (strengths and needs) before the end of the marking period in addition to progress reports. - Have access to bilingual staff members to facilitate conversations - Have opportunities to participate in offerings geared towards parents (ex. parent universities that were previously offered by parent liaisons/outreach workers- focused on language skills , WAHS Leadership will: - Lead with compassion, empathy, and understanding the humanity of the members of the WAHS learning community - Create effective and proactive communication plans for staff, students and families - Define clear professional expectations for staff that support school and district priorities in addition to connecting staff with supports to realize priorities - Model desired behaviors and expectations - Listen to hear, not just to speak - Provide space and time for teacher and staff collaboration - Meet regularly to discuss progress, holding each other and staff accountable when expectations are not met. - Create space for self learning - Challenge students and staff to put their best effort - Allocate time for checking in on action items that is not pulled away from for other items (protected time)- different time for different admin or groups of admin that are working on the same priority area

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
SY22-23: 37.6% of students tested proficient in ELA in SY22-23, compared to 31.3% in SY21-22	False
SY22-23: 17.8% of students tested proficient in science in SY22-23, up from 5.4% in SY21-22	False
SY 22-23: Our Academic Growth Measure in ELA is currently 91.	True
Offer Advance Placement Courses and Dual-Enrollment Courses	False
Positive student/teacher relationships; meet individual student needs both academically and socio-emotionally; active student engagement; increased community support; increased parent communication; improve culturally relevant competencies; increase involvement in sports/arts/extra curricular activities.	True
Offer multiple Advanced Placement and Dual Enrollment courses	True
Offer tutoring to students after school. Positive student/teacher relationships; meet individual student needs both academically and socio-emotionally; active student engagement; increased community support; increased parent communication; improve culturally relevant competencies; increase involvement in sports/arts/extra curricular activities.	True
We use Career Readiness resources for students to complete career-focused activities and house artifacts.	False
Varied math courses are offered to support students in order to fill in gaps	False
Offer Advance Placement Courses and Dual-Enrollment Courses	False
Use career-appropriate software for career exploration and career opportunities. Career skill-building real-life job opportunities.	False
Implemented a district-wide student internship initiative.	False
The Workforce Board Lehigh Valley Employability Skills Elective was included in the Program of Studies.	False
Career Education and Work (CEW) Standards have been distributed among all departments and adopted by all teachers to provide students access to the skills needed for college and career readiness.	False
WAHS has a vision for learning that can continue to be utilized.	True
WAHS has numerous community partnerships that are positively utilized to support students academically and socio-emotionally.	True
SY23-24: Percentage of students proficient or advanced for the Star Benchmark increased from 19% in Fall 2023 to 28% in Spring 2024	True
SY23-24: There was an increase in students 'in the green' of 5% between winter testing and spring testing in SY23-24.	True
An emphasis was placed on student-centered supports through use of the Communication Management Tool in Sapphire, monthly SEL activities, and the various student-driven clubs and activities.	False
	False
Offer tutoring to students after school. Positive student/teacher relationships; meet individual student needs both academically and socio-emotionally; active student engagement; increased community support; increased parent communication; improve culturally relevant competencies; increase involvement in sports/arts/extra curricular activities.	False
SY23-24: The percentage of English learners proficiency in ELA increased from 3% in Fall 2023 to 15.2% in spring 2024.	False

Offered Advanced Placement and Dual Enrollment classes	False
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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
SY22-23: 38.4% of students were not marked chronically absent in SY22-23, compared to the state average of 73.9%	False
SY 22-23: All student group proficiency in ELA is 37.6%	False
SY22-23: 38.4% of students were not marked chronically absent in SY22-23, compared to the state average of 73.9%	False
SY 22-23: All student group proficiency in Science is 17.8%	False
SY 22-23: English Language Growth and Attainment is 4.5%.	False
Classroom attendance and low daily attendance; lack of consistency in instructional expectations; language barriers; lack of background knowledge due to scheduling; lack of qualified teachers; staff shortage	True
SY23-24: ELA proficiency on STAR Benchmark among students with disabilities is 5% as of Spring 2024.	True
Lack of stable leadership at all levels has negatively impacted our district/school and all those within.	False
Promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	True
Inconsistent school-wide implementation of SmartFutures.	False
Lack of rigorous instruction and opportunities for meaningful critical thinking engagement. Lack of collaborative, structured time for staff to reflect on their practice, analyze data, share best practices, and co-plan.	True
SY23-24: The percentage of students 'in the green' for Math CDT is 5.34% school-wide	True
Proficiency rates on the STAR Benchmark assessments continue to be very low for our subgroups.	True
Need for more effective implementation of differentiated instruction to address student learning needs.	True
The Graduation Rate continues to be an area of concern with our current rate of 66.3%	False
Classroom attendance and low daily attendance; lack of consistency in instructional expectations; language barriers; lack of background knowledge due to scheduling; lack of qualified teachers	False
Lack of rigorous instruction and opportunities for meaningful critical thinking engagement. Lack of collaborative, structured time for staff to reflect on their practice, analyze data, share best practices, and co-plan.	False
Student results on the School Climate Survey SEL average domain score data is 2.38	False
Poor teacher attendance and vacant teaching positions have hindered student access to regular quality instruction in some classrooms.	False
Lack of STEM coach throughout the year until hired in May.	False
Student participation in CDT benchmark testing decreased throughout the year.	False
Lack of rigorous instruction and opportunities for meaningful critical thinking engagement. Lack of collaborative, structured time for staff to reflect on their practice, analyze data, share best practices, and co-plan.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Classroom attendance and low daily attendance; lack of consistency in instructional expectations; language barriers; lack of background knowledge due to scheduling; lack of qualified teachers; staff shortage	lack of consistency in instructional expectations; language barriers; lack of background knowledge due to scheduling	False
SY23-24: The percentage of students 'in the green' for Math CDT is 5.34% school-wide	lack of student participation in benchmark exams; attendance; new math curriculum	True
Promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	Climate survey results convey student feelings a lack of safety and having a positive adult relationship.	True
Need for more effective implementation of differentiated instruction to address student learning needs.	Need for increased professional development; New/emergency cert. teachers with areas of need in differentiating; language barriers	False
Lack of rigorous instruction and opportunities for meaningful critical thinking engagement. Lack of collaborative, structured time for staff to reflect on their practice, analyze data, share best practices, and co-plan.	Need for collaborative protocols and time to analyze data. Deficit mindset across some staff.	True
SY23-24: ELA proficiency on STAR Benchmark among students with disabilities is 5% as of Spring 2024.		False
Proficiency rates on the STAR Benchmark assessments continue to be very low for our subgroups.	Curriculum can add more high interest and relevant texts; Focus on supporting fluency and decoding, especially for ELs	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Positive student/teacher relationships; meet individual student needs both academically and socio-emotionally; active student engagement; increased community support; increased parent communication; improve culturally relevant competencies; increase involvement in sports/arts/extra curricular activities.	Parent and community events; increased communication from staff to families
SY 22-23: Our Academic Growth Measure in ELA is currently 91.	
Offer multiple Advanced Placement and Dual Enrollment courses	
WAHS has a vision for learning that can continue to be utilized.	
WAHS has numerous community partnerships that are positively utilized to support students academically and socio-emotionally.	
Offer tutoring to students after school. Positive student/teacher relationships; meet individual student needs both academically and socio-emotionally; active student engagement; increased community support; increased parent communication; improve culturally relevant competencies; increase involvement in sports/arts/extra curricular activities.	
SY23-24: Percentage of students proficient or advanced for the Star Benchmark increased from 19% in Fall 2023 to 28% in Spring 2024	
SY23-24: There was an increase in students 'in the green' of 5% between winter testing and spring testing in SY23-24.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we design and implement high-impact learning experiences to drive academic excellence, then students will gain a deeper understanding of the standards for mathematical practices, will be able to apply concepts to novel situations, and be better prepared for future academic and professional endeavors.
	If we cultivate conditions where all students feel safe, valued, empowered, and loved, then students will develop an inclusive sense of community and the interpersonal skills crucial for lifelong success and responsible citizenship resulting in higher school attendance and increased SEL skills.
	If we provide opportunities for staff development and implement high-impact learning experiences to drive academic excellence, then students will gain a deeper understanding of the material, develop critical thinking skills, and be better prepared for future academic and professional endeavors.

Goal Setting

Priority: If we design and implement high-impact learning experiences to drive academic excellence, then students will gain a deeper understanding of the standards for mathematical practices, will be able to apply concepts to novel situations, and be better prepared for future academic and professional endeavors.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Algebra 1- Increase the percentage of students passing Algebra 1 by 9th grade Goal: By June 2025 school year, there will be at least a 4% proficiency increase on the Algebra 1 Keystone from the Spring 2024 assessment. Indicator 1: Each quarter, CDT on track rate will increase. Indicator 2: Increase the number of students passing Algebra 1 by 12% from previous year. Indicator 3: Each quarter 100% of eligible enrolled students will take the benchmark.			
Measurable Goal Nickname (35 Character Max)			
Algebra 1			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline will be determined on the Q1 Algebra 1 CDT administration.	There will be at least a 2% increase from the baseline on the Q2 Algebra 1 CDT.	There will be at least a 4% increase from the baseline on the Q3Algebra 1 CDT.	10% or more of students will score "in the green" on the Q4 Algebra 1 CDT.

Priority: If we provide opportunities for staff development and implement high-impact learning experiences to drive academic excellence, then students will gain a deeper understanding of the material, develop critical thinking skills, and be better prepared for future academic and professional endeavors.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Graduation Rates- Increase graduation rates. Goal: By June 2025 school year, there will be at least a 4% proficiency increase on the Literature Keystone from the Spring 2024 assessment. Indicator 1: Each quarter, STAR proficiency scores will increase. Indicator 2: Increase the number of students passing English 2 by 12% from previous year. Indicator 3: Each quarter 100% of eligible enrolled students will take the benchmark.			
Measurable Goal Nickname (35 Character Max)			
STAR/ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline will be determined on the Q1 Star Reading administration.	There will be at least a 2% increase from the baseline on the Q2 Star Reading administration for students scoring At/Above.	There will be at least a 4% increase from the baseline on the Q3 Star Reading administration for students scoring At/Above.	At least 35% of students will score At/Above benchmark on the Q4 Star Reading administration for students scoring At/Above.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Goal: By June 2025 school year, there will be at least a 4% proficiency increase of students meeting their English Language Growth and Attainment targets on the Spring ACCESS assessment. Indicator 1: Increase the number of ELs moving from level 1 to level 2 as measured by the WIDA performance. Indicator 2: Increase the number of ELs moving from level 2 to level 3 as measured by the WIDA performance. Indicator 3: Increase the number of ELs exiting			
Measurable Goal Nickname (35 Character Max)			

ELD Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 40% or more of students will met or exceed their growth target on their Fall LAS Links assessment.	No assessment provided	No assessment provided	At least 45% or more of students will met or exceed their growth target on their Spring LAS Links assessment.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
Graduation rates- Increase graduation rates. Goal: By the end of the 2024-2025 school year, our graduation rate will increase to 90% from 77.2%. Indicator 1: Increase the number of students passing any content area from midterm to final. Indicator 2: Increase the number of seniors who self-report their post-secondary plans/who have post-secondary plans. Indicator 3: Decrease the number of students who are credit deficient.			
Measurable Goal Nickname (35 Character Max)			
Graduation Rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 20% of students are identified as overaged/ undercredited in grades 9-12 based on students' entry date and total credits earned	No more than 17% of students are identified as overaged/ undercredited in grades 9-12 based on students' entry date and total credits earned	No more than 14% of students are identified as overaged/ undercredited in grades 9-12 based on students' entry date and total credits earned	No more than 10% of students are identified as overaged/ undercredited in grades 9-12 based on students' entry date and total credits earned

Priority: If we cultivate conditions where all students feel safe, valued, empowered, and loved, then students will develop an inclusive sense of community and the interpersonal skills crucial for lifelong success and responsible citizenship resulting in higher school attendance and increased SEL skills.

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 the end of the 2024-2025 school year, the percentage of students who are chronically absent will decrease from 52% to 47%. Indicator 1: Increase daily average attendance from 79% to 85%. Indicator 2: Increase State assessment participation rate for: Algebra 1 from (62% to 72%) Literature from (45% to 55%), and Biology from(55% to 65%) Indicator 3: Decrease in chronic absenteeism for the 9th Grade Center.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 43% of students will be chronically absent at the end of Q4	45% or less students will be chronically absent	46% or less students will be chronically absent	No more than 47% of students will be chronically absent at the end of Q4

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 the end of the 2024-2025 school year, the average social-emotional domain score for students will increase to 2.8 from 2.43. Indicator 1: The response ""I am usually bored in my classes"" will increase from 2.26. Indicator 2: The response ""Try to work out their disagreements with other students by talking to them."" will			

increase from 2.33 Indicator 3: The response ""Stop and think before doing anything when they get angry."" from 2.20. "			
Measurable Goal Nickname (35 Character Max)			
Culture and Climate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No benchmark given.	Designated indicators will increase in sample survey.	No benchmark given.	Average social-emotional domain score of 3.4 on the district-wide culture survey.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
"Partner with families, students, and community to promote, apply, and access strategies and resources to support physical, social, and mental wellness. Goal: By the end of the 2024-2025 school year, WAHS will attain an average school climate score of 3 or higher, while increasing the parent participation. Indicator 1: By the end of the first semester, WAHS will provide a minimum of two interactive workshops for parents and families on supporting student learning at home, achieving an average attendance rate of 60% per workshop Indicator 2: Provide in-person opportunities for families to access the survey while at the school for meetings and other purposes. Indicator 3: The total parent responses to the PDE climate survey will increase by 15% from the 2023-2024 school year.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Provide at least one family engagement opportunity in Q1 with 60% attendance rate.	Provide at least one family engagement opportunity in Q2 with 60% attendance rate.	At least 28 parent surveys completed.	At least 57 parent surveys completed.

Action Plan

Measurable Goals

STAR/ELA	Attendance
Algebra 1	ELD Goal
Culture and Climate	Parent and Family Engagement
Graduation Rate	

Action Plan For: Every Classroom, Every Day

Measurable Goals:
<ul style="list-style-type: none"> Graduation rates- Increase graduation rates. Goal: By the end of the 2024-2025 school year, our graduation rate will increase to 90% from 77.2%. Indicator 1: Increase the number of students passing any content area from midterm to final. Indicator 2: Increase the number of seniors who self-report their post-secondary plans/who have post-secondary plans. Indicator 3: Decrease the number of students who are credit deficient. Graduation Rates- Increase graduation rates. Goal: By June 2025 school year, there will be at least a 4% proficiency increase on the Literature Keystone from the Spring 2024 assessment. Indicator 1: Each quarter, STAR proficiency scores will increase. Indicator 2: Increase the number of students passing English 2 by 12% from previous year. Indicator 3: Each quarter 100% of eligible enrolled students will take the benchmark. Algebra 1- Increase the percentage of students passing Algebra 1 by 9th grade Goal: By June 2025 school year, there will be at least a 4% proficiency increase on the Algebra 1 Keystone from the Spring 2024 assessment. Indicator 1: Each quarter, CDT on track rate will increase. Indicator 2: Increase the number of students passing Algebra 1 by 12% from previous year. Indicator 3: Each quarter 100% of eligible enrolled students will take the benchmark. Goal: By June 2025 school year, there will be at least a 4% proficiency increase of students meeting their English Language Growth and Attainment targets on the Spring ACCESS assessment. Indicator 1: Increase the number of ELs moving from level 1 to level 2 as measured by the WIDA performance. Indicator 2: Increase the number of ELs moving from level 2 to level 3 as measured by the WIDA performance. Indicator 3: Increase the number of ELs exiting

Action Step		Anticipated Start/Completion Date	
Collaborative protocols. Develop professional learning time to for staff to collaborate systematically to enhance teaching and learning through data-driven analysis. Empower educators through a Cycle of Continuous Improvement to improve their knowledge, skills, and practices to create positive and conducive learning environments that are equitable and inclusive for all learners.		2024-07-01	2025-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin Team	protocols; scheduling; admin monitoring; support; Instructional Practices exemplars aligned to Tier 1 Instruction; Faculty meeting time	Yes	
Action Step		Anticipated Start/Completion Date	
Instructional Rounds - Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks, and systems. Provide written and/or in-person instructional feedback to staff aligned to the Allentown School District and William Allen High School instructional vision. Create a schedule to complete regular Rounds for staff. Build capacity of Instructional Rounds and school improvement. Actively progress monitor the implementation		2024-10-01	2025-05-15

of instructional feedback.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI	schedule; teacher presenters; collaborative time	No	
Action Step		Anticipated Start/Completion Date	
Walkthroughs - Incorporate walkthroughs to improve teaching and learning systematically. Engage school leaders and district leaders to improve instruction in schools, networks, and systems. Provide written and/or in-person instructional feedback to staff aligned to the Allentown School District and William Allen High School instructional vision. Create a schedule to complete regular walkthrough for staff. Actively progress monitor the implementation of walkthrough feedback.		2024-08-01	2025-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin Team	collaborative time; curriculum reports; data; coaches	No	
Action Step		Anticipated Start/Completion Date	
Literacy Strategies: Reinforce teachers' effective use of StudySync curriculum to empower students to develop reading, writing, listening, and speaking skills for a real-world purpose, using their voices to tackle important issues outside the classroom.		2024-08-26	2025-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI	resources on structured literacy practices; reading and writing across the curriculum	No	
Action Step		Anticipated Start/Completion Date	
Lesson Plans - Develop an academic strategy aligned with PA Core and Common Core Standards, using quality curriculum, core materials, and evidence-based instructional practices, pedagogy, and methodology; clearly communicate an motion the expectations; Utilize Instructional Coaches to strengthen lesson plans and instruction. Teachers will be encouraged to include both instructional objectives and language objectives.		2024-08-26	2025-03-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	written, clear expectations; collaborative time	No	
Action Step		Anticipated Start/Completion Date	
Summative Data Analysis and Planning - Formulate comprehensive scaling to create an influential system-wide data culture. Use Data Wise, a collaborative, eight-step framework to systematically enhance learning and teaching through data-driven analysis to continuous improvement; use the data to drive Professional Development for teachers		2024-08-26	2025-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CSI Team	collaborative time; curriculum reports; data; coaches; Data Wise professional development; department chair collaboration; summative data review sessions	Yes	
Action Step		Anticipated Start/Completion	

		Date	
ELD department Chair. Recruit an ELD department chair to meet with other department chairs and disseminate information to the ELD team in order to have a clear means of communication from ELD team to admin at Allen to ELD teachers, etc.		2024-07-01	2024-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	funds to pay the ELD department chair	No	
Action Step		Anticipated Start/Completion Date	
EL scheduling. School counselors will schedule English Learners according to the ELD protocol.		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL SOI	protocol	No	
Action Step		Anticipated Start/Completion Date	
Family outreach & communication. Create a year-long communication plan for students and families to receive key school information in their home language. Identify "responsible party" for each student including documentation. Create resources in multiple languages for students internally at WAHS. (School Announcements etc.)		2024-07-01	2025-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	parent liaison and District translator	No	
Action Step		Anticipated Start/Completion Date	
Co-Teaching Protocols. Arrange PD for co-teachers to ensure proper instruction and support for students and shared responsibilities by content and EL teacher. Create walk through or progress monitoring to support this.		2024-10-01	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL SOI	data analysis to create PD	Yes	
Action Step		Anticipated Start/Completion Date	
Ensure appropriate staffing to support instructional improvement including supervisors of instruction, reading specialists, intervention specialists, social workers, and teachers.		2024-08-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	\$1,469,240.49 and district support	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved ELA, Math, and EL Acquisition Consistent time spent in classroom spaces, reviewing lesson plans, designing professional learning opportunities for staff to maximize the effectiveness of Tier 1 instruction.	Action steps monitored via monthly progress monitoring routines with SIF and weekly via CSI team meetings

Action Plan For: Tiered System of Instructional and Behavioral Supports and Interventions

Measurable Goals:	
<ul style="list-style-type: none"> • "Partner with families, students, and community to promote, apply, and access strategies and resources to support physical, social, and mental wellness. Goal: By the end of the 2024-2025 school year, WAHS will attain an average school climate score of 3 or higher, while increasing the parent participation. Indicator 1: By the end of the first semester, WAHS will provide a minimum of two interactive workshops for parents and families on supporting student learning at home, achieving an average attendance rate of 60% per workshop Indicator 2: Provide in-person opportunities for families to access the survey while at the school for meetings and other purposes. Indicator 3: The total parent responses to the PDE climate survey will increase by 15% from the 2023-2024 school year. • Graduation rates- Increase graduation rates. Goal: By the end of the 2024-2025 school year, our graduation rate will increase to 90% from 77.2%. Indicator 1: Increase the number of students passing any content area from midterm to final. Indicator 2: Increase the number of seniors who self-report their post-secondary plans/who have post-secondary plans. Indicator 3: Decrease the number of students who are credit deficient. • Cultivate a positive District-wide culture by establishing safe and nurturing learning communities that create conditions for student success. Goal: By the end of the 2024-2025 school year, the average social-emotional domain score for students will increase to 2.8 from 2.43. Indicator 1: The response ""I am usually bored in my classes"" will increase from 2.26. Indicator 2: The response ""Try to work out their disagreements with other students by talking to them."" will increase from 2.33 Indicator 3: The response ""Stop and think before doing anything when they get angry."" from 2.20. " • The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. Goal: By the end of the 2024-2025 school year, the percentage of students who are chronically absent will decrease from 52% to 47%. Indicator 1: Increase daily average attendance from 79% to 85%. Indicator 2: Increase State assessment participation rate for: Algebra 1 from (62% to 72%) Literature from (45% to 55%), and Biology from(55% to 65%) Indicator 3: Decrease in chronic absenteeism for the 9th Grade Center. 	

Action Step		Anticipated Start/Completion Date	
Conduct inclusive focus groups during Summer School with students to unpack the CSI survey data. Then hold focus groups with teachers in October to develop a plan to inform practices based on student feedback.		2024-06-24	2024-10-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	- CSI Survey response data -Student participants (willing to shared feedback) -Tool to compile information learned through focus group discussions	No	
Action Step		Anticipated Start/Completion Date	
Summer Canary Culture Academy on Cultural Competencies- implemented/integrated (Summer PD and School Year Implementation)		2024-06-24	2025-06-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	- Creation of Committee/Staff to oversee and plan PD for others -Identification of monthly focus areas	No	
Action Step		Anticipated Start/Completion	

		Date	
Establish a "welcoming- On boarding" protocol to welcome new students/staff into the WAHS community- checklist that all new students and staff complete to ensure a thorough onboarding process		2024-06-24	2025-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	-Welcome Packet (student and staff version) -WAHS gear (t-shirts, water bottle, drawstring bag, etc)	No	
Action Step		Anticipated Start/Completion Date	
Implementation of proposed schedule inclusive of a 20 minute Advisory (time used for School-Connect 4, SEL, staff/student/family communication, events communication, data review, etc.) Priority 2 Goal 1, Priority 3 Goal 1		2024-08-21	2025-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	- School Connect 4 (\$6,500) - built in time in schedule -SEL resources for staff to be used with students - criteria identifying what data is to be reviewed with students and on what frequency. As well as how the data reviews and their outcomes will be documented	No	
Action Step		Anticipated Start/Completion Date	
Attendance Systems, Structures, and Interventions: WAHS will form an attendance team that meets regularly to analyze data relating to regular student attendance and the barriers impacting it. The team will create and implement regular communication structures that increase student and staff awareness of celebrations and challenges relating to attendance, in addition to emphasizing regular student attendance as a building-wide priority.		2024-08-21	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Attendance meeting minutes and agenda	No	
Action Step		Anticipated Start/Completion Date	
Hallways sweeps: WAHS will work to create, implement, and monitor a system of hall sweeps with available staff to maximize in-class attendance, improve the safety of the hallways, encourage and assist students to get to their classes on time, and promote respectful and appropriate hallway behaviors and interactions.		2024-09-09	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	- Hall sweep schedule - Hall sweep sign up form - Google form for collecting data for students rounded up in hall sweeps.	No	
Action Step		Anticipated Start/Completion Date	
Two-way communication with Families: WAHS will decide on, roll out, and leverage systems and structures for school to home communication. The WAHS LT will set clear expectations around frequency and content of communication from teachers to families to strengthen families' investment in WAHS and clarity on assets and challenges for each WAHS student.		2024-08-05	2025-06-17

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	- Overview of Expectations for teachers pertaining to regular communication with families and guidelines/criteria for when calls need to be made. - Platform to be used for communication consistently building wide. - Shared google doc where events and points to highlight can be added and shared out with families (building wide)"	Yes	
Action Step		Anticipated Start/Completion Date	
School Spirit: The WAHS LT will improve school spirit among staff, students and families by creating a committee responsible for continuous improvement of student and adult culture.		2024-08-21	2025-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	- Posters/Affirmations to be displayed as well as other materials and supplies needs for posters. - Contacts for Speakers and presenters to visit the school - Incentives and awards for staff and students (certificates, small trinkets)	No	
Action Step		Anticipated Start/Completion Date	
9th Grade Student Cohort: All 9th grade students are assigned to a team of content teachers. The students are supported by a group of teachers located close to each other and have the same guidance counselor and administrator. The students are transitioning from middle school with the same schedule.		2024-06-24	2024-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	- Summer planning and assigning of staff to teams (including admin/guidance). - Room locations that support teaming structure.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved regular attendance Improved school climate and culture	Action steps monitored via monthly progress monitoring routines with SIF and weekly via CSI team meetings

Action Plan For: Ensure Content Mastery and Graduation

Measurable Goals:
<ul style="list-style-type: none"> "Partner with families, students, and community to promote, apply, and access strategies and resources to support physical, social, and mental wellness. Goal: By the end of the 2024-2025 school year, WAHS will attain an average school climate score of 3 or higher, while increasing the parent participation. Indicator 1: By the end of the first semester, WAHS will provide a minimum of two interactive workshops for parents and families on supporting student learning at home, achieving an average attendance rate of 60% per workshop Indicator 2: Provide in-person opportunities for families to access the survey while at the school for meetings and other purposes. Indicator 3: The total parent responses to the PDE climate survey will increase by 15% from the 2023-2024 school year. Graduation rates- Increase graduation rates. Goal: By the end of the 2024-2025 school year, our graduation rate will increase to 90% from 77.2%. Indicator 1: Increase the number of students passing any content area from midterm to final. Indicator 2: Increase the number of seniors who self-report their post-secondary plans/who have post-secondary plans. Indicator 3: Decrease the number of students who are credit deficient.

- Cultivate a positive District-wide culture by establishing safe and nurturing learning communities that create conditions for student success. Goal: By the end of the 2024-2025 school year, the average social-emotional domain score for students will increase to 2.8 from 2.43. Indicator 1: The response ""I am usually bored in my classes"" will increase from 2.26. Indicator 2: The response ""Try to work out their disagreements with other students by talking to them."" will increase from 2.33 Indicator 3: The response ""Stop and think before doing anything when they get angry."" from 2.20. "
- Graduation Rates- Increase graduation rates. Goal: By June 2025 school year, there will be at least a 4% proficiency increase on the Literature Keystone from the Spring 2024 assessment. Indicator 1: Each quarter, STAR proficiency scores will increase. Indicator 2: Increase the number of students passing English 2 by 12% from previous year. Indicator 3: Each quarter 100% of eligible enrolled students will take the benchmark.
- Algebra 1- Increase the percentage of students passing Algebra 1 by 9th grade Goal: By June 2025 school year, there will be at least a 4% proficiency increase on the Algebra 1 Keystone from the Spring 2024 assessment. Indicator 1: Each quarter, CDT on track rate will increase. Indicator 2: Increase the number of students passing Algebra 1 by 12% from previous year. Indicator 3: Each quarter 100% of eligible enrolled students will take the benchmark.
- Goal: By June 2025 school year, there will be at least a 4% proficiency increase of students meeting their English Language Growth and Attainment targets on the Spring ACCESS assessment. Indicator 1: Increase the number of ELs moving from level 1 to level 2 as measured by the WIDA performance. Indicator 2: Increase the number of ELs moving from level 2 to level 3 as measured by the WIDA performance. Indicator 3: Increase the number of ELs exiting

Action Step		Anticipated Start/Completion Date	
Expand Canary Flight alternative programming (credit recovery for chronically absent students) to two sites with additional staffing to support attendance and credit recovery.		2024-08-21	2025-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	- Additional staff members to support opening another classroom - Classroom location to house Canary Flight	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved graduation rate	Action steps monitored via monthly progress monitoring routines with SIF and weekly via CSI team meetings

Action Plan For: Content Focused Specific Professional Development

Measurable Goals:
<ul style="list-style-type: none"> • Graduation rates- Increase graduation rates. Goal: By the end of the 2024-2025 school year, our graduation rate will increase to 90% from 77.2%. Indicator 1: Increase the number of students passing any content area from midterm to final. Indicator 2: Increase the number of seniors who self-report their post-secondary plans/who have post-secondary plans. Indicator 3: Decrease the number of students who are credit deficient. • Graduation Rates- Increase graduation rates. Goal: By June 2025 school year, there will be at least a 4% proficiency increase on the Literature Keystone from the Spring 2024 assessment. Indicator 1: Each quarter, STAR proficiency scores will increase. Indicator 2: Increase the number of students passing English 2 by 12% from previous year. Indicator 3: Each quarter 100% of eligible enrolled students will take the benchmark. • Algebra 1- Increase the percentage of students passing Algebra 1 by 9th grade Goal: By June 2025 school year, there will be at least a 4% proficiency increase on the Algebra 1 Keystone from the Spring 2024 assessment. Indicator 1: Each quarter, CDT on track rate will increase. Indicator 2: Increase the number of students passing

Algebra 1 by 12% from previous year. Indicator 3: Each quarter 100% of eligible enrolled students will take the benchmark.

- Goal: By June 2025 school year, there will be at least a 4% proficiency increase of students meeting their English Language Growth and Attainment targets on the Spring ACCESS assessment. Indicator 1: Increase the number of ELs moving from level 1 to level 2 as measured by the WIDA performance. Indicator 2: Increase the number of ELs moving from level 2 to level 3 as measured by the WIDA performance. Indicator 3: Increase the number of ELs exiting

Action Step		Anticipated Start/Completion Date	
Canary University. When WAHS has building-based PD time, implement 'Canary University', differentiated, staff-led, teacher choice PD aligned with instructional focuses and other school priorities		2024-08-26	2025-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	teacher leader volunteers; department chairpersons; scheduling;	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved ELA, Math, and EL Acquisition Consistent time spent in classroom spaces, reviewing lesson plans, designing professional learning opportunities for staff to maximize the effectiveness of Tier 1 instruction.	Action steps monitored via monthly progress monitoring routines with SIF and weekly via CSI team meetings

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Every Classroom, Every Day	Collaborative protocols. Develop professional learning time to for staff to collaborate systematically to enhance teaching and learning through data-driven analysis. Empower educators through a Cycle of Continuous Improvement to improve their knowledge, skills, and practices to create positive and conducive learning environments that are equitable and inclusive for all learners.
Every Classroom, Every Day	Summative Data Analysis and Planning - Formulate comprehensive scaling to create an influential system-wide data culture. Use Data Wise, a collaborative, eight-step framework to systematically enhance learning and teaching through data-driven analysis to continuous improvement; use the data to drive Professional Development for teachers
Every Classroom, Every Day	Co-Teaching Protocols. Arrange PD for co-teachers to ensure proper instruction and support for students and shared responsibilities by content and EL teacher. Create walk through or progress monitoring to support this.
Tiered System of Instructional and Behavioral Supports and Interventions	Two-way communication with Families: WAHS will decide on, roll out, and leverage systems and structures for school to home communication. The WAHS LT will set clear expectations around frequency and content of communication from teachers to families to strengthen families' investment in WAHS and clarity on assets and challenges for each WAHS student.

Collaborative Protocols

Action Step		
<ul style="list-style-type: none"> Collaborative protocols. Develop professional learning time to for staff to collaborate systematically to enhance teaching and learning through data-driven analysis. Empower educators through a Cycle of Continuous Improvement to improve their knowledge, skills, and practices to create positive and conducive learning environments that are equitable and inclusive for all learners. 		
Audience		
Department Teams		
Topics to be Included		
Data Wise Protocols; Using data to inform instruction; Quality Tier 1 instructional strategies		
Evidence of Learning		
Increased use of data informed practices evident in walkthrough and observation data		
Lead Person/Position	Anticipated Start	Anticipated Completion
SOI	2024-08-01	2025-01-31

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	No regular cadence
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Summative Data Analysis and Planning

Action Step
<ul style="list-style-type: none"> Summative Data Analysis and Planning - Formulate comprehensive scaling to create an influential system-wide data culture. Use Data Wise, a collaborative, eight-step framework to systematically enhance learning and teaching through data-driven analysis to continuous improvement; use the data to drive Professional Development for

teachers		
Audience		
teaching staff		
Topics to be Included		
Data Wise protocols		
Evidence of Learning		
Walkthrough and observation data; feedback from departments; implementation of the next cycle of Rounds		
Lead Person/Position	Anticipated Start	Anticipated Completion
Admin Staff	2024-08-01	2025-01-31

Learning Format

Type of Activities	Frequency
Inservice day	No regular cadence
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Co-Teaching Protocols

Action Step		
<ul style="list-style-type: none"> Co-Teaching Protocols. Arrange PD for co-teachers to ensure proper instruction and support for students and shared responsibilities by content and EL teacher. Create walk through or progress monitoring to support this. 		
Audience		
Teachers		
Topics to be Included		
Co-teaching models		
Evidence of Learning		
Increased use of data informed practices evident in walkthrough and observation data		
Lead Person/Position	Anticipated Start	Anticipated Completion
ELD SOI	2024-08-01	2025-01-31

Learning Format

Type of Activities	Frequency
Inservice day	once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Two Way Communication with Families

Action Step
<ul style="list-style-type: none"> Two-way communication with Families: WAHS will decide on, roll out, and leverage systems and structures for school to home communication. The WAHS LT will set clear expectations around frequency and content of communication from teachers to families to strengthen families' investment in WAHS and clarity on assets and challenges for each WAHS student.
Audience
Professional staff
Topics to be Included
"-Procedures for regular contacts home -Sample communication starters for staff to use with families. -Documentation of contacts/calls (Power School equivalent of Communication Manager)

-Assistance with Spanish Speaking Call Needs"		
Evidence of Learning		
- Documentation shows contacts being made by teachers and school professionals in accordance with established guidelines. -Increased parent involvement /awareness of individual student progress and schoolwide events that would be reflected in increased parent attendance at activities.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Admin Team	2024-08-21	2025-06-17

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	