

Profile and Plan Essentials

School		AUN/Branch
William Allen High School		2794
Address 1		
106 North 17th Street		
Address 2		
City	State	Zip Code
Allentown	PA	18104
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		Birksc@allentownsd.org
Principal Name		
Frank Derrick		
Principal Email		
derrickf@allentownsd.org		
Principal Phone Number		Principal Extension
(484) 765-5000		
School Improvement Facilitator Name		School Improvement Facilitator Email
Jamie Cameron		jcameron@massinsight.org

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	rex@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
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
Reina Garcia	Education Specialist	Allentown School District	garciar@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
Katie Hunt	Education Specialist	William Allen High School	huntk@allentownsd.org
Nicole Leskowsky	Education Specialist	William Allen High School	leskowskyn@allentownsd.org

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

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
PVAAS	SY23-24: Our Academic Growth Measure in ELA is currently 77, above the State average of 75.4
Career Standards Benchmark	SY23.24: 72.2% of students met the career standards benchmark, up from 27.8% in SY22.23
Graduation 5-year cohort meets improvement target	SY23-24: 82.4% graduation within a 5 year cohort (up from 73.7%)
English Language Growth	SY24.25: 8.8% of English Learners demonstrated English language proficiency in 2023-24, an increase from 4.4% in 2022-23
Academic Growth Score	SY24-25: The academic growth score for science increased from 53 in 2022-23 to 61 in 2023-24
Regular Attendance	SY24-25: The percentage of students not marked chronically absent increased from 38.4% in 2022-23 to 39.9% in 2023-24
Graduation Rate	SY24-25: The percentage of graduation from the five year cohort increased from 73.7% in 2022-23 to 82.4% in 2023-24.

Challenges

Indicator	Comments/Notable Observations
EL Growth and Proficiency	SY24-25: only 8.8% of students achieved English language proficiency in 2023-24.
Academic Growth Score (ELA)	SY24-25: The academic growth score in ELA was 77 in 2023-24, down from 91 in 2022-23
Attendance data	SY23.24: 39.9% of students were not marked chronically absent in SY23.24, compared to the state average of 78.1%
Academic Growth Score (Math)	SY24-25: The academic growth score in Math was 50 in 2023-24, consistent with 2022-23.
Statewide Assessment (ELA)	SY24-25: 31.5% of students tested proficient in ELA in 2023-24, a decrease from 37.6% in 2022-23.
Statewide Assessment (Math)	SY24-25: 9.6% of students tested proficient in Math in 2023-24, a decrease from 11.5% in 2022-23
Graduation Rate	SY24-25: There was 74.3% graduation from the 4-year cohort in 2023-24, a decrease from 77.2% in 2022-23

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

Strengths

Indicator Keystone ELA proficiency ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations SY24.25: The proficiency of students with disabilities increased to 15.6% in 2023-24 from 14.5% in 2022-23.
Indicator Keystone Algebra Proficiency ESSA Student Subgroups African-American/Black, White	Comments/Notable Observations SY24.25: The proficiency of the following sub groups increased in 2023-24 testing. Black students - from 4.3% to 9.2% White students - from 21.7% to 26.9%
Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24-25: The percentage of students not marked chronically absent increased in 2023-24 for the following sub groups: Asian students: from 65.6% to 71% Black students: from 38.8% to 41% Hispanic students: from 36.9% to 38.7% White students: from 49.2% to 52.2% Economically disadvantaged students: from 34.5% to 36.4% English learners: from 36.9% to 41.1% Students with disabilities: from 33% to 36.3% Students of combined ethnicity: from 37.1% to 38.%

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
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Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Graduation Rate	Comments/Notable Observations SY24-25: The percentage graduation in the four year cohort was below the State average of 87.6% for

ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	the following sub groups: Black students: 71.4% Hispanic students: 73% White Students: 77.4% Economically disadvantages students: 71.7% English learners: 71.2% Students with disabilities: 58.1% Students of combined ethnicity: 73.7%
Indicator Keystone ELA proficiency ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24.25 - The following sub-groups showed proficiency well below the State (53.9%) average in ELA. Black students 35.1% Hispanic students - 30.4% Students of two or more races - 32% Economically disadvantages students - 30.2% English learners 6.8% Students with disabilities - 15.6% Students of combined ethnicity - 30.9%
Indicator Keystone Math proficiency ESSA Student Subgroups Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24.25 - The following sub-groups showed proficiency well below the State average in Math Hispanic students - 7.9% Students of two or more races - 20.8% Economically disadvantages students - 8.5% English learners 1.5% Students with disabilities - 7.4% Students of combined ethnicity - 8.7%
Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24-25: The percentage of students not marked chronically absent in 2023-24 for the following sub groups was well below the State average of 78.1% Asian students: 71% Black students: 41% Hispanic students: 38.7% White students: 52.2% Economically disadvantaged students: 36.4% English learners: 41.1% Students with disabilities: 36.3% Students of combined ethnicity: 38.% Students of 2 or more races: 34.6%

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: The percentage of students not marked chronically absent increased from 38.4% in 2022-23 to 39.9% in 2023-24
SY24-25: The percentage of graduation from the five year cohort increased from 73.7% in 2022-23 to 82.4% in 2023-24.
SY24.25: 8.8% of English Learners demonstrated English language proficiency in 2023-24, an increase from 4.4% in 2022-23

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: There was 74.3% graduation from the 4-year cohort in 2023-24, a decrease from 77.2% in 2022-23

SY24-25: 31.5% of students tested proficient in ELA in 2023-24, a decrease from 37.6% in 2022-23.
SY24-25: 9.6% of students tested proficient in Math in 2023-24, a decrease from 11.5% in 2022-23
SY24-25: Over 60% of students were marked chronically absent in 2023-24
SY24-25: only 8.8% of students achieved English language proficiency in 2023-24.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
SY23-24: Percentage of students proficient or advanced 28% in Spring 2024.	Spring increased from 19% in Fall 2023. Variety of texts; access to instructional technology; classroom libraries; student collaboration; access to tutoring; student choice; access to support staff and interventions; positive teacher/student relationships; positive reinforcements and incentives; student effort
SY23-24: ELA proficiency among students with disabilities is 5% as of Spring 2024.	Language barriers; background knowledge due to scheduling; lack of qualified teachers
SY24-25: ELA proficiency increased from 19.6% to 36.3% as measured by STAR from benchmark 1 to benchmark 4	Leadership team committed to increased instructional walkthroughs. Instructional coaching work with teacher around curricular materials was beneficial.
SY24-25: 33.7% of students are basic or below basic as according to STAR ELA	Despite significant gains, the majority of students are scoring at a basic or below basic level.

English Language Arts Summary

Strengths

SY24-25: 9th grade teachers engaged in ELA PLC to support growth of capacity in content knowledge and leveraging instructional materials more effectively
SY24-25: ELA proficiency increased from 19.6% to 36.3% as measured by STAR from benchmark 1 to benchmark 4

Challenges

SY24-25: Highest number of students who took the STAR benchmark was 1,834 in benchmark 1. There are challenges with testing sample size to improve upon for SY25-26.
SY24-25: There is a level of inconsistency with implementation of curricular resources. School need to norm on which learning tasks are mandatory vs optional to increase the level of consistency in classrooms.
SY24-25: 33.7% of students are basic or below basic as according to STAR ELA

Mathematics

Data	Comments/Notable Observations
SY23-24: Algebra 1 "in the green" CDT percentage 4.29% by Spring Benchmark.	There was an increase in students math Algebra 1 'in the green' of 4% between winter testing and spring testing in SY23-24.
SY23-24: Overall Math "in the green" CDT percentage 4.29% by Spring Benchmark.	There was an increase in students math overall 'in the green' of 5% between winter testing and spring testing in SY23-24.
SY24-25: The number of students 'on track' as measured by CDT increased from 58 in Q3 to 126 in Q4.	Leadership team committed to increased instructional walkthroughs. Instructional coaching work with teacher around curricular materials was beneficial.
SY24-25: The number of students 'at or above green' according	Leadership team committed to increased instructional walkthroughs. Instructional coaching

to CDT increased from 80 in Q3 to 183 in Q4	work with teacher around curricular materials was beneficial.
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Mathematics Summary

Strengths

SY24-25: The number of students 'at or above green' according to CDT increased from 80 in Q3 to 183 in Q4
SY24-25: The number of students 'on track' as measured by CDT increased from 58 in Q3 to 126 in Q4.
SY24-25: 9th grade teachers engaged in Math PLC to support growth of capacity in content knowledge and leveraging instructional materials more effectively

Challenges

SY24-25: There is still low proficiency overall (8%) at WAHS according to end of year CDT data
SY24-25: There is a level of inconsistency with implementation of curricular resources. School need to norm on which learning tasks are mandatory vs optional to increase the level of consistency in classrooms.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
SY23-24: Percentage of students "in the green" on Biology CDT Benchmark 3 equaled 8.3%	Increase from Benchmark 2
SY23-24: Percentage of students "in the green" on Chemistry CDT Benchmark 3 equaled 10%	Increase from Benchmark 2
SY24-25: 11% of tested students are 'on track' according to Q4 science CDT data	Increase from 2023-24.

Science, Technology, and Engineering Education Summary

Strengths

SY24-25: Offered 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.

Challenges

SY24-25: 11% of tested students are 'on track' according to Q4 science CDT data

Related Academics

Career Readiness

Data	Comments/Notable Observations
SY24-25: 4-year graduation rate is 74.3%	4 year graduation rate has increased 8% over the previous two academic years
SY24-25: 5-Year cohort graduation rate is 82.4%, below the state average of 90%	5 year cohort graduation rate increased 8.7% from SY22-23 to SY23-24
SY24-25: The 'on track' percentages of SMART Futures are as follows: 9th Grade: 13% 10th Grade: 29% 11th Grade: 75% 12th Grade: 74%	SMART Futures implementation and progress monitoring is inconsistent throughout William Allen High School

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: ~75% of 11th grade students are on track with SMART Futures, this is a significant increase from the past two years.
SY24-25: 4 year graduation rate has improved by 8% over the last two academic years
SY24-25: The 'on track' percentages of SMART Futures are as follows: 11th Grade: 75% 12th Grade: 74%

SY24-25: ~75% of 11th grade students are on track with SMART Futures, this is a significant increase from the past two years.

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: 4-year graduation rate is 74.3%, well below the State average of 87.6%
SY24-25: Inconsistent school-wide implementation of SmartFutures.
SY24-25: The 'on track' percentages of SMART Futures are as follows: 9th Grade: 13% 10th Grade: 29%

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
SY23-24: The percentage of English learners proficiency in STAR ELA was 15.2% by spring 2024.	Increased from 3% in Fall 2023.
SY23-24: Only 15.2% of English learners are proficient in ELA	Compared to 28% all student group.
SY23-24: The percentage of English learners proficiency in English Language Growth and Attainment is 40% on the benchmark.	Decrease from 54%
SY24-25: The percentage of English learners meeting or exceeding their annual growth goal increased from 40% to 45%	LAS Links
SY24-25: The percentage of english learners demonstrating english language proficiency was 8.8%	An increase from the previous year (4.5%)
SY24-25: The percentage of english learners not marked chronically absent increased from 36.9% to 41.1%	Attendance committee work

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 English learners meeting or exceeding their annual growth goal increased from 40% to 45%
SY24-25: The percentage of english learners not marked chronically absent increased from 36.9% to 41.1%

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: The percentage of English learners who met their annual language growth goal was only 45%
SY24-25: The percentage of english learners demonstrating english language proficiency was 8.8%
SY24-25: The percentage of english learners marked chronically absent was 58.9%

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Continuously monitor implementation of the school improvement plan and adjust as needed

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?

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
Use multiple professional learning designs to support the learning needs of staff

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: The percentage of students not marked chronically absent increased from 38.4% in 2022-23 to 39.9% in 2023-24	False
SY24-25: The percentage of graduation from the five year cohort increased from 73.7% in 2022-23 to 82.4% in 2023-24.	False
SY24-25: 8.8% of English Learners demonstrated English language proficiency in 2023-24, an increase from 4.4% in 2022-23	False
SY24-25: 9th grade teachers engaged in ELA PLC to support growth of capacity in content knowledge and leveraging instructional materials more effectively	False
SY24-25: ELA proficiency increased from 19.6% to 36.3% as measured by STAR from benchmark 1 to benchmark 4	True
SY24-25: The number of students 'on track' as measured by CDT increased from 58 in Q3 to 126 in Q4.	False
SY24-25: 9th grade teachers engaged in Math PLC to support growth of capacity in content knowledge and leveraging instructional materials more effectively	False
SY24-25: Offered 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
SY24-25: The percentage of English learners meeting or exceeding their annual growth goal increased from 40% to 45%	False
SY24-25: The number of students 'at or above green' according to CDT increased from 80 in Q3 to 183 in Q4	True
SY24-25: ~75% of 11th grade students are on track with SMART Futures, this is a significant increase from the past two years.	False
SY24-25: ~75% of 11th grade students are on track with SMART Futures, this is a significant increase from the past two years.	False
SY24-25: The percentage of english learners not marked chronically absent increased from 36.9% to 41.1%	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
SY24-25: 4 year graduation rate has improved by 8% over the last two academic years	False
SY24-25: The 'on track' percentages of SMART Futures are as follows: 11th Grade: 75% 12th Grade: 74%	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
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SY24-25: There was 74.3% graduation from the 4-year cohort in 2023-24, a decrease from 77.2% in 2022-23	False
SY24-25: 31.5% of students tested proficient in ELA in 2023-24, a decrease from 37.6% in 2022-23.	True
SY24-25: 9.6% of students tested proficient in Math in 2023-24, a decrease from 11.5% in 2022-23	False
SY24-25: There is still low proficiency overall (8%) at WAHS according to end of year CDT data	True
SY24-25: Highest number of students who took the STAR benchmark was 1,834 in benchmark 1. There are challenges with testing sample size to improve upon for SY25-26.	False
SY24-25: 4-year graduation rate is 74.3%, well below the State average of 87.6%	True
SY24-25: 33.7% of students are basic or below basic as according to STAR ELA	False
SY24-25: The 'on track' percentages of SMART Futures are as follows: 9th Grade: 13% 10th Grade: 29%	False
SY24-25: The percentage of English learners who met their annual language growth goal was only 45%	True
SY24-25: There is a level of inconsistency with implementation of curricular resources. School need to norm on which learning tasks are mandatory vs optional to increase the level of consistency in classrooms.	False
SY24-25: There is a level of inconsistency with implementation of curricular resources. School need to norm on which learning tasks are mandatory vs optional to increase the level of consistency in classrooms.	False
SY24-25: The percentage of english learners demonstrating english language proficiency was 8.8%	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
SY24-25: Over 60% of students were marked chronically absent in 2023-24	False
SY24-25: only 8.8% of students achieved English language proficiency in 2023-24.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Use multiple professional learning designs to support the learning needs of staff	False
SY24-25: 11% of tested students are 'on track' according to Q4 science CDT data	False
SY24-25: Inconsistent school-wide implementation of SmartFutures.	False
SY24-25: The percentage of english learners marked chronically absent was 58.9%	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.

While significant progress was made in core content areas with both proficiency and growth, our testing sample sizes for key assessments were low. This needs to be an area of focus for improvement to ensure we have reliable and valid data in SY25.26. Instructional coaches had a significant positive impact in increasing the amount of consistent, high-quality instructional feedback teachers receive. There are inconsistencies in the implementation of district curricular materials across content classrooms, an area of improvement for SY25.26

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SY24-25: 31.5% of students tested proficient in ELA in 2023-24, a decrease from 37.6% in 2022-23.	First year leveraging new curricular materials. Saw increase in consistency throughout 2024-25 and significant growth in ELA benchmark that should support continued growth.	True
SY24-25: There is still low proficiency overall (8%) at WAHS according to end of year CDT data	WAHS experienced strong growth in both ELA and Math in SY24.25. There is will work to do to improve the consistency with which new curricular materials are leveraged and used across classrooms/teams/grade levels.	True
SY24-25: 4-year graduation rate is 74.3%, well below the State average of 87.6%	WAHS experienced success with alternative pathways to graduation. There is still significant work to do to increase/improve four year graduation rate.	True
SY24-25: The percentage of English learners who met their annual language growth goal was only 45%	Challenge of scale ensuring all faculty are working to drive instructional practices to benefit and support English learners in core content classrooms.	False
SY24-25: The percentage of english learners demonstrating english language proficiency was 8.8%	The coordination of support for EL students at WAHS has been a challenge, with staffing for instructional leadership being inconsistent throughout SY24.25	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
SY24-25: ELA proficiency increased from 19.6% to 36.3% as measured by STAR from benchmark 1 to benchmark 4	Parent and community events; increased communication from staff to families
SY24-25: The number of students 'at or above green' according to CDT increased from 80 in Q3 to 183 in Q4	Increased presence of leadership in classrooms, professional learning, and effective leveraging of instructional coaches sparked significant growth in math.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we focus on a continuous cycle of improvement of instruction, student academic achievement in ELA will increase.
	If we focus on a continuous cycle of improvement of instruction, student academic achievement in Math will increase.
	If we implement a multi-tiered system of supports for academics and behavioral improvement, we can identify and address individual student learning needs. If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in schools socially, emotionally, intellectually, and physically, attendance and students' sense of belonging will increase.
	If we design and implement high-impact English Language Development experiences (including for staff development and support) to drive academic excellence, then then we will close opportunity and achievement gaps to ensure that all students have support to excel

	academically now and in the future.
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Goal Setting

Priority: If we focus on a continuous cycle of improvement of instruction, student academic achievement in Math will increase.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of 2025-26, we will increase the percentage of students proficient in Keystone Algebra by at Least 3%			
Measurable Goal Nickname (35 Character Max)			
Math Keystone			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for the benchmark assessment	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, increase the percentage of students passing Algebra 1 with a grade of C or better from 44% (at the end of 2025) to 52% at the end of 2026.			
Measurable Goal Nickname (35 Character Max)			
Algebra 1 Grades			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 46% of students at C or better in Algebra 1	At least 48% of students at C or better in Algebra 1	At least 50% of students at C or better in Algebra 1	At least 52% of students at C or better in Algebra 1

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, increase the number of instructional walkthroughs in Math classrooms completed by leadership team members by 10%			
Measurable Goal Nickname (35 Character Max)			
Math Instructional Walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish the baseline for math instructional walkthroughs	+3% from baseline	+6% from baseline	+10% from baseline

Priority: If we design and implement high-impact English Language Development experiences (including for staff development and support) to drive academic excellence, then then we will close opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.

Outcome Category

English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of students achieving English Language Proficiency by 3%			
Measurable Goal Nickname (35 Character Max)			
WIDA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish WIDA baseline	NA	NA	+3% from baseline

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of students meeting or exceeding their 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 LAS Links baseline	NA	NA	+5% from baseline

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will decrease the percentage of English learners scoring 'below basic' on the ELA benchmark by 10%			
Measurable Goal Nickname (35 Character Max)			
EL Academic Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline for the percentage of English learners below basic on the ELA benchmark	-3% from baseline	-6% from baseline	-10% from baseline

Priority: If we implement a multi-tiered system of supports for academics and behavioral improvement, we can identify and address individual student learning needs. If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in schools socially, emotionally, intellectually, and physically, attendance and students' sense of belonging will increase.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
By the end of June 2026, ensure no more than 10% of WAHS HS students in grades 9-12 are overaged/under-credited based on students entry date and credits earned			

Measurable Goal Nickname (35 Character Max)			
Graduation Rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline for percentage of students overaged/uncer-credited	No more than 14% of students overaged/under-credited	No more than 12% of students overaged/under-credited	No more than 10% of students overaged/under-credited

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2026, ensure no more than 20% of WAHS students are marked chronically absent			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 47% of students chronically absent	No more than 38% of students chronically absent	No more than 29% of students chronically absent	No more than 20% of students chronically absent

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 2026, decrease the number of of ut of school suspensions by 3%, from a baseline of 487 in 2024-25.			
Measurable Goal Nickname (35 Character Max)			
Out of School Suspension			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 118 out of school suspensions	No more than 236 out of school suspensions	No more than 354 out of school suspensions	No more than 472 out of school suspensions

Priority: If we focus on a continuous cycle of improvement of instruction, student academic achievement in ELA will increase.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of 2025-26, we will Increase the percentage of students proficient in Keystone Literature by at Least 3%			
Measurable Goal Nickname (35 Character Max)			
ELA Keystones			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline on the ELA benchmark	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, increase the percentage of students passing English II by 12% from 24-25 school year.			
Measurable Goal Nickname (35 Character Max)			
English II			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline for percentage of students who passed English II in 2024-25	+4% from baseline	+8% from baseline	+12% from baseline

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, increase the number of instructional walkthroughs in ELA classrooms completed by leadership team members by 10%			
Measurable Goal Nickname (35 Character Max)			
ELA Instructional walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline for ELA instructional walkthroughs	+3% from baseline	+6% from baseline	+10% from baseline

Action Plan

Measurable Goals

Math Keystone	Algebra 1 Grades
WIDA	LAS Links
Graduation Rate	Regular Attendance
Math Instructional Walkthroughs	EL Academic Growth
Out of School Suspension	ELA Keystones
English II	ELA Instructional walkthroughs

Action Plan For: Every Classroom, Every Day

Measurable Goals:
- By the end of 2025-26, we will increase the percentage of students proficient in Keystone Algebra by at Least 3% - By June 2026, increase the number of instructional walkthroughs in Math classrooms completed by leadership team members by 10% - By June 2026, increase the percentage of students passing Algebra 1 with a grade of C or better from 44% (at the end of 2025) to 52% at the end of 2026.

Action Step		Anticipated Start/Completion Date	
Instructional Rounds - The ILT will schedule, plan, monitor, and implement network-based and school-based instructional rounds throughout the school year.		2025-10-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, Instructional Coaches, SOIs	Schedule for instructional rounds Problem of practice generated from instructional rounds	No	
Action Step		Anticipated Start/Completion Date	
Instructional Walkthroughs - School leaders and instructional coaches will create a schedule of planned walkthroughs for the year, including dates to share trends with staff and specific/actionable feedback to the individual teacher. Walkthrough data will be used to help determine professional development needs.		2025-09-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, Instructional Coaches, SOIs	Curriculum look-fors, schedule for instructional walkthroughs	No	
Action Step		Anticipated Start/Completion Date	
Curriculum Implementation - School leaders, instructional coaches, and department chairs will identify shared language and curricular "look fors" for each course.		2025-09-08	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

SOIs, Instructional Coaches	Instructional look-fors for each curriculum/content area	Yes	
Action Step		Anticipated Start/Completion Date	
Data Wise - The ILT will continue to use Data Wise practices in weekly meetings, focusing on the use of data to support the Problem of Practice.		2025-09-08	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, SOIs, Instructional Coaches	District Data Wise process	No	
Action Step		Anticipated Start/Completion Date	
Meeting Structures: WAHS LT will ensure there are consistently scheduled and executed leadership team meeting structures designed to progress monitor indicators, goals, and implementation of action steps in the school improvement plan		2025-09-01	2025-10-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals	Meeting minutes and agenda	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, decrease the number of of ut of school suspensions by 3%, from a baseline of 487 in 2024-25. - By the end of June 2026, ensure no more than 10% of WAHS HS students in grades 9-12 are overaged/under-credited based on students entry date and credits earned - By June 2026, ensure no more than 20% of WAHS students are marked chronically absent

Action Step	Anticipated Start/Completion Date
Daily Attendance - The leadership team will create and monitor a plan to improve daily attendance, thereby reducing chronic absenteeism. This plan will include teachers and other stakeholders.	2025-08-14 2025-09-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team	Attendance team protocol	No	
Action Step		Anticipated Start/Completion Date	
Period Attendance - School leaders and other staff will maintain a schedule of consistent hallway sweeps with the goal of increasing class attendance and reducing class avoidance.		2025-09-08	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Dean	Schedule for hall sweeps Google form to track hall sweeps	No	
Action Step		Anticipated Start/Completion Date	
Parent and Family Engagement - All staff will utilize Parent Square to engage families in consistent communication through one platform. The leadership team will maintain a calendar of engagement events and planned communication opportunities.		2025-08-18	2025-09-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Parent Square	Yes	
Action Step		Anticipated Start/Completion Date	
Schoolwide celebrations - The leadership team and other staff will engage in monthly scheduled celebrations of students who are display consistent (or improved) attendance, consistent engagement in school activities, and otherwise contribute to positive climate and culture.		2025-09-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Calendar of schoolwide events	No	
Action Step		Anticipated Start/Completion Date	
9th Grade Mentoring Program- The leadership team and selected staff members (guidance/social workers/CIS staff/Canary Flight teachers) will recruit and train upperclassmen to serve as peer mentors for incoming 9th grade students. Students will be surveyed to be matched with incoming 9th grade students. Events such as Back to School Meet and Greets will be used to identify 9th grade students interested in participating.		2025-09-29	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
9th Grade Center Principal and Leadership Team	Documented expectations/process for mentors to follow/use	Yes	
Action Step		Anticipated Start/Completion Date	
MTSS/Child Study Team - The WAHS LT will work to refine systems and structures relating to MTSS and Child Study Team (9th Grade		2026-01-	2026-06-

Center) to ensure leadership team is aware of priorities and next steps for full MTSS roll out in SY26.27		05	01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals	District guidance for implementation of MTSS	No	
Action Step		Anticipated Start/Completion Date	
Online Credit Recovery WAHS will continue to leverage online credit recovery as an alternative pathway to graduation, progress monitor its effectiveness, and adjust it's design as needed to support the success of students		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
WAHS School Staff, Counselors, Leadership Team Members as needed	Documented online credit recovery guidance for teachers and students	No	
Action Step		Anticipated Start/Completion Date	
Canary Flight and other alternative pathways WAHS will continue to leverage Canary Flight and any additional pathways to graduation to support students. The LT will progress monitor its effectiveness, and adjust it's design as needed to support student success.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
WAHS School Staff, Counselors, Leadership Team Members as needed	Canary Flight physical space	No	
Action Step		Anticipated Start/Completion Date	
9th Grade On Track Identification and Interventions (monthly at-risk reports) WAHS LT will create sustainable systems and structures to progress monitor and intervene in support of 9th grade students who are academically at risk.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
9th Grade Center Principal and Leadership Team	Protocol for 9th grade leadership team	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Attendance committee and other structures to support increased regular attendance Regularly scheduled hall sweeps to promote in class attendance and reduce class cuts Regularly scheduled events to bring parent/families/community into the school Building out systems and structures relating to MTSS and Child Study Team (9th grade center) Implementation of alternative pathways to graduation including Canary Flight and online credit recovery. Building systems and structures in the 9th grade center to identify and intervene with academically at-risk students.	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: Teacher Study Groups

Measurable Goals:		
- By June 2026, we will decrease the percentage of English learners scoring 'below basic' on the ELA benchmark by 10% - Increase the percentage of students achieving English Language Proficiency by 3% - Increase the percentage of students meeting or exceeding their language growth goal by 5%		

Action Step		Anticipated Start/Completion Date	
EL language growth and acquisition/WIDA: Institute ELD-focused classroom visit protocol including language domain/key language use look-fors, follow-up coaching, and quarterly feedback and organize and integrate walkthrough and evaluation protocol that identifies the use of look-fors in classrooms.		2025-09-22	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI, EL Facilitator, Department Chair, ESOL Teachers	ELD classroom visit protocol ELD classroom visit schedule	Yes	
Action Step		Anticipated Start/Completion Date	
EL Academic Growth: Using frameworks specifically designed to improve content instruction for ELs, develop and execute professional development opportunities including best- teaching practices for ELs, implementing English Language objectives in teaching with a particular focus on progression of skills.		2025-09-29	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI, EL Facilitator, Department Chair, ESOL Teachers	Prioritized instructional strategies to support English learners in content classrooms	Yes	
Action Step		Anticipated Start/Completion Date	
Ensure ELD Protocol is in place for all student with varying proficiency levels.		2025-09-01	2025-10-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI, EL Facilitator, Department Chair, ESOL Teachers	ELD protocol	No	
Action Step		Anticipated Start/Completion Date	
Data wise: Using the Datawise Protocol and the school assigned facilitator, hold biweekly data driven ELD meetings with the school leadership and ELD staff.		2025-09-22	2026-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI, EL Facilitator, Department Chair, ESOL Teachers	Data Wise protocol	No	

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 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: ECED

Measurable Goals:
- By the end of 2025-26, we will Increase the percentage of students proficient in Keystone Literature by at Least 3% - By June 2026, increase the percentage of students passing English II by 12% from 24-25 school year. - By June 2026, increase the number of instructional walkthroughs in ELA classrooms completed by leadership team members by 10%

Action Step		Anticipated Start/Completion Date	
Instructional Rounds - The ILT will schedule, plan, monitor, and implement network-based and school-based instructional rounds throughout the school year.		2025-10-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, Instructional Coaches, SOIs	Schedule for instructional rounds Problem of practice generated from instructional rounds	No	
Action Step		Anticipated Start/Completion Date	
Instructional Walkthroughs - School leaders and instructional coaches will create a schedule of planned walkthroughs for the year, including dates to share trends with staff and specific/actionable feedback to the individual teacher. Walkthrough data will be used to help determine professional development needs.		2025-09-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, Instructional Coaches, SOIs	Curriculum look-fors, schedule for instructional walkthroughs	No	
Action Step		Anticipated Start/Completion Date	

Curriculum Implementation - School leaders, instructional coaches, and department chairs will identify shared language and curricular "look fors" for each course.		2025-09-08	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOIs, Instructional Coaches	Instructional look-fors for each curriculum/content area	Yes	
Action Step		Anticipated Start/Completion Date	
Data Wise - The ILT will continue to use Data Wise practices in weekly meetings, focusing on the use of data to support the Problem of Practice.		2025-09-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, SOIs, Instructional Coaches	District Data Wise process	No	
Action Step		Anticipated Start/Completion Date	
Meeting Structures: WAHS LT will ensure there are consistently scheduled and executed leadership team meeting structures designed to progress monitor indicators, goals, and implementation of action steps in the school improvement plan		2025-09-08	2025-10-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals	Meeting minutes and agendas	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

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	Curriculum Implementation - School leaders, instructional coaches, and department chairs will identify shared language and curricular "look fors" for each course.
Multi-Tiered System of Supports	Parent and Family Engagement - All staff will utilize Parent Square to engage families in consistent communication through one platform. The leadership team will maintain a calendar of engagement events and planned communication opportunities.
Multi-Tiered System of Supports	9th Grade Mentoring Program- The leadership team and selected staff members (guidance/social workers/CIS staff/Canary Flight teachers) will recruit and train upperclassmen to serve as peer mentors for incoming 9th grade students. Students will be surveyed to be matched with incoming 9th grade students. Events such as Back to School Meet and Greets will be used to identify 9th grade students interested in participating.
Teacher Study Groups	EL language growth and acquisition/WIDA: Institute ELD-focused classroom visit protocol including language domain/key language use look-fors, follow-up coaching, and quarterly feedback and organize and integrate walkthrough and evaluation protocol that identifies the use of look-fors in classrooms.
Teacher Study Groups	EL Academic Growth: Using frameworks specifically designed to improve content instruction for ELs, develop and execute professional development opportunities including best- teaching practices for ELs, implementing English Language objectives in teaching with a particular focus on progression of skills.
ECED	Curriculum Implementation - School leaders, instructional coaches, and department chairs will identify shared language and curricular "look fors" for each course.

Curriculum Training

Action Step		
- Curriculum Implementation - School leaders, instructional coaches, and department chairs will identify shared language and curricular "look fors" for each course. - Curriculum Implementation - School leaders, instructional coaches, and department chairs will identify shared language and curricular "look fors" for each course.		
Audience		
Content Departments (ELA, Math, Science, Social Studies)		
Topics to be Included		
Curriculum features and components		
Evidence of Learning		
Implementation of curriculum, as measured by look-fors in classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
SOI, Instructional Coaches	2025-09-29	2026-06-05

Learning Format

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

Parent and Family Engagement

Action Step		
Parent and Family Engagement - All staff will utilize Parent Square to engage families in consistent communication through one platform. The leadership team will maintain a calendar of engagement events and planned communication opportunities.		
Audience		
Faculty		
Topics to be Included		
Parent Square format and design, Expectations for use of Parent Square		
Evidence of Learning		
Consistent implementation of Parent Square platform throughout faculty		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Principals	2025-08-25	2025-09-05

Learning Format

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

9th Grade Mentoring

Action Step	
9th Grade Mentoring Program- The leadership team and selected staff members (guidance/social workers/CIS staff/Canary Flight teachers) will recruit and train upperclassmen to serve as peer mentors for incoming 9th grade students. Students will be surveyed to be matched with incoming 9th grade students. Events such as Back to School Meet and Greet will be used to identify 9th grade students interested in participating.	
Audience	
9th Grade Center Faculty	
Topics to be Included	

Rationale for mentoring program in 9th Grade center, expectations for us of time for 9th grade mentors		
Evidence of Learning		
Successful implementation of regularly scheduled mentoring sessions for 9th grade students		
Lead Person/Position	Anticipated Start	Anticipated Completion
9th Grade Center Principal and Leadership Team	2025-08-25	2025-09-26

Learning Format

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

ELD Classroom Visit Protocol

Action Step		
EL language growth and acquisition/WIDA: Institute ELD-focused classroom visit protocol including language domain/key language use look-fors, follow-up coaching, and quarterly feedback and organize and integrate walkthrough and evaluation protocol that identifies the use of look-fors in classrooms.		
Audience		
ESOL Teachers		
Topics to be Included		
Overview of classroom visit protocol, schedule for classroom visits		
Evidence of Learning		
Staff can articulate look-fors for ELD classroom visit protocol		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator	2025-09-15	2025-10-03

Learning Format

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

EL Academic Growth

Action Step

EL Academic Growth: Using frameworks specifically designed to improve content instruction for ELs, develop and execute professional development opportunities including best- teaching practices for ELs, implementing English Language objectives in teaching with a particular focus on progression of skills.		
Audience		
Content Teachers, ESOL Teachers		
Topics to be Included		
Instructional strategy of focus to support EL students		
Evidence of Learning		
Content teachers consistently implementing instructional strategies to support EL students		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator	2025-09-08	2026-06-05

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
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