

Building 21 Allentown

CSI School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Building 21 Allentown		8412
Address 1		
265 Lehigh St		
Address 2		
City	State	Zip Code
Allentown	Pennsylvania	18102-4872
Chief School Administrator		Chief School Administrator Email
Dr. Carol D. Birks		birksc@allentownsd.org
Principal Name		
Jose Rosado		
Principal Email		
rosadoj@allentownsd.org		
Principal Phone Number		Principal Extension
484-765-4412		
School Improvement Facilitator Name		School Improvement Facilitator Email
Jamie Cameron		jcameron@massinsight.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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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.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Annual Academic Growth Expectations	SY23-24: In the year 2022-2023, the student group English Learners had an increase in Annual Academic Growth Expectations (66.0 in English Language Arts and 65.0 in Algebra). In the year 2021-22, all student group meets the standard demonstrating growth, 72.0, for English Language Arts.
Rigorous Courses of Study	SY23-24: In the year 2022-23, 66.7% of students engaged in rigorous courses of study. In the year 2021-2022, 45% of students engaged in rigorous courses of study.
Career Standards Benchmark	SY23-24: In the 2022-2023 year, 95.1% of students meet the career readiness benchmark. In the year 2021-2022, 92% of the all student group met the Career Standards Benchmark, exceeding the Statewide Average of 89%.
Statewide Assessment	SY24-25: In the 2023-24 school year, math proficiency increased from 4.2% to 10.5%
ELA Academic Growth Score	SY24-25: In 2023-24, the academic growth score for ELA was 82, above the state average of 75.4, and up from the previous year (66)
Persistent Attendance	SY24-25: In 2023-24, the percentage of students not marked chronically absent increased to 59.8% from 42.7% in 2022-23
Five Year Cohort Graduation Rate	SY24-25: In the year 2023-24, percent of 5-year graduation rate, 96.6%, above the statewide average of 90%.

Challenges

Indicator	Comments/Notable Observations
State Assessment Measure	SY24-25: In school year 2023-24, 33% of students were proficient or advanced in ELA Keystones (an increase of 5.7% but below the State average of 53.9%
English Language Growth Attainment	SY24-25: In the year 2023-2024, 6.5% of English learners showed English Language proficiency, below the State average of 31.7% In the year 2022-2023, 2.9% of English Language Growth and Attainment was attained. In the year 2021-22, percent English Language growth and attainment, 6%, was below the statewide average of 22.2%.
Regular Attendance	SY24-25: In the year 2023-24, 59.8% of students are considered regular attenders, significantly below the state wide average of 78.1%.
Five Year Cohort Graduation Rate	SY24-25: In the year 2023-24, percent of 4-year graduation rate, 79.8%, was below the statewide average of 87.6%.
State Assessment	SY24-25: In school year 2023-24, 10.5% of students were proficient or advanced in Algebra Keystones (below the State average of 40.2%

Measure	
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Annual Academic Growth Expectations ESSA Student Subgroups Hispanic, Economically Disadvantaged	Comments/Notable Observations Meets or exceeds interim target for growth SY23-24: Hispanic students Increase in performance from year prior in Biology (academic growth) Increase in performance from year prior in Algebra (academic growth) SY23-24: Economically disadvantaged students maintained same performance from year prior in Biology (academic growth) Increase in performance from year prior in Algebra (academic growth)
Indicator Statewide Assessments ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged	Comments/Notable Observations SY23-24: Hispanic students increased proficiency in ELA to 29.9% from 21.1% Economically disadvantaged students increased ELA proficiency to 29.9% from 23.8% Students of combined ethnicity increased ELA proficiency to 33.3% from 25%
Indicator Statewide Assessments ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners	Comments/Notable Observations SY24-25: In 2023-24, the following sub groups increased their proficiency in ELA Hispanic students: increased proficiency from 21.1% to 29.9% English learners: increased proficiency to 10% Economically disadvantaged students: increased proficiency from 23.8% to 29.9% Students of combined ethnicity: increased proficiency from 25% to 33.3%
Indicator Statewide Assessments ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged	Comments/Notable Observations SY24-25: In 2023-24, the following sub groups increased their proficiency in Math Hispanic students: increased proficiency from 0% to 9.6% Economically disadvantaged students: increased proficiency from 5.3% to 9.8% Students of combined ethnicity: increased proficiency from 4.8% to 11%

Challenges

Indicator Statewide Assessments ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners	Comments/Notable Observations SY24-25: In 2023-24, sub groups at B21 High School achieved the following proficiency in Math during statewide testing. Hispanic students: 9.6% English Learners: 0% Economically disadvantaged students: 9.8% Students of combined ethnicity: 11%
Indicator Annual Academic Growth Expectations	Comments/Notable Observations SY23-24: In the year 2022-2023, Economically disadvantaged group not meeting the statewide goal for increase in performance from the previous year. Hispanic students decreased in performance from year prior in ELA (academic

ESSA Student Subgroups Hispanic, Economically Disadvantaged	growth) ('22-23) Economically disadvantages students decreased in performance from year prior in ELA (academic growth) ('22-23)
Indicator Statewide Assessments ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners	Comments/Notable Observations SY23-24: Hispanic students proficiency in Math was 9.6% Economically disadvantaged students proficiency in Math was 9.8% English learner's proficiency in Math was 0% Students of combined ethnicities proficiency in Math was 11%
Indicator Statewide Assessments ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners	Comments/Notable Observations SY24-25: In 2023-24, sub groups at B21 High School achieved the following proficiency in ELA during statewide testing. Hispanic students: 29.9% English learners: 10% Economically disadvantaged students: 29.9% Students of combined ethnicity: 33.3%

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

SY24-25: In 2023-24, the academic growth score for ELA was 82, above the state average of 75.4, and up from the previous year (66)
SY24-25: In 2023-24, the percentage of students not marked chronically absent increased to 59.8% from 42.7% in 2022-23
SY24-25: In the year 2023-24, percent of 5-year graduation rate, 96.6%, above the statewide average of 90%.
SY24-25: In the 2023-24 school year, math proficiency increased from 4.2% to 10.5%

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

SY24-25: In the year 2023-24, percent of 4-year graduation rate, 79.8%, was below the statewide average of 87.6%.
SY24-25: In the year 2023-24, 59.8% of students are considered regular attenders, significantly below the state wide average of 78.1%.
SY24-25: In the year 2023-2024, 6.5% of English learners showed English Language proficiency, below the State average of 31.7%
SY24-25: In school year 2023-24, 33% of students were proficient or advanced in ELA Keystones (an increase of 5.7% but below the State average of 53.9%
SY24-25: In school year 2023-24, 10.5% of students were proficient or advanced in Algebra Keystones (below the State average of 40.2%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
SY23-24: 95 students tested at the proficient and advanced level in BM4	This is an increase of 37 students from BM3.
SY23-24: 84% of students showed typical to high growth from BM3 to BM4.	132/266 students are below basic
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.	Need to do some work with Y3 team to identify root causes
SY23-24: 20% or (166 of 209) of students proficient or advanced on STAR Reading.	About half of the student population tested.
SY23-24: 80% or (166 of 209) of students basic or below basic on STAR Reading.	The majority of students are performing in below basic.
SY23-24: 73% of ELA Portfolios "on track" for credit of a C or higher in ELA 1 - ELA 4.	Our benchmark was 80% of portfolios on track by end of year. Slightly below the target before summer learning data is entered.
SY23-24: 11 students rostered to a dual enrollment English class. (English 1 and English 2). Grade 11 (2) Grade 12 (9).	How do we increase the number of students participating in dual enrollment?
SY24-25: School wide, there was an increase of proficiency from 22% to 29% as measured by STAR Reading from Q1 to Q3.	Systems, structures, and a stable ELA team have worked to analyze student data and implement instructional feedback with consistency.
SY24-25: The number of students passing English II increased by 5% from the beginning of the school year	Data varied widely throughout school year. Q4 focus enabled target to be met
SY24-25: Average portfolio performance for ELA did not increase to meet goal throughout schools year. Q1 average performance was 8.6, Q4 8.4	Average performance peaked at 9.0 in Q3 before falling off in Q4.

English Language Arts Summary

Strengths

SY24-25: The number of students passing English II increased by 5% from the beginning of the school year
SY24-25: We are seeing growth in STAR Reading. Proficiency increased ~7% from Q1 to Q3
SY24-25: Students are demonstrating the evidence requirements, or English skills, found within their portfolio.

Challenges

SY24-25: The majority of students, 73%, are performing at below basic or basic on the STAR Reading assessment.
SY24-25: Average portfolio performance for ELA did not increase to meet goal throughout schools year. Q1 average performance was 8.6, Q4 8.4
SY24-25: As of the end of Q3, the % of students on track to pass English II was 58% against a goal of 77%

Mathematics

Data	Comments/Notable Observations
SY23-24: 17 students reached the 1134 or higher score on	Of the 218 participants in Q4 benchmarking. 93 of the 194 students who had comparable scores

the CDT's in Benchmark #4 (we had 4 in Q3)	grew from Q1 to Q4.
SY23-24: Variation in classrooms of coherent instructional practices. Scaffolds are released to the majority of students.	Challenges in SY23-24 executing the level of consistent classroom feedback with shifting SOI/LT model
SY23-24: 78.5% of math portfolios "on-track" for credit of a C or higher in math; Algebra 1, Algebra 2, Geometry, Math of Personal Finance.	Students with complete portfolios by end of year, prior to summer learning, were just below the benchmark set of 80% "on track".
SY23-24: 16% of test takers, STAR Algebra, scored about the 40th percentile.	5% of students scored above the 40th percentile at the beginning of year. There is a sign of growth from beginning of year to end of year. Nonetheless, the data suggest there is opportunity for more significant improvement.
SY24-25: At the end of Q3, over 80% of students were not in the blue/green range as measured by Math CDT	Challenges with turnover on the math team/faculty and lack of alignment with district curricular materials have made quality and coherence of math instruction inconsistent in SY24-25
SY24-25: Average portfolio performance in Math fell from 8.0 in Q1 to 7.6 in Q4 at the time of end of year reporting	Many portfolios one tier below completion.
SY24-25: The percentage of students passing Algebra 1 increased from 43% in Q1 to 79% at the end of Q4.	Strong progress made in the second half of 2024-25.

Mathematics Summary

Strengths

SY24-25: Students are demonstrating the standards found within their math portfolios.
SY24-25: The percentage of students passing Algebra 1 increased from 43% in Q1 to 79% at the end of Q4.
SY24-25: Between Q1 and Q3 of the 24-25 school year, ~8% more students were in the blue/green range as measured by the Math CDT benchmark
SY24-25: At the end of Q3, our students were close to achieving our school-wide average portfolio level in Algebra 1 (7.7 against a goal of 8.0)

Challenges

SY24-25: Average portfolio performance in Math fell from 8.0 in Q1 to 7.6 in Q4 at the time of end of year reporting
SY24-25: The majority or 84% of students performed below the 40th percentile compared to other STAR test takers at similar levels.
SY24-25: Variation in curricular materials from other schools in the district make coherence across math instruction in high schools more challenging (switching for SY25-26)
SY24-25: At the end of Q3, 54% of students were on track to pass Algebra 1 versus a goal of 70%

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
80% of Portfolios "on track" for credit of a C or higher. This includes Biology, Integrated Science, Chemistry and Environmental Chemistry.	Students are completing the requirements within the portfolio.

Science, Technology, and Engineering Education Summary

Strengths

SY24-25: Students are demonstrating the evidence requirements, or science skills, found within their portfolio.

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
SY23-24: 95.1% of students meet the career readiness benchmark.	Increase from SY22-23.
SY23-24: 92% (or 81/88) of students in grade 11 evidenced a minimum of 8 career readiness artifacts.	Increase from SY22-23.
SY24-25: As of June, the percentage of students on track to graduate via portfolio performance was 75%, against a goal of 90%.	Majority of students not on track were tier two, close to being on track
SY24-25: Regular attendance for seniors (at the end of Q4) was 62% against a goal of 73%	Challenge for culture climate team to dedicate enough adult capacity to supporting this challenge.
SY24-25: 94% of 9th Graders met the threshold for career readiness indicators (3 artifacts annually)	Strong completions for years, 1, 3, and 4.
SY24-25: 84% of 10th Graders met the threshold for career readiness indicators (3 artifacts annually)	Year 2 completion lower than all other years.
SY24-25: 93% of 11th Graders met the threshold for career readiness indicators (3 artifacts annually)	Strong completions for years, 1, 3, and 4.
SY24-25: 98% of 12th Graders met the threshold for career readiness indicators (3 artifacts annually)	Strong completions for years, 1, 3, and 4.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

SY24-25: 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.
SY24-25: 94% of 9th Graders met the threshold for career readiness indicators (3 artifacts annually)
SY24-25: 98% of 12th Graders met the threshold for career readiness indicators (3 artifacts annually)

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

SY24-25: 84% of 10th Graders met the threshold for career readiness indicators (3 artifacts annually)
SY24-25: As of June, the percentage of students on track to graduate via portfolio performance was 75%, against a goal of 90%.
SY24-25: Regular attendance for seniors (at the end of Q4) was 62% against a goal of 73%

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
WIDA	SY23-24: 59% of the EL population, with sufficient data to measure growth, maintained and grew their overall performance level.
WIDA	SY23-24: All subgroups increased the percentage of students showing english language proficiency compared to the corresponding data from SY22-23
LAS Links	SY24-25: 58% of EL met or exceeded their language growth goal, versus a goal of 62%
English Language Growth and Attainment	SY24-25: Percent English Language growth and attainment, 6.5%, was below the statewide average of 31.7%.
LAS Links	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.
ELA Portfolio Performance	SY24-25: The percentage of english learners completing a language arts portfolio increased from 65% in Q1 to 82% at the end of Q4.
Regular Attendance	SY24-25: 42.9% of english learners were chronically absent in 2023-24.
Regular Attendance	SY24-25: The percentage of english learners not marked chronically absent increased from 43.8% in 2022-23 to 57.1% in 2023-24.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

SY24-25: The percentage of students demonstrating english language proficiency increased by 3.6% from SY22-23 to SY23-24.
SY24-25: The percentage of english learners completing a language arts portfolio increased from 65% in Q1 to 82% at the end of Q4.
SY24-25: The percentage of english learners not marked chronically absent increased from 43.8% in 2022-23 to 57.1% in 2023-24.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

SY24-25: 42.9% of english learners were chronically absent in 2023-24.
SY24-25: Percent English Language growth and attainment, 6.5%, was below the statewide average of 31.7%.
SY24-25: 58% of EL met or exceeded their language growth goal, versus a goal of 62%
SY24-25: 25.3% were marked chronically absent in 2024-25 as of the end of Q4.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Not Yet Evident
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Provide frequent, timely, and systematic feedback and support on instructional practices

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement a multi-tiered system of supports for academics and behavior
Implement evidence-based strategies to engage families to support learning
Identify and address individual student learning needs.
Align curricular materials and lesson plans to the PA Standards

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
SY24-25: In the 2023-24 school year, math proficiency increased from 4.2% to 10.5%	False
SY24-25: In 2023-24, the academic growth score for ELA was 82, above the state average of 75.4, and up from the previous year (66)	False
SY24-25: In 2023-24, the percentage of students not marked chronically absent increased to 59.8% from 42.7% in 2022-23	False
SY24-25: The number of students passing English II increased by 5% from the beginning of the school year	False
SY24-25: We are seeing growth in STAR Reading. Proficiency increased ~7% from Q1 to Q3	False
SY24-25: Students are demonstrating the evidence requirements, or science skills, found within their portfolio.	False
SY24-25: Students are demonstrating the standards found within their math portfolios.	False
SY24-25: The percentage of students passing Algebra 1 increased from 43% in Q1 to 79% at the end of Q4.	False
SY24-25: 94% of 9th Graders met the threshold for career readiness indicators (3 artifacts annually)	True
SY24-25: The percentage of english learners completing a language arts portfolio increased from 65% in Q1 to 82% at the end of Q4.	True
SY24-25: In the year 2023-24, percent of 5-year graduation rate, 96.6%, above the statewide average of 90%.	False
SY24-25: The percentage of students demonstrating english language proficiency increased by 3.6% from SY22-23 to SY23-24.	False
SY24-25: Students are demonstrating the evidence requirements, or English skills, found within their portfolio.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
SY24-25: 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.	False
SY24-25: Between Q1 and Q3 of the 24-25 school year, ~8% more students were in the blue/green range as measured by the Math CDT benchmark	True
SY24-25: At the end of Q3, our students were close to achieving our school-wide average portfolio level in Algebra 1 (7.7 against a goal of 8.0)	False
SY24-25: The percentage of english learners not marked chronically absent increased from 43.8% in 2022-23 to 57.1% in 2023-24.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
SY24-25: 98% of 12th Graders met the threshold for career readiness indicators (3 artifacts annually)	False

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
SY24-25: In school year 2023-24, 10.5% of students were proficient or advanced in Algebra keystones (below the State average of 40.2%)	True
SY24-25: In the year 2023-24, 59.8% of students are considered regular attenders, significantly below the state wide average of 78.1%.	False
SY24-25: In the year 2023-2024, 6.5% of English learners showed English Language proficiency, below the State average of 31.7%	False
SY24-25: In school year 2023-24, 33% of students were proficient or advanced in ELA Keystones (an increase of 5.7% but below the State average of 53.9%)	True
SY24-25: In the year 2023-24, percent of 4-year graduation rate, 79.8%, was below the statewide average of 87.6%.	False
SY24-25: The majority or 84% of students performed below the 40th percentile compared to other STAR test takers at similar levels.	True
SY24-25: 84% of 10th Graders met the threshold for career readiness indicators (3 artifacts annually)	False
SY24-25: Average portfolio performance in Math fell from 8.0 in Q1 to 7.6 in Q4 at the time of end of year reporting	True
SY24-25: 58% of EL met or exceeded their language growth goal, versus a goal of 62%	False
SY24-25: Percent English Language growth and attainment, 6.5%, was below the statewide average of 31.7%.	False
SY24-25: 42.9% of english learners were chronically absent in 2023-24.	True
SY24-25: The majority of students, 73%, are performing at below basic or basic on the STAR Reading assessment.	False
SY24-25: Average portfolio performance for ELA did not increase to meet goal throughout schools year. Q1 average performance was 8.6, Q4 8.4	False
Identify and address individual student learning needs.	False
SY24-25: As of the end of Q3, the % of students on track to pass English II was 58% against a goal of 77%	False
N/A	False
Implement evidence-based strategies to engage families to support learning	False
SY24-25: Variation in curricular materials from other schools in the district make coherence across math instruction in high schools more challenging (switching for SY25-26)	True
SY24-25: At the end of Q3, 54% of students were on track to pass Algebra 1 versus a goal of 70%	True
Implement a multi-tiered system of supports for academics and behavior	False
SY24-25: As of June, the percentage of students on track to graduate via portfolio performance was 75%, against a goal of 90%.	True
SY24-25: Regular attendance for seniors (at the end of Q4) was 62% against a goal of 73%	True
SY24-25: 25.3% were marked chronically absent in 2024-25 as of the end of Q4.	True
Align curricular materials and lesson plans to the PA Standards	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.

In core curricular areas, we saw increases in growth and proficiency, not yet at the rate that helps us arrive at end of year goals and benchmarks. The building is transitioning to leveraging district curricular resources in math in SY25.26. We will need to ensure aligned, coordinated standards based planning to ensure consistent, high-quality instruction. The lack of staffing and leadership capacity to address and support challenges for english learners was notable. In SY25.26, we need to ensure the entire faculty is co-opted into support EL students more pointedly. Additionally, we need to ensure we are more deliberately tracking not only the English language growth and development of EL students, but their academic progress with more consistency.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SY24-25: In school year 2023-24, 10.5% of students were proficient or advanced in Algebra keystones (below the State average of 40.2%)		False
SY24-25: In school year 2023-24, 33% of students were proficient or advanced in ELA keystones (an increase of 5.7% but below the State average of 53.9%)		False
SY24-25: Average portfolio performance in Math fell from 8.0 in Q1 to 7.6 in Q4 at the time of end of year reporting	We focused on increasing the consistency of how instructional minutes are leveraged in core content areas. For example, ensuring students have adequate time to independently practice skills they are learning. There is still work to do in ensuring urgency with use of instructional minutes.	True
SY24-25: The majority or 84% of students performed below the 40th percentile compared to other STAR test takers at similar levels.	Need to examine upper, middle, and lower performance bands for growth in benchmark testing.	False
SY24-25: 42.9% of English learners were chronically absent in 2023-24.	Our capacity to progress monitor and follow up on attendance issues was limited by vacancies on the culture climate team	True
SY24-25: Variation in curricular materials from other schools in the district make coherence across math instruction in high schools more challenging (switching for SY25-26)	Moving to more consistent curricular expectations will drive instructional consistency in 2025-26.	False
SY24-25: At the end of Q3, 54% of students were on track to pass Algebra 1 versus a goal of 70%	We saw improvement in this goal late in 2024-25.	False
SY24-25: As of June, the percentage of students on track to graduate via portfolio performance was 75%, against a goal of 90%.	The majority of students not 'on track' were a tier below.	True
SY24-25: Regular attendance for seniors (at the end of Q4) was 62% against a goal of 73%	This is a sub-group to continue to pay attention to in 2025-26.	False
SY24-25: 25.3% were marked chronically absent in 2024-25 as of the end of Q4.	LT had diminished capacity in leadership and staffing (one ESOL teacher to 100+ students) to make inroads in this goal	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
SY24-25: The percentage of English learners completing a language arts portfolio increased from	Strong growth throughout the academic year despite

65% in Q1 to 82% at the end of Q4.	limited staffing capacity
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Culture team was limited in 2024-25, with additional capacity from the LT leveraged to support it.
SY24-25: 94% of 9th Graders met the threshold for career readiness indicators (3 artifacts annually)	Strong growth
SY24-25: Between Q1 and Q3 of the 24-25 school year, ~8% more students were in the blue/green range as measured by the Math CDT benchmark	Strong growth
SY24-25: The percentage of english learners not marked chronically absent increased from 43.8% in 2022-23 to 57.1% in 2023-24.	Strong growth, despite limited capacity

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 and improve graduation rate.

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			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Goal: Increase the percentage of students achieving proficiency on Keystone Algebra by 3% Indicator 1: Increase benchmark performance in Math by 10% Indicator 2: Increase the number of instructional walkthroughs completed by the ILT by 10% Indicator 3: By June 2026, 100% of core content teachers will implement the district aligned curriculum			
Measurable Goal Nickname (35 Character Max)			
Math Growth and Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for Math benchmark	+3% proficiency from benchmark	+6% proficiency from benchmark	+10% proficiency from benchmark

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Goal: Increase the percentage of students achieving proficiency on Keystone Literature by 3% Indicator 1: Increase benchmark performance in ELA by 10% Indicator 2: Increase the number of instructional walkthroughs completed by the ILT by 10% Indicator 3: By June 2026, 100% of core content teachers will implement the district aligned curriculum specific to Competency Roadmap			
Measurable Goal Nickname (35 Character Max)			
ELA Growth and Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for ELA benchmark	+3% proficiency from benchmark	+6% proficiency from benchmark	+10% proficiency from benchmark

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			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2026, the percentage of students with regular attendance (90% or higher) will increase from 75% to 80%			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
77% regular attendance	78% regular attendance	79% regular attendance	80% regular attendance

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 2026, the total number of out of school suspension will decrease from 17 to no more than 10, as recorded in PowerSchool.			
Measurable Goal Nickname (35 Character Max)			
OSS/ATS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2 or less OSS	5 or less OSS	7 or less OSS	10 or less OSS

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 2026, host at least four family engagement events, with a focus on academic support			
Measurable Goal Nickname (35 Character Max)			
Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Host Q1 family engagement event	Host Q2 family engagement event	Host Q3 family engagement event	Host Q4 family engagement event

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			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
Increase the graduation rate by 3%			
Measurable Goal Nickname (35 Character Max)			
Graduation Rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline graduation rate	NA	NA	+3% from baseline graduation rate

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 and improve graduation rate.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Increase the growth and attainment of Language Acquisition and Literacy by 3%			
Measurable Goal Nickname (35 Character Max)			
WIDA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline	NA	NA	+5% from baseline

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of students meeting or exceeding their annual language growth goal by 5%			
Measurable Goal Nickname (35 Character Max)			
LAS Links			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline	NA	NA	+5% from baseline

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Action Plan

Measurable Goals

Math Growth and Achievement	ELA Growth and Achievement
Regular Attendance	OSS/ATS
Family Engagement	Graduation Rate
Postsecondary bound	
WIDA	LAS Links

Action Plan For: Every Classroom, Every Day

Measurable Goals:	
- Goal: Increase the percentage of students achieving proficiency on Keystone Algebra by 3% Indicator 1: Increase benchmark performance in Math by 10% Indicator 2: Increase the number of instructional walkthroughs completed by the ILT by 10% Indicator 3: By June 2026, 100% of core content teachers will implement the district aligned curriculum - Goal: Increase the percentage of students achieving proficiency on Keystone Literature by 3% Indicator 1: Increase benchmark performance in ELA by 10% Indicator 2: Increase the number of instructional walkthroughs completed by the ILT by 10% Indicator 3: By June 2026, 100% of core content teachers will implement the district aligned curriculum specific to Competency Roadmap	

Action Step		Anticipated Start/Completion Date	
Instructional Rounds		2025-09-29	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal	Instruction rounds schedule	Yes	
Action Step		Anticipated Start/Completion Date	
Instructional Walkthroughs		2025-09-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, SOIs	Peer walkthrough and coaching framework	Yes	
Action Step		Anticipated Start/Completion Date	
Curriculum Implementation		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, SOI, Department Chairs	Scope & Sequence, Pacing Guides, PD on Reveal	Yes	
Action Step		Anticipated Start/Completion Date	

Implement data driven instructional planning using benchmarks and formative assessments		2025-09-22	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	PD on data analysis, student work protocols	Yes	
Action Step		Anticipated Start/Completion Date	
Realign curriculum, state standards: determine portfolio measures		2025-08-04	2025-10-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	Curriculum Maps, Standards alignment, Portfolio requirements	Yes	
Action Step		Anticipated Start/Completion Date	
Department collaboration schedule (with scheduled curriculum implementation checks)		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, SOIs, ILT	Shared Calendar, pacing checks	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to the consistency of curriculum implementation Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: Multi-Tiered System of Supports

Measurable Goals:
- By June 2026, the percentage of students with regular attendance (90% or higher) will increase from 75% to 80% - By June 2026, the total number of out of school suspension will decrease from 17 to no more than 10, as recorded in PowerSchool. - By June 2026, host at least four family engagement events, with a focus on academic support

Action Step	Anticipated Start/Completion Date
Monitor attendance and identify trends. Incentives at a greater scale for attendance	2025-09-29 2026-06-05
Lead Person/Position	PD Step?
Principal	No
Action Step	Anticipated Start/Completion Date
MTSS	2025-09-29 2026-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Counselors, Advisors	MTSS Toolkit, My Advisory Dashboard screener, Advisory site	Yes	
Action Step		Anticipated Start/Completion Date	
Parent and Family Engagement		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leadership Team	Event calendar, Translation Services	No	
Action Step		Anticipated Start/Completion Date	
Develop and implement proactive behavior interventions		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Culture Climate Team	Intervention forms, culture and climate team	No	
Action Step		Anticipated Start/Completion Date	
Increase student support services (consistent implementation of RP)		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Counselor	Advisory protocols, Advisory site, SAP, counselor	No	
Action Step		Anticipated Start/Completion Date	
Implement early intervention plan (goal setting; advisor, parents, counselors)		2025-09-15	2025-12-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Advisors	Advisory protocols (Flowchart), Intervention forms	No	
Action Step		Anticipated Start/Completion Date	
Partner with community organizations		2025-10-13	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Counselor, School Psychiatrist	Counselor, school psychiatrist	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Attendance committee and other structures to support increased regular attendance Regularly scheduled events to bring parent/families/community into the school Building out systems and structures relating to MTSS	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: Check and Connect

Measurable Goals:
• Increase the number of students graduating postsecondary bound by at least 5% • Increase the graduation rate by 3%

Action Step		Anticipated Start/Completion Date	
Implement an Early Warning System		2025-09-15	2025-11-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Counselors	SIS Dashboard, EWS Criteria, Data Protocols, Review Schedule	No	
Action Step		Anticipated Start/Completion Date	
Quarterly Graduation Progress Checks		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Counselors	Graduation credit tracker, advisor/ counselor templates	No	
Action Step		Anticipated Start/Completion Date	
Expand Credit Recovery Options		2025-10-13	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Counselors	Online learning platforms / Credit recovery programs	No	
Action Step		Anticipated Start/Completion Date	
Launch Peer Mentoring Program		2025-10-13	2025-12-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Counselors	Mentor training	No	
Action Step		Anticipated Start/Completion Date	
Family Engagement around Graduation Readiness		2026-01-12	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Counselors	Communication Flyers, Translated Resources, Family Meeting Schedule	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of alternative pathways to graduation. Building systems and structures to identify and intervene with academically at-risk	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface

students.	celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals
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Action Plan For: Teacher Study Groups

Measurable Goals:
• Increase the percentage of students meeting or exceeding their annual language growth goal by 5% • Increase the growth and attainment of Language Acquisition and Literacy by 3%

Action Step		Anticipated Start/Completion Date	
Biweekly EL led collaborative meetings		2025-09-29	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal, ESOL SOI, EL Facilitator	Meeting agendas, language objectives, student data	Yes	
Action Step		Anticipated Start/Completion Date	
District led ELD PD for ALL teachers		2025-08-18	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal, ESOL SOI, EL Facilitator	District ELD Framework, Pd Materials	Yes	
Action Step		Anticipated Start/Completion Date	
Determine best practices- PD, looks fors, data collection		2025-08-18	2025-09-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal, ESOL SOI, EL Facilitator	EL walkthrough tool, observation form	Yes	
Action Step		Anticipated Start/Completion Date	
Utilize language development platform for targeted needs		2025-08-25	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal, ESOL SOI, EL Facilitator	Platform licenses, student data	Yes	
Action Step		Anticipated Start/Completion Date	
Schedule students based on ASD ELD framework		2025-08-11	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal, ESOL SOI, EL Facilitator	Class Schedule, students language levels	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to instructional strategies that support english learners Consistent	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly

implementation of the Data Wise process via the instructional leadership team	or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals
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Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Every Classroom, Every Day	Instructional Rounds
Every Classroom, Every Day	Instructional Walkthroughs
Every Classroom, Every Day	Curriculum Implementation
Every Classroom, Every Day	Implement data driven instructional planning using benchmarks and formative assessments
Every Classroom, Every Day	Realign curriculum, state standards: determine portfolio measures
Multi-Tiered System of Supports	MTSS
Teacher Study Groups	Biweekly EL led collaborative meetings
Teacher Study Groups	District led ELD PD for ALL teachers
Teacher Study Groups	Determine best practices- PD, looks fors, data collection
Teacher Study Groups	Utilize language development platform for targeted needs
Teacher Study Groups	Schedule students based on ASD ELD framework

Instructional Rounds

Action Step		
Instructional Rounds		
Audience		
Teachers		
Topics to be Included		
Format for instructional rounds, scheduling for instructional rounds		
Evidence of Learning		
Teachers can articulate schedule, purpose of instructional rounds		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal	2025-08-25	2026-05-01

Learning Format

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

Instructional Walkthroughs

Action Step		
Instructional Walkthroughs		
Audience		
Teachers		
Topics to be Included		
Format of instructional walkthrough and resulting feedback		
Evidence of Learning		
Teachers can articulate format of instructional walkthroughs, how feedback is delivered and expectations for implementation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal	2025-08-25	2026-05-29

Learning Format

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

Curriculum Implementation

Action Step		
Curriculum Implementation		
Audience		
Teachers		
Topics to be Included		
Core content alignment		
Evidence of Learning		
Increasing implementation of district provided curricular materials		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal	2025-08-01	2026-06-01

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

Data Driven Instructional Planning

Action Step		
Implement data driven instructional planning using benchmarks and formative assessments		
Audience		
Teachers		
Topics to be Included		
Data informed instruction		
Evidence of Learning		
Teachers can consistently articulate data leveraged used in instructional plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal	2025-09-01	2026-05-01

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Realign Curriculum

Action Step		
Realign curriculum, state standards: determine portfolio measures		
Audience		
Teachers		
Topics to be Included		
Standards aligned curriculum		
Evidence of Learning		
Implementation of realigned curriculum in core content classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal	2025-08-01	2025-10-31

Learning Format

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

MTSS

Action Step		
MTSS		
Audience		
Teachers		
Topics to be Included		
Design of MTSS systems		
Evidence of Learning		
Teachers can articulate overview of MTSS systems		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal	2025-09-01	2025-10-03

Learning Format

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

EL Collab Meetings

Action Step		
Biweekly EL led collaborative meetings		
Audience		
EL Teachers		
Topics to be Included		
Format of EL collab meetings		
Evidence of Learning		

Consistent execution of collab meetings Teachers able to articulate instructional strategies being prioritized to support EL students		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator, Assistant Principal	2025-08-26	2026-06-25

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

District EL PD

Action Step		
District led ELD PD for ALL teachers		
Audience		
Teachers		
Topics to be Included		
Instructional strategies to support EL students		
Evidence of Learning		
Consistent implementation of instructional strategies to support EL students throughout all content area classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator, Assistant Principal	2025-09-01	2025-10-31

Learning Format

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

EL Look-Fors

Action Step		
Determine best practices- PD, looks fors, data collection		
Audience		
Teachers		

Topics to be Included		
EL instructional look-fors Format for progress monitoring in classrooms		
Evidence of Learning		
Teachers can articulate current research driven instructional strategies, school-wide goals, and progress monitoring systems		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator, Assistant Principal	2025-08-19	2025-11-14

Learning Format

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

Language Development Platform

Action Step		
Utilize language development platform for targeted needs		
Audience		
EL Teachers		
Topics to be Included		
Overview of language development platform		
Evidence of Learning		
EL teachers can effectively use language development platform to support students		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator, Assistant Principal	2025-09-01	2026-06-01

Learning Format

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

ELD Scheduling

Action Step

Schedule students based on ASD ELD framework		
Audience		
EL Teachers		
Topics to be Included		
Scheduling rationale for EL students		
Evidence of Learning		
EL Teachers and other staff can explain rationale for scheduling of EL students		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator, Assistant Principal	2025-07-15	2025-08-15

Learning Format

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

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date