

Profile and Plan Essentials

School		AUN/Branch
Louis E Dieruff HS		121390302
Address 1		
815 North Irving Street		
Address 2		
City	State	Zip Code
Allentown	Pa	18109
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		birksc@allentownsd.org
Principal Name		
Geoffrey Schmidt		
Principal Email		
schmidtg@allentownsd.org		
Principal Phone Number		Principal Extension
484-765-5500		5505
School Improvement Facilitator Name		School Improvement Facilitator Email
Eric Lech		leche@cliu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joanellyn Schubert	Other	LED	schubertj@allentownsd.org
Daniel Jurasits	Teacher	LED	jurasitisd@allentownsd.org
Jeffrey Ruth	Teacher	LED	ruthj@allentownsd.org
Cathy Piston	Teacher	LED	pistonc@allentownsd.org
Megan Elias	Teacher	LED	eliasm@allentownsd.org
Yahaira Aviles	Parent	LED	aviles.ya3@gmail.com
Jillian Derhammer	Teacher	LED	derhammerj@allentownsd.org
Thomas Stoudt	Teacher	LED	stoudtt@allentownsd.org
Jerica Hart	Parent	LED	hartj@allentownsd.org
Jessica Martin	Other	LED	martinj@allentownsd.org
Olga Cosme	Other	LED	cosmeo@allentownsd.org
Melissa Smith	District Level Leaders	LED	smithm@allentownsd.org
Dr. Carol Birks	Chief School Administrator	Allentown SD	birksc@allentownsd.org
Zavier Washington	Student	LED	436451@allentownsd.org
Gage Reichardt	Student	LED	403671@allentownsd.org
Jerick Volkert	Other	LED	volkertj@allentownsd.org
Geoffrey Schmidt	Principal	LED	schmidtg@allentownsd.org
Arcelius Brickhouse	District Level Leaders	LED	brickhousea@allentownsd.org
Dr. Leila Little	Other	LED	littlel@allentownsd.org
Terrence Hahn	Community Member	Cerberus Capital Management	terrence.s.hahn@gmail.com

Vision for Learning

Vision for Learning

ASD Vision Statement: Mission The mission of the Louis E. Dieruff HS is to serve the diverse educational needs of each student by igniting their passion for learning and creating an academic culture. Vision Louis E. Dieruff HS envisions a learning community that improves student outcomes by cultivating positive relationships, offering rigorous and meaningful curricula, and 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
Math - 23-24 - All Student Group Achievement - 19%	This is an increase in performance from previous year, though it is not meeting statewide target standards.
Biology - 23-24 - All Student Group Achievement - 20.2%	This is an increase in performance from previous year, though it is not meeting statewide target standards.
ELA - 23-24 - Students with Disabilities - 19.8%	This is an increase of 4% in achievement for this designated sub-group.
Graduation Rate - 4 year - English Learners - 81%	This is an increase of 4.8% from the previous year for this designated sub-group.
English Language Growth & Attainment - 10.3%	This increase in both the all-student group and English Learners group is over 4%!

Challenges

Indicator	Comments/Notable Observations
ELA 22-23 Achievement - 36.4%	This is a decrease from previous year.
Math Academic Growth Score 23-24 - 50	While achievement has increased in math. This growth score is 25.4 points below statewide average and indicates that students in all subgroups are demonstrating negative growth.
Biology Academic Growth Score 23-24 - 50	24.7 points below statewide average. While this overall growth score represents an academic challenge, the Black student subgroup did demonstrate a growth score of 65, which is 13 points higher than the previous year growth score!
Regular Attendance 23-24 = 42.4%	While this is an overall increase, this number still indicates a significant challenge.
Career Standards Benchmark - All Student Group - 50.3%	Uncovering this challenge brought attention to the role of the college & career counselor and the relevance of attention being focused on the collection of evidence.
ELL - 12.7% ELA Achievement (compared to 36.4% Achievement for all students.)	Nearly 24 percentage point gap between ELL student achievement on ELA compared to all student population.

ELL - 6.3% Math Achievement (compared to 19% Achievement for all students.)	Nearly 13 percentage point gap between ELL student achievement on Math compared to all student population, and this is a decline from previous year.
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator ELA Achievement - increase in proficiency ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Increase in performance in ELA for the Students with disabilities subgroup
Indicator Biology/Science Achievement ESSA Student Subgroups African-American/Black, English Learners, Students with Disabilities	Comments/Notable Observations The indicated subgroups all demonstrated higher achievement rate than previous year.
Indicator Academic Growth Expectations - ELA, Biology ESSA Student Subgroups African-American/Black, White, Students with Disabilities	Comments/Notable Observations The designated student groups have shown an increase in growth score over the past year in these subject areas.
Indicator Graduation Rate ESSA Student Subgroups English Learners	Comments/Notable Observations English learners have had an increase in 4-year graduation rate since the previous report.

Challenges

Indicator ELA Achievement ESSA Student Subgroups African-American/Black, English Learners	Comments/Notable Observations In addition to the overall decrease in achievement in ELA, the English Learner and African American/Black subgroup demonstrated significant decrease in achievement rate.
Indicator Math Achievement ESSA Student Subgroups African-American/Black, English Learners, Students with Disabilities	Comments/Notable Observations While the all-student achievement rate has increased, designated subgroups (English Learner, Students with Disabilities, and African American/Black students) have all had declines in achievement.
Indicator Regular Attendance ESSA Student Subgroups	Comments/Notable Observations While all subgroups are demonstrating an increase in regular attendance, student subgroups are still significantly (30-40%) below statewide average.

African-American/Black, English Learners, Students with Disabilities	
Indicator Career Standards Benchmark ESSA Student Subgroups African-American/Black, Students with Disabilities	Comments/Notable Observations The significant decrease in the achievement rate of this standard and specifically the decrease for students with disabilities and African-American/Black students has highlighted the importance of the college and career counselor role.

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.

There has been an overall increase in Math achievement. This department has been an areas of focus to improve instructional practice and use benchmark data to inform instruction.
Students with disabilities have demonstrated greater achievement in ELA in the past year.
English Language growth attainment is increasing, even if not yet reflected in overall ELL achievement scores.

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.

Overall academic achievement in tested subject areas continues to pose a challenge that will require dedicated time and focus on instructional practice, providing high-quality resources, and assuring appropriate staffing to meet student needs to continue to improve.
Math & ELA Achievement gaps for English Learners. With about 18% of the student body designated as English Learners, the significant gap in achievement in ELA and Math from the All Student group continues to be a challenge in need of support.
Regular Attendance 23-24 = 42.4%
Academic Growth Scores across all tested subject areas remains at 50 for the all student group. While there are some designated subgroups that are demonstrating more significant growth, academic growth continues to be a challenge across all students.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
46 Students in 9th grade completed ELA Star Benchmarks	We did not have strong participation rates in ELA Star Benchmarks for 9th grade
SY 2023-2024 ELA STAR Benchmark Data for all 9th graders was level across the school year (14% Proficient - Fall; 15% Proficient - Spring)	We did not have an observable increase in percentage of students proficient in ELA benchmarks over the course of the year in any 9th grade subgroups.
88.8% (projected - max) passing rate = 11.2% (projected-max) failing ELA I	This represents the achievement of a school improvement goal around student achievement in local coursework.

English Language Arts Summary

Strengths

We developed an on-track 9th grade team in spring of SY 2023-2024, and implemented it with fidelity in SY 2024-2025 which serves to identify key 9th grade on-track indicators, and develop individualized intervention plans for students at-risk of missing on-track indicators. This resulted in closer monitoring of student progress in core subjects, including ELA.
PLCs are beginning to focus on data using data-wise protocols, allowing the department to be more synchronized and proactive in response to student data on benchmarks, quarterly grades, and other local assessment data.
The focus on high-quality instruction and using data-team meeting time for departments is resulting in the achievement of an improvement goal in the passing rates for ELA 1 students.

Challenges

Student participation and investment in STAR assessments was not effective, nor driven by a clear vision of its significance by department and school leaders.
Lack of an effective benchmark assessment impacted ability to monitor student progress in a systematized ongoing basis.
Students with disabilities, and English Language Learners were performed disproportionately lower on local progress metrics.

Mathematics

Data	Comments/Notable Observations
85% + on track to pass Algebra I, decreasing the failing rate to <15% (This is decreased from over 28% failure rate.)	This meets a school improvement goal for 2024-2025
CDT Benchmark 3 - 41 students at or above green score range (on-track range) for Algebra I (This is increased for 19 students at benchmark 1.	Math achievement and growth has been a focus for the Math Department PLC for 2024-25.
From CDT Admin 1 to CDT Admn 3, 122 students (~20%) of students demonstrated growth of 80 points or more (significant growth).	Math achievement and growth has been a focus for the Math Department PLC for 2024-25.

Mathematics Summary

Strengths

The focus on growth and achievement in Algebra I has made a difference in both achievement and growth using standardized testing measures (CDT).
Failure rate in Algebra I has reduced from over 28% to just over 15%.
Math PLCs were routinely held, driven by clear agendas and procedures, resulting in a sharper focus on data-driven decision making by teachers and school leaders

Challenges

Observation data demonstrates that 17% of observed Algebra I classrooms were proficient in unpacking standards aligned curriculum, and developing student-centered lessons. Ensuring through coaching and PLCs that teachers build the capacity to unpack the standards within the curriculum, and design rigorous and relevant student-centered lessons will be pivotal in achieving the mission and vision, and improving future ready PA index interim targets.
While enrollment in AP courses in mathematics courses has increased year-over-year since the return from the pandemic, the school must continue to increase the number of students prepared for AP and honors level mathematics courses as a means of college and career readiness.
Assessment participation on the CDT consistently declined during the course of the year from 629 students taking initial benchmark to 405 taking Benchmark 3.
The CDT achievement rate, while encouraging, still demonstrates an academic challenge.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
13.86% Growth rate on Biology CDT for SY 2023-2024	Growth rate is improved year-over-year
96.4% On track rate for Biology CDT for SY 2023-2024	Our Biology CDT on-track rate does not nearly align with our Keystone proficient/advanced rates for Keystones SY 2024-2025

Science, Technology, and Engineering Education Summary

Strengths

96.4% On track rate for Biology CDT for SY 2023-2024
13.86% Growth rate on Biology CDT for SY 2023-2024

Challenges

Observation data demonstrates that 22% of observed Biology classrooms were proficient in unpacking standards aligned curriculum, and developing student-centered lessons. Ensuring through coaching and PLCs that teachers build the capacity to unpack the standards within the curriculum, and design rigorous and relevant student-centered lessons will be pivotal in achieving the mission and vision, and improving future ready PA index interim targets.
CDT outcomes and Keystones outcomes are not aligned.

Related Academics

Career Readiness

Data	Comments/Notable Observations
College/Career benchmark portfolios local data collection - 54% of students' artifacts completed and in remain in progress.	Students are required to create and submit curricular assignments related to each of the Career Education and Work standards. These are all electronically submitted as artifacts within their student portfolios.
New tracking tool has been developed to better monitor student graduation requirement attainment to determine student needs earlier in career.	The system to manage this tracking tool and ensure accountability of completion rate lacks structure and routine of maintenance and action-planning.
Husky Pack has been a tremendous assist in reaching graduation.	This Tier 3 intervention has supported attendance, achievement, and graduation rate.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
58.77% 9th grade students were enrolled in an art class during SY 2023-2024	Involvement in arts and clubs/activities is a critical indicator of our 9th grade on-track work moving forward, and we aim to enroll more 9th grade students in arts and enlist more in clubs/activities, moving forward.
17% increase in AP history enrollment during SY 2023-2024	Increased AP history participation

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.

The system and tracking exists for Act 158 attainment to be monitored/tracked, and at different points in the year it is monitored closely to support student graduation rate through an updated locally designed capture tool beginning earlier in a student's career.
Husky Pack has been a tremendous assist in at-risk students reaching graduation.

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.

New graduation requirement continue to need to be communicated well across all stakeholder groups for greatest understanding.
Reprioritization of Career Ready Indicator work & communication regarding priorities for College & Career Counselor

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
CDT Math Assessment 2025 - Spring - Benchmark #3 - 22 English Learners achieve Green Score Range (on-track).	Distilling designated subgroup data from CDT remains challenging.

Students with Disabilities

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

Data	Comments/Notable Observations
CDT Math Assessment - Spring 2025 - BM3 - 8 Students with IEP achieve green score range (on-track).	Distilling designated subgroup data from CDT remains challenging.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Econ Disadvantaged student participation rate is on track with general education participation rate in CDT	Participation rate is strong, but outcomes need to be improved.
Econ Disadvantaged students make up 88.5% of our students who are repeating grades, having failed multiple courses.	Econ Disadvantaged students make up 88.5% of our students repeating grades, but only 80% of our student population.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Student subgroup data needs to be more succinctly collected across local assessment tools (CDT, LAS Links, etc.)
Black	CDT Math Spring 2025 - Assessment #3 - 3 students achieve green score range (on-track).

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.

Use of LAS Links as Benchmark for EL Growth is a valid assessment tool to support this measure.
Math CDT Data has been disaggregated by student subgroup to allow for more close monitoring of progress, achievement, and growth.

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.

Staffing and professional development to support English Learners and allow for co-teaching in core content areas continues to be a challenge.
Subgroup data needs to be a consideration in all assessment areas with appropriate coding to pull representative data easily.
Fewer students in designated subgroups (ELs, Students with Disabilities, Black Students) are achieving on the Math CDT compared to peers.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
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	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	Operational
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	Emerging
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	Operational
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?

Align curricular materials and lesson plans to the PA Standards - We have strong vetted, viable curricular materials in our core courses, and teachers are using them across departments with greater fidelity.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based - PLCs and collaborative planning time are structured, happening consistently, and provide teachers the tools to improve instruction
Collectively shape the vision for continuous improvement of teaching and learning - Vision for quality teaching and learning is clear and reflective of the district's strategic plan
Identify professional learning needs through analysis of a variety of data - observation of instruction provides clear trends from which to identify greatest areas of PD need (collaborative planning/co-teaching; unpacking standards for engaging learning activities; UBD and differentiating for populations requiring intervention.)
Emphasis on relationships with school culture.

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?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Improve systems for monitoring on-track data points for ninth grade students, and addressing individual student learning needs for students in the ninth grade who are at-risk of remaining on-track (MTSS.)
Developing teachers abilities to unpack curriculum for essential standards, and develop lessons and units that are rigorous, relevant, and engaging (through coaching and Professional Learning Communities); as well as developing capacity for co-teaching and instructional strategies to differentiate for populations requiring intervention (SWD and ELD.)
Empowering more voices/people to be involved in decision making, specifically families and students.
Addressing student learning needs has become more difficult with larger gaps due to learning loss.

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
English Language growth attainment is increasing, even if not yet reflected in overall ELL achievement scores.	True
There has been an overall increase in Math achievement. This department has been an areas of focus to improve instructional practice and use benchmark data to inform instruction.	True
Students with disabilities have demonstrated greater achievement in ELA in the past year.	True
We developed an on-track 9th grade team in spring of SY 2023-2024, and implemented it with fidelity in SY 2024-2025 which serves to identify key 9th grade on-track indicators, and develop individualized intervention plans for students at-risk of missing on-track indicators. This resulted in closer monitoring of student progress in core subjects, including ELA.	True
PLCs are beginning to focus on data using data-wise protocols, allowing the department to be more synchronized and proactive in response to student data on benchmarks, quarterly grades, and other local assessment data.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based - PLCs and collaborative planning time are structured, happening consistently, and provide teachers the tools to improve instruction	False
Failure rate in Algebra I has reduced from over 28% to just over 15%.	False
Use of LAS Links as Benchmark for EL Growth is a valid assessment tool to support this measure.	False
Math CDT Data has been disaggregated by student subgroup to allow for more close monitoring of progress, achievement, and growth.	False
The focus on growth and achievement in Algebra I has made a difference in both achievement and growth using standardized testing measures (CDT).	False
96.4% On track rate for Biology CDT for SY 2023-2024	False
13.86% Growth rate on Biology CDT for SY 2023-2024	False
Align curricular materials and lesson plans to the PA Standards - We have strong vetted, viable curricular materials in our core courses, and teachers are using them across departments with greater fidelity.	False
The focus on high-quality instruction and using data-team meeting time for departments is resulting in the achievement of an improvement goal in the passing rates for ELA 1 students.	False
Math PLCs were routinely held, driven by clear agendas and procedures, resulting in a sharper focus on data-driven decision making by teachers and school leaders	False
The system and tracking exists for Act 158 attainment to be monitored/tracked, and at different points in the year it is monitored closely to support student graduation rate through an updated locally designed capture tool beginning earlier in a student's career.	True
Identify professional learning needs through analysis of a variety of data - observation of instruction provides clear trends from	False

which to identify greatest areas of PD need (collaborative planning/co-teaching; unpacking standards for engaging learning activities; UBD and differentiating for populations requiring intervention.)	
Emphasis on relationships with school culture.	False
Collectively shape the vision for continuous improvement of teaching and learning - Vision for quality teaching and learning is clear and reflective of the district's strategic plan	False
Husky Pack has been a tremendous assist in at-risk students reaching graduation.	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
Academic Growth Scores across all tested subject areas remains at 50 for the all student group. While there are some designated subgroups that are demonstrating more significant growth, academic growth continues to be a challenge across all students.	True
Overall academic achievement in tested subject areas continues to pose a challenge that will require dedicated time and focus on instructional practice, providing high-quality resources, and assuring appropriate staffing to meet student needs to continue to improve.	True
Regular Attendance 23-24 = 42.4%	True
Math & ELA Achievement gaps for English Learners. With about 18% of the student body designated as English Learners, the significant gap in achievement in ELA and Math from the All Student group continues to be a challenge in need of support.	True
Observation data demonstrates that 17% of observed Algebra I classrooms were proficient in unpacking standards aligned curriculum, and developing student-centered lessons. Ensuring through coaching and PLCs that teachers build the capacity to unpack the standards within the curriculum, and design rigorous and relevant student-centered lessons will be pivotal in achieving the mission and vision, and improving future ready PA index interim targets.	True
Students with disabilities, and English Language Learners were performed disproportionately lower on local progress metrics.	False
Fewer students in designated subgroups (ELs, Students with Disabilities, Black Students) are achieving on the Math CDT compared to peers.	False
Student participation and investment in STAR assessments was not effective, nor driven by a clear vision of its significance by department and school leaders.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Addressing student learning needs has become more difficult with larger gaps due to learning loss.	False
New graduation requirement continue to need to be communicated well across all stakeholder groups for greatest understanding.	False
Reprioritization of Career Ready Indicator work & communication regarding priorities for College & Career Counselor	False
Lack of an effective benchmark assessment impacted ability to monitor student progress in a systematized ongoing basis.	True

Empowering more voices/people to be involved in decision making, specifically families and students.	False
While enrollment in AP courses in mathematics courses has increased year-over-year since the return from the pandemic, the school must continue to increase the number of students prepared for AP and honors level mathematics courses as a means of college and career readiness.	False
Developing teachers abilities to unpack curriculum for essential standards, and develop lessons and units that are rigorous, relevant, and engaging (through coaching and Professional Learning Communities); as well as developing capacity for co-teaching and instructional strategies to differentiate for populations requiring intervention (SWD and ELD.)	False
Observation data demonstrates that 22% of observed Biology classrooms were proficient in unpacking standards aligned curriculum, and developing student-centered lessons. Ensuring through coaching and PLCs that teachers build the capacity to unpack the standards within the curriculum, and design rigorous and relevant student-centered lessons will be pivotal in achieving the mission and vision, and improving future ready PA index interim targets.	False
Staffing and professional development to support English Learners and allow for co-teaching in core content areas continues to be a challenge.	False
Improve systems for monitoring on-track data points for ninth grade students, and addressing individual student learning needs for students in the ninth grade who are at-risk of remaining on-track (MTSS.)	False
CDT outcomes and Keystones outcomes are not aligned.	False
Subgroup data needs to be a consideration in all assessment areas with appropriate coding to pull representative data easily.	False
Assessment participation on the CDT consistently declined during the course of the year from 629 students taking initial benchmark to 405 taking Benchmark 3.	False
The CDT achievement rate, while encouraging, still demonstrates an academic challenge.	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.

Ineffective instructional coaching systems and collaborative planning time and structures to analyze and interpret student data has limited the ability to meet individual students' needs.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Academic Growth Scores across all tested subject areas remains at 50 for the all student group. While there are some designated subgroups that are demonstrating more significant growth, academic growth continues to be a challenge across all students.	Pushing for a >90% graduation rate will require more attentiveness and accountability towards act 158 progress; and a team-based approach to grad progress monitoring (currently owned predominantly by guidance.)	False
Overall academic achievement in tested subject areas continues to pose a challenge that will require dedicated time and focus on instructional practice, providing high-quality resources, and assuring appropriate staffing to meet student needs to continue to improve.	Overall achievement scores and gaps for our EL and SWDs are the most concerning trends regarding academic achievement	True
Regular Attendance 23-24 = 42.4%	By increasing attendance and engagement, we will provide more equitable opportunities for students to benefit from our continuously improving instructional practices.	True
Math & ELA Achievement gaps for English Learners. With about 18% of the student body designated as English Learners, the significant gap in achievement in ELA and Math from the All Student group continues to be a challenge in need of support.	One area of strength for us has been the EL growth, but not enough students are leveling up or grading out.	False
Observation data demonstrates that 17% of observed Algebra I classrooms were proficient in unpacking standards aligned curriculum, and developing student-centered lessons. Ensuring through coaching and PLCs that teachers build the capacity to unpack the standards within the curriculum, and design rigorous and relevant student-centered lessons will be pivotal in achieving the mission and vision, and improving future ready PA index interim targets.	Increasing observation and feedback with an eye towards instructional look-fors that demonstrate intentional unpacking of standards; supporting curriculum unpacking through PLC practices critical part of SIP plan moving forward.	False
Lack of an effective benchmark assessment impacted ability to monitor student progress in a systematized ongoing basis.	See above.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
We developed an on-track 9th grade team in spring of SY 2023-2024, and implemented it with fidelity in SY 2024-2025 which serves to identify key 9th grade on-track indicators, and develop individualized intervention plans for students at-risk of missing on-track indicators. This resulted in closer monitoring of student progress in core subjects, including ELA.	This team will be a critical accountability tool in improving outcomes for our 9th grade students, and thereby all students including our A-TSI priority groups.
English Language growth attainment is increasing, even if not yet reflected in overall ELL achievement scores.	Continuing to develop our co-teacher and collaborative planning models with even more support through PLCs and common planning practices

	will be critical to our success.
There has been an overall increase in Math achievement. This department has been an areas of focus to improve instructional practice and use benchmark data to inform instruction.	
Students with disabilities have demonstrated greater achievement in ELA in the past year.	Growth is the first step towards closing achievement gaps.
The system and tracking exists for Act 158 attainment to be monitored/tracked, and at different points in the year it is monitored closely to support student graduation rate through an updated locally designed capture tool beginning earlier in a student's career.	Defining administrative support and accountability for our act 158 measurement and tracking will be critical for it to continue to develop as a strength

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we develop an academic strategy aligned with PA Core and CCS, using quality curriculum, core materials, and evidence-based instructional practices, pedagogy and methodology then teachers and leaders will attend to student-centered practices and standards-aligned instruction and we will increase opportunities for students to participate in forward-thinking and enriching activities that enhance student learning (Priority 3, Goal 2.)
	If we empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment (Priority 2, Goal 4); and we implement with fidelity, attendance team protocols to monitor and drive action plans related to student attendance (Priority 1, Goal 4) the percentage of students who attend 90% or more will increase, reducing chronic absenteeism (Priority 1, Goal 4.)

Goal Setting

Priority: If we empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment (Priority 2, Goal 4); and we implement with fidelity, attendance team protocols to monitor and drive action plans related to student attendance (Priority 1, Goal 4) the percentage of students who attend 90% or more will increase, reducing chronic absenteeism (Priority 1, Goal 4.)

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Goal: By the end of 2025-2026 Academic Year, Louis E. Dieruff H.S. will foster a more positive, and student-centered climate and culture, leading to enhanced engagement, safety, and overall well-being of ALL students. Indicator #1: Reduce the total number of Out of School Suspension (OSS) by 20% from 444 OSS in SY 2024-2025 to 355; simultaneously increasing Alternative-to-Suspension and restorative practices usage by a reciprocal amount. Indicator #2: Decrease the percentage of students reporting they do not feel safe in the hallways and bathrooms at school from 6.8% to 3.5%; and decrease the percentage of students who respond "I wish I went to a different school" from 20% to 12%. Indicator #3: Reduce the rate of chronic absenteeism (students missing 10% or more of enrolled school days) from 30%. Indicator #4: Increase 4-year graduation rate from 70.1% in 2024 to 83% in 2025; and projected graduation rate above 85% for 2026, as measured by an on-track school-wide tracker, reviewed in regular grade-level and school-wide leadership meetings.			
Measurable Goal Nickname (35 Character Max)			
Graduation Achievement (Priority 1, Goal 3)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Indicator 1: Fewer than 85 OSS for MP1 with reciprocal increases in uses of Alternative to Suspension and Restorative Practices usage Indicator 2: In response to quarterly dipstick student culture survey, fewer than 5% of students report feeling unsafe in hallways and bathrooms at school; and fewer than 15% report "I wish I went to a different school." Indicator 3: Fewer than 30% of students have 4.5 or more absences Indicator 4: Using an in-house tracker, and cross-referencing reports from PDE 78% of seniors will be on-track with credit and graduation requirements.	Indicator 1: Fewer than 85 OSS for MP2 with reciprocal increases in uses of Alternative to Suspension and Restorative Practices usage Indicator 2: In response to quarterly dipstick student culture survey, fewer than 4% of students report feeling unsafe in hallways and bathrooms at school; and fewer than 14% report "I wish I went to a different school." Indicator 3: Fewer than 30% of students have 9 or more absences Indicator 4: Using an in-house tracker, and cross-referencing reports from PDE 80% of seniors will be on-track with credit and graduation requirements.	Indicator 1: Fewer than 85 OSS for MP3 with reciprocal increases in uses of Alternative to Suspension and Restorative Practices usage Indicator 2: In response to quarterly dipstick student culture survey, fewer than 3.5% of students report feeling unsafe in hallways and bathrooms at school; and fewer than 13% report "I wish I went to a different school." Indicator 3: Fewer than 30% of students have 13.5 or more absences Indicator 4: Using an in-house tracker, and cross-referencing reports from PDE 79% of seniors will be on-track with credit and graduation requirements.	Indicator 1: Fewer than 85 OSS for MP4 with reciprocal increases in uses of Alternative to Suspension and Restorative Practices usage Indicator 2: In response to quarterly dipstick student culture survey, fewer than 3.5% of students report feeling unsafe in hallways and bathrooms at school; and 12% (or less) report "I wish I went to a different school." Indicator 3: Fewer than 30% of students have 18 or more absences Indicator 4: Using an in-house tracker, and cross-referencing reports from PDE 80% of seniors will be on-track with credit and graduation requirements.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 Academic Year, LEDHS will significantly increase family and community engagement, fostering strong partnerships that support student learning and well-being by formulating a School Governance Council, made up of 7 or more family representatives, including a proportional representation of English Language Learners and Black student families; which meets twice quarterly to review School Improvement Plan (SIP) progress and commit to improvement actions; fostering a culture in which 75% of families report a sense of belonging and partnership on bi-annual family surveys; and increasing pathways for students by partnering with three new organizations which offer college and career readiness opportunities to our students.			
Measurable Goal Nickname (35 Character Max)			
Family and Community Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Indicator 1: Increase the percentage of families participating in scheduled report card conferences and community engagement activities by 10% from SY 2024-2025 to SY 2025-2026. Indicator 2: Hold 2 meetings during Q1 with an established fully functional school governance council Indicator 3: Establish Partnership with one new community partner in Q1	Indicator 1: Increase the percentage of families participating in scheduled report card conferences and community engagement activities by 10% from SY 2024-2025 to SY 2025-2026. Indicator 2: Hold 2 meetings during Q2 with an established fully functional school governance council Indicator 3: Establish Partnership with one new community partner in Q2	Indicator 1: Increase the percentage of families participating in scheduled report card conferences and community engagement activities by 10% from SY 2024-2025 to SY 2025-2026. Indicator 2: Hold 2 meetings during Q3 with an established fully functional school governance council Indicator 3: Establish Partnership with one new community partner in Q3	Indicator 1: Increase the percentage of families participating in scheduled report card conferences and community engagement activities by 10% from SY 2024-2025 to SY 2025-2026. Indicator 2: Hold 2 meetings during Q4 with an established fully functional school governance council Indicator 3: Host a community partnership student exhibition during Q4, in which 30 or more students exhibit a portfolio or project completed through a community partnership program

Priority: If we develop an academic strategy aligned with PA Core and CCS, using quality curriculum, core materials, and evidence-based instructional practices, pedagogy and methodology then teachers and leaders will attend to student-centered practices and standards-aligned instruction and we will increase opportunities for students to participate in forward-thinking and enriching activities that enhance student learning (Priority 3, Goal 2.)

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy outcomes, ensuring more students achieve proficiency and demonstrate reading and writing growth on all applicable assessments (Keystones, course exams, AP exams, etc.) Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in reading comprehension 5% each benchmark period. Indicator #2: Increase the pass rate on ELA mid-year exams from 76% to 80%. Indicator #3: Increase English Language Proficiency by increasing the percentage of English Language Learners (ELs) making at least one

year's growth on the LAS Links Assessment from 53.85% to 65%.			
Measurable Goal Nickname (35 Character Max)			
Literacy and Language (Strategic Priority 1, Goal 1)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Indicator 1: Report # of students achieving at or above grade level on benchmark assessment. Indicator #2: No data available until end of MP 2. Indicator 3: 65% of students demonstrating growth in in-class assessments	Indicator 1: 5% increase in number of students at or above grade level on benchmark. Indicator #2: 85% of students passing ELA 1 and ELA 2 mid-year exam Indicator 3: 65% of students demonstrating growth in in-class assessments	Indicator 1: 5% increase in number of students at or above grade level on benchmark. Indicator #2: No Data Available until MP4 Indicator 3: 65% of students demonstrating growth in in-class assessments	Indicator 1: 5% increase in number of students at or above grade level on benchmark. Indicator #2: 80% of students passing ELA 1 and ELA 2 EoY exam Indicator 3: 65% of students demonstrating growth in in-class assessments

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational algebraic and math skills, conceptual understanding, and successful course completion. Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in foundational algebraic and math skills 5% each benchmark period. Indicator #2: Increase the pass rate on Algebra 1 mid-year exams from 71.5% to 85%.			
Measurable Goal Nickname (35 Character Max)			
Mathematics (Priority 1, Goal 2)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Indicator 1: Report # of students achieving at or above grade level on benchmark assessment. Indicator #2: No data available until end of MP 2.	Indicator 1: 5% increase in number of students at or above grade level on benchmark. Indicator #2: 85% of students passing Alg 1 mid-year exam	Indicator 1: 5% increase in number of students at or above grade level on benchmark. Indicator #2: No data available until MP4	Indicator 1: 5% increase in number of students at or above grade level on benchmark. Indicator #2: 85% of students passing Alg 1 EoY exam

Action Plan

Measurable Goals

Graduation Achievement (Priority 1, Goal 3)	Literacy and Language (Strategic Priority 1, Goal 1)
Family and Community Engagement	Mathematics (Priority 1, Goal 2)

Action Plan For: Codified ILT

Measurable Goals:	
- Goal: By the end of 2025-2026 Academic Year, Louis E. Dieruff H.S. will foster a more positive, and student-centered climate and culture, leading to enhanced engagement, safety, and overall well-being of ALL students. Indicator #1: Reduce the total number of Out of School Suspension (OSS) by 20% from 444 OSS in SY 2024-2025 to 355; simultaneously increasing Alternative-to-Suspension and restorative practices usage by a reciprocal amount. Indicator #2: Decrease the percentage of students reporting they do not feel safe in the hallways and bathrooms at school from 6.8% to 3.5%; and decrease the percentage of students who respond "I wish I went to a different school" from 20% to 12%. Indicator #3: Reduce the rate of chronic absenteeism (students missing 10% or more of enrolled school days) from 30%. Indicator #4: Increase 4-year graduation rate from 70.1% in 2024 to 83% in 2025; and projected graduation rate above 85% for 2026, as measured by an on-track school-wide tracker, reviewed in regular grade-level and school-wide leadership meetings. - By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy outcomes, ensuring more students achieve proficiency and demonstrate reading and writing growth on all applicable assessments (Keystones, course exams, AP exams, etc.) Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in reading comprehension 5% each benchmark period. Indicator #2: Increase the pass rate on ELA mid-year exams from 76% to 80%. Indicator #3: Increase English Language Proficiency by increasing the percentage of English Language Learners (ELs) making at least one year's growth on the LAS Links Assessment from 53.85% to 65%. - By the end of 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational algebraic and math skills, conceptual understanding, and successful course completion. Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in foundational algebraic and math skills 5% each benchmark period. Indicator #2: Increase the pass rate on Algebra 1 mid-year exams from 71.5% to 85%.	

Action Step		Anticipated Start/Completion Date	
Establish Instructional Leadership Team (ILT) made up of department chairs, grade-level teacher leaders, administrators, and network support.		2025-08-18	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	Scheduled time when all are available, space, data-wise protocols	No	
Action Step		Anticipated Start/Completion Date	
Train ILT members on the data-wise protocols		2025-08-18	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt	Data-wise protocols, space for meetings, scheduled time when all are available	Yes	

Action Step		Anticipated Start/Completion Date	
Hold weekly, ongoing ILT meetings, utilizing data-wise protocols to routinely execute route-cause analysis on instructional problems of practice, and develop codified, transparent, and widely shared action plans for improvement.		2025-08-18	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	Data-wise protocols, space for meetings, scheduled time when all are available, quality aggregated data for student academic performance across subject areas	Yes	
Action Step		Anticipated Start/Completion Date	
Quarterly ILT evaluation performed in Leadership Team meetings and supported by the Executive Director of Instructional Leadership for the Allentown Core Alliance Network		2025-10-06	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Arcelius Brickhouse, Executive Director of Instructional Leadership	ILT action plans, school-wide academic data, meeting time and space for all school leadership team members.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
ILT Action Plans aggregated by activity type (PD, Department Work, Instructional Leadership, etc.) and Department, which outlines the action steps individuals and teams will take to address route cause challenges, and improve student academic outcomes.	ILT members/Dept Chairs/School Leaders, Quarterly ILT Action Plan review and evaluation

Action Plan For: School-Based Instructional Rounds

Measurable Goals:
- Goal: By the end of 2025-2026 Academic Year, Louis E. Dieruff H.S. will foster a more positive, and student-centered climate and culture, leading to enhanced engagement, safety, and overall well-being of ALL students. Indicator #1: Reduce the total number of Out of School Suspension (OSS) by 20% from 444 OSS in SY 2024-2025 to 355; simultaneously increasing Alternative-to-Suspension and restorative practices usage by a reciprocal amount. Indicator #2: Decrease the percentage of students reporting they do not feel safe in the hallways and bathrooms at school from 6.8% to 3.5%; and decrease the percentage of students who respond "I wish I went to a different school" from 20% to 12%. Indicator #3: Reduce the rate of chronic absenteeism (students missing 10% or more of enrolled school days) from 30%. Indicator #4: Increase 4-year graduation rate from 70.1% in 2024 to 83% in 2025; and projected graduation rate above 85% for 2026, as measured by an on-track school-wide tracker, reviewed in regular grade-level and school-wide leadership meetings. - By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy outcomes, ensuring more students achieve proficiency and demonstrate reading and writing growth on all applicable assessments (Keystones, course exams, AP exams, etc.) Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in reading comprehension 5% each benchmark period. Indicator #2: Increase the pass rate on ELA mid-year exams from 76% to 80%. Indicator #3: Increase English Language Proficiency by increasing the percentage of English Language Learners (ELs) making at least one year's growth on the LAS Links Assessment from 53.85% to 65%.

- By the end of 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational algebraic and math skills, conceptual understanding, and successful course completion. Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in foundational algebraic and math skills 5% each benchmark period. Indicator #2: Increase the pass rate on Algebra 1 mid-year exams from 71.5% to 85%.

Action Step		Anticipated Start/Completion Date	
Identify school-wide problem of instructional practice		2025-08-18	2025-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Leila Little, Assistant Principal	Academic Performance Data; professional development time and space during August PD; PD materials such as posterboard, markers, staff laptops, etc.	Yes	
Action Step		Anticipated Start/Completion Date	
MP1 School-Wide Instructional Rounds: Focus on Humanities: zeroing in on instructional Problem of Practice (PoP) a team of educators will observe humanities classrooms, collecting objective observational data, identify proposed action steps to present to humanities departments, and assist humanities departments in developing a plan for actionable improvements in instructional practice.		2025-09-22	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Leila Little, Assistant Principal (assisted by Dan Jurasits and Megan Elias, SS and ELA dept chairs.)	Review of Instructional Rounds process with participants; space and time for instructional rounds meetings; observation schedule; instructional rounds protocols materials; list of participants, and schedule to free them for participation.	No	
Action Step		Anticipated Start/Completion Date	
MP2 School-Wide Instructional Rounds: Focus on Ninth Grade Alpha Academy: zeroing in on instructional Problem of Practice (PoP) a team of educators will observe humanities classrooms, collecting objective observational data, identify proposed action steps to present to Ninth Grade Team, and assist Ninth Grade Alpha Academy in developing a plan for actionable improvements in instructional practice.		2025-11-17	2025-11-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jerick Volkert and Jackie Evans-Turner, Ninth Grade Assistant Principals (assisted by ninth grade team leads.)	Review of Instructional Rounds process with participants; space and time for instructional rounds meetings; observation schedule; instructional rounds protocols materials; list of participants, and schedule to free them for participation.	No	
Action Step		Anticipated Start/Completion Date	

MP3 School-Wide Instructional Rounds: Focus on STEM: zeroing in on instructional Problem of Practice (PoP) a team of educators will observe STEM classrooms, collecting objective observational data, identify proposed action steps to present to humanities departments, and assist Science and Math Departments in developing a plan for actionable improvements in instructional practice.		2026-01-26	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Leila Little, Assistant Principal (assisted by Tyson Sprayberry and Cathy Piston, Science and Math dept chairs.)	Review of Instructional Rounds process with participants; space and time for instructional rounds meetings; observation schedule; instructional rounds protocols materials; list of participants, and schedule to free them for participation.	No	
Action Step		Anticipated Start/Completion Date	
MP4 School-Wide Instructional Rounds: Focus on Arts, PE, and Food and Consumer Science (FCS): zeroing in on instructional Problem of Practice (PoP) a team of educators will observe Arts, PE and FCS classrooms, collecting objective observational data, identify proposed action steps to present to humanities departments, and assist Arts, PE, and FCS Departments in developing a plan for actionable improvements in instructional practice.		2026-04-27	2026-05-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joey Schubert and Pam Moore, Assistant Principals (assisted by Donna Bragg, Dr. Jen Dodd and Keith Brader, FCS, Arts, and PE dept chairs.)	Review of Instructional Rounds process with participants; space and time for instructional rounds meetings; observation schedule; instructional rounds protocols materials; list of participants, and schedule to free them for participation.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Action plans for departments and school leaders that synthesize with the action plans driven by ILT work, and include action steps, persons responsible and timelines to meet quantifiable goals tied to student academic achievement.	APs and Dept Chairs, develop action plans and review weekly in PLCs, PLC-driven.

Action Plan For: Observation, Feedback, Coaching

Measurable Goals:
Goal: By the end of 2025-2026 Academic Year, Louis E. Dieruff H.S. will foster a more positive, and student-centered climate and culture, leading to enhanced engagement, safety, and overall well-being of ALL students. Indicator #1: Reduce the total number of Out of School Suspension (OSS) by 20% from 444 OSS in SY 2024-2025 to 355; simultaneously increasing Alternative-to-Suspension and restorative practices usage by a reciprocal amount. Indicator #2: Decrease the percentage of students reporting they do not feel safe in the hallways and bathrooms at school from 6.8% to 3.5%; and decrease the percentage of students who respond "I wish I went to a different school" from 20% to 12%. Indicator #3: Reduce the rate of chronic absenteeism (students missing 10% or more of enrolled school days) from 30%. Indicator #4: Increase 4-year graduation rate from 70.1% in 2024 to 83% in 2025; and projected graduation rate above 85% for 2026, as measured by an on-track school-wide tracker, reviewed in regular grade-level and school-wide leadership meetings.

- By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy outcomes, ensuring more students achieve proficiency and demonstrate reading and writing growth on all applicable assessments (Keystones, course exams, AP exams, etc.) Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in reading comprehension 5% each benchmark period. Indicator #2: Increase the pass rate on ELA mid-year exams from 76% to 80%. Indicator #3: Increase English Language Proficiency by increasing the percentage of English Language Learners (ELs) making at least one year's growth on the LAS Links Assessment from 53.85% to 65%.
- By the end of 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational algebraic and math skills, conceptual understanding, and successful course completion. Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in foundational algebraic and math skills 5% each benchmark period. Indicator #2: Increase the pass rate on Algebra 1 mid-year exams from 71.5% to 85%.

Action Step		Anticipated Start/Completion Date	
Develop leadership team scope of observation, feedback, and coaching cycle aggregated by department and instructional priority; with attention to early areas of concern.		2025-08-04	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Leila Little, Assistant Principal	APs and Dept Chairs, develop action plans and review weekly in PLCs, PLC-driven.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Scope of observation, feedback, and coaching that is equitable and reflects support for all teachers	Leadership team, weekly, monitoring tool

Action Plan For: Observation, Feedback, Coaching

Measurable Goals:
• Goal: By the end of 2025-2026 Academic Year, Louis E. Dieruff H.S. will foster a more positive, and student-centered climate and culture, leading to enhanced engagement, safety, and overall well-being of ALL students. Indicator #1: Reduce the total number of Out of School Suspension (OSS) by 20% from 444 OSS in SY 2024-2025 to 355; simultaneously increasing Alternative-to-Suspension and restorative practices usage by a reciprocal amount. Indicator #2: Decrease the percentage of students reporting they do not feel safe in the hallways and bathrooms at school from 6.8% to 3.5%; and decrease the percentage of students who respond "I wish I went to a different school" from 20% to 12%. Indicator #3: Reduce the rate of chronic absenteeism (students missing 10% or more of enrolled school days) from 30%. Indicator #4: Increase 4-year graduation rate from 70.1% in 2024 to 83% in 2025; and projected graduation rate above 85% for 2026, as measured by an on-track school-wide tracker, reviewed in regular grade-level and school-wide leadership meetings. • By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy outcomes, ensuring more students achieve proficiency and demonstrate reading and writing growth on all applicable assessments (Keystones, course exams, AP exams, etc.) Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in reading comprehension 5% each benchmark period. Indicator #2: Increase the pass rate on ELA mid-year exams from 76% to 80%. Indicator #3: Increase English Language Proficiency by increasing the percentage of English Language Learners (ELs) making at least one year's growth on the LAS Links Assessment from 53.85% to 65%.

- By the end of 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational algebraic and math skills, conceptual understanding, and successful course completion. Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in foundational algebraic and math skills 5% each benchmark period. Indicator #2: Increase the pass rate on Algebra 1 mid-year exams from 71.5% to 85%.

Action Step		Anticipated Start/Completion Date	
Instructional observation/feedback/coaching cycle		2025-08-11	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leila Little, Assistant Principal	Teachers schedules, coaching protocols, walk-thru tool	No	
Action Step		Anticipated Start/Completion Date	
Create school-wide walk-through tool, which identifies the instructional look-fors expected to be seen in each classroom.		2025-08-11	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leila Little, Assistant Principal	Instructional walk-through tool exemplars; generated list of instructional look-fors from LEDHS department chairs.	No	
Action Step		Anticipated Start/Completion Date	
Coaching monitoring: leadership team will track walk-thrus; feedback; and coaching sessions. We will review these bi-weekly during leadership team meetings to ensure we are providing equitable amounts and levels of walk-thrus, feedback and coaching across departments, new and veteran teachers, etc. From these bi-weekly reviews and the observational and coaching data analyzed we will adjust our observation, feedback, and coaching accordingly.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	Observation walk-thru data; feedback data; coaching data; leadership team agendas; principal coaching from Executive Director of Instructional Leadership	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Walk-thru and coaching data that reflects equitable and impactful observation, feedback, and coaching across departments and teacher demographics.	Leadership team (Executive Director of Instructional Leadership; Principal, APs, SOIs); Agenda monitoring tools;

Action Plan For: Attendance Team

Measurable Goals:		
- Goal: By the end of 2025-2026 Academic Year, Louis E. Dieruff H.S. will foster a more positive, and student-centered climate and culture, leading to enhanced engagement, safety, and overall well-being of ALL students. Indicator #1: Reduce the total number of Out of School Suspension (OSS) by 20% from 444 OSS in SY 2024-2025 to 355; simultaneously increasing Alternative-to-Suspension and restorative practices usage by a reciprocal amount. Indicator #2: Decrease the percentage of students reporting they do not feel safe in the hallways and bathrooms at school from 6.8% to 3.5%; and decrease the percentage of students who respond "I wish I went to a different school" from 20% to 12%. Indicator #3: Reduce the rate of chronic absenteeism (students missing 10% or more of enrolled school days) from 30%. Indicator #4: Increase 4-year graduation rate from 70.1% in 2024 to 83% in 2025; and projected graduation rate above 85% for 2026, as measured by an on-track school-wide tracker, reviewed in regular grade-level and school-wide leadership meetings. - By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy outcomes, ensuring more students achieve proficiency and demonstrate reading and writing growth on all applicable assessments (Keystones, course exams, AP exams, etc.) Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in reading comprehension 5% each benchmark period. Indicator #2: Increase the pass rate on ELA mid-year exams from 76% to 80%. Indicator #3: Increase English Language Proficiency by increasing the percentage of English Language Learners (ELs) making at least one year's growth on the LAS Links Assessment from 53.85% to 65%. - By the end of 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational algebraic and math skills, conceptual understanding, and successful course completion. Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in foundational algebraic and math skills 5% each benchmark period. Indicator #2: Increase the pass rate on Algebra 1 mid-year exams from 71.5% to 85%. - By the end of the 2025-2026 Academic Year, LEDHS will significantly increase family and community engagement, fostering strong partnerships that support student learning and well-being by formulating a School Governance Council, made up of 7 or more family representatives, including a proportional representation of English Language Learners and Black student families; which meets twice quarterly to review School Improvement Plan (SIP) progress and commit to improvement actions; fostering a culture in which 75% of families report a sense of belonging and partnership on bi-annual family surveys; and increasing pathways for students by partnering with three new organizations which offer college and career readiness opportunities to our students.		

Action Step		Anticipated Start/Completion Date	
Select members, set values, mission and goals: select a team made up of administrators, teachers, and school support personnel who will be responsible for collaboratively monitoring, responding to, and ultimately improving attendance data across grade levels		2025-08-18	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt	NA	No	
Action Step		Anticipated Start/Completion Date	

Bi-weekly attendance data pulls and aggregation: pull the attendance data and aggregate by grade-level; subgroups; etc. Compile this data in presentable, digestible, and actionable format and share with all team members at least 48 hours in advance of bi-weekly attendance team meetings.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kathryn Zimmerman, Data Fellow	Attendance data from Powerschool	No	
Action Step		Anticipated Start/Completion Date	
Weekly attendance meetings: Each grade level AP meets monthly on a weekly rotating schedule with the attendance team: focus is on reviewing balcony-level attendance data; and then zooming in on individual students requiring intervention. Create both Tier 1/2 and targeted tier 3 strategies to address attendance trends and concerns.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	Attendance team agendas and protocols; attendance data from bi-weekly attendance pulls.	No	
Action Step		Anticipated Start/Completion Date	
Attendance celebrations: hold quarterly attendance celebrations incentivizing high attendance rates, and improved attendance for grade-levels and individual students.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pam Moore, Assistant Principal	Incentive gifts/gift cards, food; Attendance data pulls; scheduling and coverage to host events.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Less than 40% of students chronically absent; with 600 individual student recognitions for high or improved attendance over 4 events across the school year.	Attendance team and culture and climate committee; Monthly review with quarterly celebrations; Attendance data and celebrations tracker

Action Plan For: Ninth Grade On-Track

Measurable Goals:
Goal: By the end of 2025-2026 Academic Year, Louis E. Dieruff H.S. will foster a more positive, and student-centered climate and culture, leading to enhanced engagement, safety, and overall well-being of ALL students. Indicator #1: Reduce the total number of Out of School Suspension (OSS) by 20% from 444 OSS in SY 2024-2025 to 355; simultaneously increasing Alternative-to-Suspension and restorative practices usage by a reciprocal amount. Indicator #2: Decrease the percentage of students reporting they do not feel safe in the hallways and bathrooms at school from 6.8% to 3.5%; and decrease the percentage of students who respond "I wish I went to a different school" from 20% to 12%. Indicator #3: Reduce the rate of chronic absenteeism (students missing 10% or more of enrolled school days) from 30%. Indicator #4: Increase 4-year graduation rate from 70.1% in 2024 to 83% in 2025; and projected graduation rate above 85% for 2026, as measured by an on-track school-wide tracker, reviewed in regular grade-level and school-wide leadership meetings.

- By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy outcomes, ensuring more students achieve proficiency and demonstrate reading and writing growth on all applicable assessments (Keystones, course exams, AP exams, etc.) Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in reading comprehension 5% each benchmark period. Indicator #2: Increase the pass rate on ELA mid-year exams from 76% to 80%. Indicator #3: Increase English Language Proficiency by increasing the percentage of English Language Learners (ELs) making at least one year's growth on the LAS Links Assessment from 53.85% to 65%.
- By the end of 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational algebraic and math skills, conceptual understanding, and successful course completion. Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in foundational algebraic and math skills 5% each benchmark period. Indicator #2: Increase the pass rate on Algebra 1 mid-year exams from 71.5% to 85%.
- By the end of the 2025-2026 Academic Year, LEDHS will significantly increase family and community engagement, fostering strong partnerships that support student learning and well-being by formulating a School Governance Council, made up of 7 or more family representatives, including a proportional representation of English Language Learners and Black student families; which meets twice quarterly to review School Improvement Plan (SIP) progress and commit to improvement actions; fostering a culture in which 75% of families report a sense of belonging and partnership on bi-annual family surveys; and increasing pathways for students by partnering with three new organizations which offer college and career readiness opportunities to our students.

Action Step		Anticipated Start/Completion Date	
Establish Ninth Grade On-Track Team and Ninth Grade Academy Teams: select team members for the on-track team and establish the ninth grade academy teams and their missions, values and goals.		2025-08-18	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jerick Volkert, Assistant Principal	Ninth Grade on-track resource bank from University of Chicago	Yes	
Action Step		Anticipated Start/Completion Date	
Train all ninth grade staff on the Ninth Grade On-Track methods from University of Chicago, through professional development sessions and early coaching and modeling.		2025-08-18	2025-10-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	Ninth Grade on-track resource bank from University of Chicago	Yes	
Action Step		Anticipated Start/Completion Date	
Data pulls: pull and make presentable/digestible/actionable all BAG data for ninth graders, on a monthly basis.		2025-09-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kathryn Zimmerman, Data Fellow	Powerschool data for ninth graders	No	
Action Step		Anticipated	

		Start/Completion Date	
Hold, monitor, and evaluate Ninth Grade On-Track Meetings, weekly throughout the year: following the data arc and meetings arc from University of Chicago and Chicago Public Schools, hold weekly meeting where the Ninth Grade On-Track team reviews students' Behavior, Attendance, and Grade (BAG data) reviewing which students are on-track, on-watch (failing one course, and/or chronically absent) and off-track (failing two or more courses and/or failing one course and chronically absent.) Identify action plans and interventions, informed by these data reviews.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jerick Volkert, Assistant Principal	Ninth Grade on-track resource bank from University of Chicago; data pulls; agenda and protocols.	No	
Action Step		Anticipated Start/Completion Date	
Retrieve, analyze and prepare all incoming ninth-graders' 8th grade BAG data for ninth grade team members to review.		2025-08-11	2025-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jerick Volkert, Assistant Principal	Powerschool	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
90% or more ninth grade students complete their ninth grade year on-track (5 credits or more, and not failing a core course.)	Ninth Grade On-Track Team, Monthly, Progress monitoring meetings with Principal

Action Plan For: School Governance Council

Measurable Goals:
By the end of the 2025-2026 Academic Year, LEDHS will significantly increase family and community engagement, fostering strong partnerships that support student learning and well-being by formulating a School Governance Council, made up of 7 or more family representatives, including a proportional representation of English Language Learners and Black student families; which meets twice quarterly to review School Improvement Plan (SIP) progress and commit to improvement actions; fostering a culture in which 75% of families report a sense of belonging and partnership on bi-annual family surveys; and increasing pathways for students by partnering with three new organizations which offer college and career readiness opportunities to our students.

Action Step	Anticipated Start/Completion Date	
Establish Family Governance Council: select 5 family members, 2 teachers, and 2 administrators, and 2 student support team members to make up the SGC; and define mission, values, and goals.	2025-07-14	2025-09-19

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	SGC exemplars; meeting space and time that meets the needs and availability of all members	No	
Action Step		Anticipated Start/Completion Date	
Hold twice quarterly School Governance Councils where we review school data; School Improvement Plan actions; address areas of concern; identify action steps; and assign resources appropriately to meet the needs of the school.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Geoffrey Schmidt, Principal	Meeting location; agendas and protocols	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Hold eight school governance council meetings across the course of the year, identifying and meeting goals as a team, which improve student attendance, culture, and academic performance as a result.	School Governance Council; BAG data; surveys; twice quarterly

Action Plan For: Fast Start Instructional Strategies

Measurable Goals:
- By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy outcomes, ensuring more students achieve proficiency and demonstrate reading and writing growth on all applicable assessments (Keystones, course exams, AP exams, etc.) Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in reading comprehension 5% each benchmark period. Indicator #2: Increase the pass rate on ELA mid-year exams from 76% to 80%. Indicator #3: Increase English Language Proficiency by increasing the percentage of English Language Learners (ELs) making at least one year's growth on the LAS Links Assessment from 53.85% to 65%. - By the end of 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational algebraic and math skills, conceptual understanding, and successful course completion. Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in foundational algebraic and math skills 5% each benchmark period. Indicator #2: Increase the pass rate on Algebra 1 mid-year exams from 71.5% to 85%.

Action Step		Anticipated Start/Completion Date	
Identify and train all teachers on five proven Fast Start Instructional Strategies, which can be utilized across classrooms to create environments where students are engaged in meaningful work from the first bell, and routines are consistent across classrooms.		2025-08-18	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leila Little, Assistant Principal	Exemplars of Fast Start Instructional Strategies; PD agendas	Yes	
Action Step		Anticipated Start/Completion Date	

Fast Start Instructional Strategies Monitoring in all semester one walk-throughs		2025-08-25	2026-01-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leila Little, Assistant Principal	Walk-through tool; Fast Start Instructional Strategies tool-kit	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
90% of observed classrooms are implementing Fast Start Instructional Strategies as measured by walk-through observational data.	APs and SOIs, Ongoing, Walk-through data review

Action Plan For: Co-Teaching

Measurable Goals:
- By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy outcomes, ensuring more students achieve proficiency and demonstrate reading and writing growth on all applicable assessments (Keystones, course exams, AP exams, etc.) Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in reading comprehension 5% each benchmark period. Indicator #2: Increase the pass rate on ELA mid-year exams from 76% to 80%. Indicator #3: Increase English Language Proficiency by increasing the percentage of English Language Learners (ELs) making at least one year's growth on the LAS Links Assessment from 53.85% to 65%. - By the end of 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational algebraic and math skills, conceptual understanding, and successful course completion. Indicator #1: Increase the percentage of students scoring at or above grade level benchmarks in foundational algebraic and math skills 5% each benchmark period. Indicator #2: Increase the pass rate on Algebra 1 mid-year exams from 71.5% to 85%.

Action Step	Anticipated Start/Completion Date	
Professional Development on co-teaching, ongoing throughout the school year with an emphasis on improving outcomes for our English Language Learners, Students with Disabilities, and Black students, emphasizing inclusive teaching strategies and culturally responsive teaching strategies.	2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Geoffrey Schmidt, Principal	Professional development partners and scope of PD.	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
90% of observed classrooms are implementing inclusive teaching strategies and culturally responsive teaching	APs and SOIs, Ongoing, Walk-through data

strategies as measured by walk-through observational data.	review
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Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	Ninth Grade On-Track	Ninth-grade on-track professional development with outside providers	19000
Instruction	Ninth Grade On-Track	Ninth-Grade On-Track extra-pay-extra-duty for team leadership and participation	31000
Instruction	Ninth Grade On-Track	Ninth Grade On-Track materials and supplies	15000
Instruction	Ninth Grade On-Track	Deeper Learning Conference: Professional Development for educators focusing on innovative, relevant, high-impact instructional methods and strategies	17500
Instruction	- School-Based Instructional Rounds - Fast Start Instructional Strategies - Co-Teaching	Extra-pay-extra-duty for participation in team meetings, professional development and conferences related to the proven strategies identified in our school improvement plan.	21500
Instruction	School-Based Instructional Rounds	Supplies and materials for school-based instructional rounds including all PD	4350

		materials and day-of-materials required	
Instruction	- Fast Start Instructional Strategies - Co-Teaching	Instructional Technology: technology and devices required for teachers and students to implement high quality fast start instructional strategies and co-teaching strategies	13650
Other Expenditures	School Governance Council	Family Workshops: family workshops on student information system platform, financial literacy, and parental support and partnerships	11000
Other Expenditures	School Governance Council	School Governance Council Materials and Supplies	3000
Total Expenditures			136000

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Codified ILT	Train ILT members on the data-wise protocols
Codified ILT	Hold weekly, ongoing ILT meetings, utilizing data-wise protocols to routinely execute root-cause analysis on instructional problems of practice, and develop codified, transparent, and widely shared action plans for improvement.
School-Based Instructional Rounds	Identify school-wide problem of instructional practice
Ninth Grade On-Track	Establish Ninth Grade On-Track Team and Ninth Grade Academy Teams: select team members for the on-track team and establish the ninth grade academy teams and their missions, values and goals.
Ninth Grade On-Track	Train all ninth grade staff on the Ninth Grade On-Track methods from University of Chicago, through professional development sessions and early coaching and modeling.
Fast Start Instructional Strategies	Identify and train all teachers on five proven Fast Start Instructional Strategies, which can be utilized across classrooms to create environments where students are engaged in meaningful work from the first bell, and routines are consistent across classrooms.
Co-Teaching	Professional Development on co-teaching, ongoing throughout the school year with an emphasis on improving outcomes for our English Language Learners, Students with Disabilities, and Black students, emphasizing inclusive teaching strategies and culturally responsive teaching strategies.

Continuous Cycles of Observation, Feedback and Coaching

Action Step		
Identify and train all teachers on five proven Fast Start Instructional Strategies, which can be utilized across classrooms to create environments where students are engaged in meaningful work from the first bell, and routines are consistent across classrooms.		
Audience		
All LEDHS Teachers		
Topics to be Included		
Fast Start Instructional Strategies		
Evidence of Learning		
Observational Data reflects teachers implementing the strategies taught and practiced in professional development		
Lead Person/Position	Anticipated Start	Anticipated Completion
Leila Little, Assistant Principal	2025-08-18	2026-01-12

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly

Observation and Practice Framework Met in this Plan
2b: Establishing a Culture for Learning 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Codified ILT

Action Step
Hold weekly, ongoing ILT meetings, utilizing data-wise protocols to routinely execute route-cause analysis on instructional problems of practice, and develop codified, transparent, and widely shared action plans for improvement.
Audience
ILT Members
Topics to be Included
Data-wise protocols
Evidence of Learning
Agendas and Implementation Trackers
Lead Person/Position
Leila Little, Assistant Principal
Anticipated Start
2025-08-18
Anticipated Completion
2025-10-03

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction • 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

Codified ILT

Action Step		
Train ILT members on the data-wise protocols		
Audience		
ILT Members		
Topics to be Included		
Data-wise protocols		
Evidence of Learning		
Agenda and Implementation Monitoring Tool		
Lead Person/Position	Anticipated Start	Anticipated Completion
Geoffrey Schmidt, Principal	2025-08-18	2026-06-05

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

School-based Instructional Rounds

Action Step		
Identify school-wide problem of instructional practice		
Audience		
All LEDHS Teachers		
Topics to be Included		
Root-cause analysis, data analysis, identifying a school-wide instructional problem of practice, identifying departmental instructional problems of practice.		
Evidence of Learning		
Problems of practice and school-based rounds notes and observational data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Geoffrey Schmidt, Principal	2025-08-25	2025-10-03

Learning Format

Type of Activities	Frequency
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Classroom/school visitation	Daily observations, with 2 sessions of PoP identification
Observation and Practice Framework Met in this Plan	
4a: Reflecting on Teaching 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Ninth Grade On-Track

Action Step		
Establish Ninth Grade On-Track Team and Ninth Grade Academy Teams: select team members for the on-track team and establish the ninth grade academy teams and their missions, values and goals.		
Audience		
Ninth Grade Teachers		
Topics to be Included		
Setting a mission vision and goals		
Evidence of Learning		
Teams have created missions, values, and goals and made these visible for all		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jerick Volkert	2025-08-14	2025-09-19

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
2b: Establishing a Culture for Learning 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Ninth Grade On-track Team Ongoing

Action Step
Train all ninth grade staff on the Ninth Grade On-Track methods from University of Chicago, through professional development sessions and early coaching and modeling.
Audience
Ninth Grade Teams
Topics to be Included

Ninth Grade on-track data analysis, action planning, monitoring intervention plans, tier 1 instruction		
Evidence of Learning		
Agendas, Tracking Tools, Surveys		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jerick Volkert	2025-08-25	2026-01-12

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Fast Start Instructional Strategies

Action Step		
Identify and train all teachers on five proven Fast Start Instructional Strategies, which can be utilized across classrooms to create environments where students are engaged in meaningful work from the first bell, and routines are consistent across classrooms.		
Audience		
All LEDHS Teachers		
Topics to be Included		
Fast Start Instructional Strategies		
Evidence of Learning		
Observational Data reflects teachers implementing the strategies taught and practiced in professional development		
Lead Person/Position	Anticipated Start	Anticipated Completion
Leila Little, Assistant Principal	2025-08-18	2025-10-03

Learning Format

Type of Activities	Frequency
Workshop(s)	Bi-Weekly
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

Co-Teaching

Action Step		
Professional Development on co-teaching, ongoing throughout the school year with an emphasis on improving outcomes for our English Language Learners, Students with Disabilities, and Black students, emphasizing inclusive teaching strategies and culturally responsive teaching strategies.		
Audience		
All LEDHS Teachers		
Topics to be Included		
Inclusive Teaching Strategies, Co-Teaching Models, Culturally Relevant Teaching Strategies		
Evidence of Learning		
Walk-through data reflects implementation across all classrooms of inclusive teaching strategies and culturally relevant teaching strategies		
Lead Person/Position	Anticipated Start	Anticipated Completion
Leila Little	2025-08-25	2026-06-05

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing as needed
Observation and Practice Framework Met in this Plan	

- | |
|---|
| <ul style="list-style-type: none">• 1e: Designing Coherent Instruction• 3e: Demonstrating Flexibility and Responsiveness |
| This Step Meets the Requirements of State Required Trainings |
| Teaching Diverse Learners in Inclusive Settings |

Approvals & Signatures

Uploaded Files

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