

MUHLENBERG HS

400 Sharp Avenue

ATSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Muhlenberg School District is committed to guiding all students on a path of excellence with active and purposeful learning experiences, a growing and comprehensive curriculum, collaborative and innovative staff and creative use of technology and resources coupled with an unrelenting desire for success.

STEERING COMMITTEE

Name	Position	Building/Group
Mr. Aaron Kopetsky	Principal	Muhlenberg High School
Mrs. Juliana Ciccarelli	Principal	Muhlenberg High School
Mr. Haniff Skeete	Principal	Muhlenberg High School
Mr. Rodney Kipp	Community Member	Community Member
Mrs. Krystina Eagle	Board Member	Muhlenberg School Board
Kayla Garcia	Teacher	Muhlenberg High School
Tara Ritchey	Teacher	Muhlenberg High School
Jessica Steffy	Teacher	Muhlenberg High School
Yesenia Martinez	Parent	Muhlenberg High School
Tara Nelson	District Level Leaders	Muhlenberg School District
Elizabeth Laveigna	District Level Leaders	Muhlenberg School District
Lauren Heydt	Principal	Muhlenberg High School
Nayrelis Tirado Gomez	Student	Muhlenberg High School

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we can identify student learning needs and address students through tiering and differentiated supports then we will be able to improve student learning in their English language proficiency.	English Language Growth and Attainment
If we can identify student learning needs and teachers are provided with targeted professional learning, then classroom teachers and ELL specialists will utilize instructional practices and resources to address our ELL population to help them demonstrate growth and engagement.	English Language Arts English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
Tiered and Differentiated Supports	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
WIDA Access Writing	95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the

Goal Nickname	Measurable Goal Statement (Smart Goal)		
	end of the 23 - 34 school year.		
Extempore	Using Extempore students will show 70% proficiency or growth of 30% during the 23 - 24 school year.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Hand Schedule Students/Cohort	2023-08-01 - 2023-08-28	Garcia/Ritchey/School Counselors	ELL students/Schedules
Collaborative Discussions with cooperating teachers	2023-08-29 - 2023-08-31	Garcia/Ritchey/Cohort Staff	Time/Space
Quarter 1 monitoring of students and cohorts through 'look fors' and district level quarterly assessments.	2023-09-01 - 2023-09-30	Garica/Ritchey/School Counselors/Kopetsky/Skeete/Ciccarrelli	District level assessments/Look for Documents.
Quarter 2 team meetings to review of cohorts and support being provided to ELL students.	2023-12-01 - 2023-12-30	Garica/Ritchey/School Counselors/Kopetsky/Skeete/Ciccarrelli	District level assessments/Look for Documents.
Quarter 3 team meetings to review of cohorts and support being provided to ELL students	2024-03-01 - 2024-03-31	Garica/Ritchey/School Counselors/Kopetsky/Skeete/Ciccarrelli	District level assessments/Look for Documents.
Quarter 4 team meetings to review overall growth of students through cohorts and	2024-05-01 - 2024-05-31	Garica/Ritchey/School Counselors/Kopetsky/Skeete/Ciccarrelli	District level assessments/Look for

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
support being provided to students.			Documents.

Anticipated Outcome

Increase student ELL proficiency indicated through growth and attainment of skills on district level assessments.

Monitoring/Evaluation

Garcia/Ritchey/Kopetsky/Skeete as defined through quarterly SMART goal benchmarks using district level assessment.

Evidence-based Strategy

Process/Product Based Writing Strategies

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
WIDA Access Writing	95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year.
Keystone Writing Rubric	ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create standardized common language on how to respond in writing.	2023-08-01 - 2023-08-31	Garcia/Ritchey/Steffy/Nelson/Kopetsky	Research/District Made Poster
ELA Department and ELL staff to monitor student writing and differentiated support through rubrics to provide feedback to students. This will occur quarterly.	2023-09-01 - 2024-06-06	ELA Department/Garcia/Ritchey/Kopetsky/Skeete	Rubrics/Time
Professional development on 'short burst writing' to raise the amount of writing occurring in all content areas throughout the school.	2023-09-01 - 2023-09-30	IU/Kopetsky/Shappell/Skeete	IU Support/Time/Space
Coaching and support to plan and implement short bursts of writing (IU provides)	2023-12-01 - 2023-12-30	IU/Kopetsky/Shappell/Skeete	IU Support/Time/Space
Coaching and support to plan and implement short bursts of writing (IU provides)	2024-03-01 - 2024-03-31	IU/Kopetsky/Shappell/Skeete	IU Support/Time/Space
Coaching and support to plan and implement short bursts of writing (IU provides)	2024-05-01 - 2024-05-31	IU/Kopetsky/Shappell/Skeete	IU Support/Time/Space

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
ELA Department and ELL staff to monitor student writing and differentiated support through rubrics to provide feedback to students.	2023-09-01 - 2023-09-30	Kopetsky/Skeete/Ciccarrelli/Garcia/Ritchey/Steffy	Rubrics/Time
ELA Department and ELL staff to monitor student writing and differentiated support through rubrics to provide feedback to students.	2023-12-01 - 2023-12-31	Kopetsky/Skeete/Ciccarrelli/Garcia/Ritchey/Steffy	Rubrics/Time
ELA Department and ELL staff to monitor student writing and differentiated support through rubrics to provide feedback to students.	2024-03-01 - 2024-03-31	Kopetsky/Skeete/Ciccarrelli/Garcia/Ritchey/Steffy	Rubrics/Time
Review final data with ELA Department and ELL staff to review effectiveness of the plan developed.	2024-05-01 - 2024-05-31	Kopetsky/Skeete/Ciccarrelli/Garcia/Ritchey/Steffy	Rubrics/Time

Anticipated Outcome

Increased student ELL proficiency by indicated growth through the ATSI SMART goals through the use of a common language system in writing and the utilization of writing exemplars.

Monitoring/Evaluation

Shappell/Kopetsky/Skeete/Ciccarelli through monthly check-ins. Additionally, data will be collected through the use of a rubric focused on the writing strategy.

Evidence-based Strategy

CORE ELL Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
WIDA Access Writing	95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year.
Keystone Writing Rubric	ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Staff members instructing and supporting ELL students will have a professional learning experience aimed at what the law indicates all ELL students must be provided through CORE	2023-07-03 - 2024-07-31	Shappell/Kopetsky/Skeete/Ciccarrelli	PD through IU

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
instruction.			
Time with staff to go over and review look for expectations and rationale.	2023-08-28 - 2023-08-31	Skeete/Kopetsky/Ciccarrelli	Faculty Time/Visuals of Look fors
Look for document aimed at providing constructive feedback to staff implementing best practices in their classroom. This is on going throughout the school year with building created look for documents.	2023-09-01 - 2023-09-30	Kopetsky/Skeete/Ciccarrelli/Shappell	Building developed look for document
Look for document aimed at providing constructive feedback to staff implementing best practices in their classroom. This is on going throughout the school year with building created look for documents.	2023-12-01 - 2023-12-31	Kopetsky/Skeete/Ciccarrelli/Shappell	Building developed look for document
Provide follow up coaching and support for needs revealed in the look-for document (IU provides)	2024-01-01 - 2024-01-31	Kopetsky/Skeete/Ciccarrelli/Shappell	Building developed look for document
Look for document aimed at providing constructive feedback to staff implementing best practices in their classroom. This is on going throughout the school year with building created look for documents.	2024-03-01 - 2024-03-31	Kopetsky/Skeete/Ciccarrelli/Shappell	Building developed look for document
Provide follow up coaching and support for needs	2024-05-01 -	Kopetsky/Skeete/Ciccarrelli/Shappell	Building developed look for

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
revealed in the look-for document (IU provides)	2024-05-31		document

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

Language of Instruction Vocabulary

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
WIDA Access Writing	95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year.
Keystone Writing Rubric	ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year
Extempore	Using Extempore students will show 70% proficiency or growth of 30% during the 23 - 24 school year.
LOI Vocabulary	ELL students in the College Level courses will show 70% mastery, or grow 20% on a local vocabulary

Goal Nickname**Measurable Goal Statement (Smart Goal)**

assessment focused on level I language of instruction (LOI) vocabulary words during the 22-23 school year.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Research high frequency language of instruction words to develop a school based list.

2023-08-01 -
2023-08-31

Steffy/Garcia/Ritchey/Nelson/Kopetsky

LOI
vocabulary/documents/Time

Create master list and establish which words will be taught during which weeks.

2023-08-28 -
2023-08-31

Steffy/Ritchey/Garica/Kopetsky

Vocabulary list/Time

Roll out plan and expectations to all staff

2023-09-04 -
2023-09-30

Skeete/Kopetsky

All developed vocabulary
lists/Time

Provide micro-professional learning during planning time on embedding vocabulary strategies into content (IU provides)

2023-11-01 -
2023-11-30

Skeete/Kopetsky

Time/IU

Provide micro-professional learning during planning time on embedding vocabulary strategies into content (IU provides)

2024-02-01 -
2024-02-29

Skeete/Kopetsky

Time/IU

Monitor student acquisition of vocabulary words on a quarterly basis

2023-09-18 -
2024-09-30

Ritchey/Garcia/Steffy/Kopetsky/Skeete

Building Level
assessment/Time

Monitor student acquisition of vocabulary

2023-12-01 -

Ritchey/Garcia/Steffy/Kopetsky/Skeete

Building Level

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
words on a quarterly basis	2023-12-31		assessment/Time
Monitor student acquisition of vocabulary words on a quarterly basis	2024-03-01 - 2024-03-31	Ritchey/Garcia/Steffy/Kopetsky/Skeete	Building Level assessment/Time
Review overall assessment data to plan next steps for 24-25	2024-05-01 - 2024-05-31	Ritchey/Garcia/Steffy/Kopetsky/Skeete	Building Level assessment/Time
Monitor plan and provide feedback to staff through look for document.	2023-09-18 - 2023-09-30	Skeete/Kopetsky	Look for document/Time
Monitor plan and provide feedback to staff through look for document.	2023-12-01 - 2023-12-31	Skeete/Kopetsky	Look for document/Time
Monitor plan and provide feedback to staff through look for document.	2024-03-01 - 2024-03-31	Skeete/Kopetsky	Look for document/Time
Monitor plan and provide feedback to staff through look for document.	2024-05-01 - 2024-05-31	Skeete/Kopetsky	Look for document/Time

Anticipated Outcome

Monitoring/Evaluation



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing) ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)	Process/Product Based Writing Strategies	Create standardized common language on how to respond in writing.	08/01/2023 - 08/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing)</p> <p>ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)</p>	Process/Product Based Writing Strategies	Professional development on 'short burst writing' to raise the amount of writing occurring in all content areas throughout the school.	09/01/2023 - 09/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing) ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)	Process/Product Based Writing Strategies	Coaching and support to plan and implement short bursts of writing (IU provides)	12/01/2023 - 12/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing)	Process/Product Based Writing Strategies	Coaching and support to plan and implement short bursts of writing (IU provides)	03/01/2024 - 03/31/2024
ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing) ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)	Process/Product Based Writing Strategies	Coaching and support to plan and implement short bursts of writing (IU provides)	05/01/2024 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing)</p> <p>ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)</p>	CORE ELL Instruction	<p>Staff members instructing and supporting ELL students will have a professional learning experience aimed at what the law indicates all ELL students must be provided through CORE instruction.</p>	<p>07/03/2023</p> <p>-</p> <p>07/31/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing)	Language of Instruction	Provide micro-professional learning during	11/01/2023 -
ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)	Vocabulary	planning time on embedding vocabulary strategies into content (IU provides)	11/30/2023
Using Extempore students will show 70% proficiency or growth of 30% during the 23 - 24 school year. (Extempore)			
ELL students in the College Level courses will show 70% mastery, or grow 20% on a local vocabulary assessment focused on level I language of instruction (LOI) vocabulary words during the 22-23 school year. (LOI Vocabulary)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing)	Language of Instruction	Provide micro-professional learning during	02/01/2024 -
ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)	Vocabulary	planning time on embedding vocabulary strategies into content (IU provides)	02/29/2024
Using Extempore students will show 70% proficiency or growth of 30% during the 23 - 24 school year. (Extempore)			
ELL students in the College Level courses will show 70% mastery, or grow 20% on a local vocabulary assessment focused on level I language of instruction (LOI) vocabulary words during the 22-23 school year. (LOI Vocabulary)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

100.0% of all student group exceeds the standard demonstrating growth for ELA/Literature

91.7% in the 4-year cohort met their interim goal/improvement target

99.7% hit the career standards benchmark.

All student groups with reportable data met the growth standard in English Language Arts/Literature in 2021-22.

ELA/Literature Growth Data: 79.0%

32.0% of students in this group took 'rigorous courses of study'

All reportable subgroups in the career standards benchmark had a 98.6% rate or higher

99.7% met the career standards benchmark

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Challenges

55% of students identified as ELL showed regular attendance

3.5% of students showed growth and attainment in English Language

English Language Learners were below the school proficiency level and state proficiency averages in ELA. EL Students were at 12.5%

27% of students scored a 1000 or higher on CDTs

Ensure that we are catching the final 0.3% of students toward career standards benchmark.

Ensure that we are addressing the subgroups lower than 100% toward career standards benchmark.

6% of students identified with an IEP scored a 1000 or higher on CDTs

13% of students identified as ELL scored a 1000 or higher on CDTs

4% of all students scored a 1000 or higher on CDTs

Strengths

Provide frequent, timely, and systematic feedback and support on instructional practices

27% of students scoring a 1000 or higher on CDTs is the strongest data point for MHS in ELA/Lit.

3% of students identified with an IEP scored a 1000 or higher on CDTs

Continuously monitor implementation of the school improvement plan and adjust as needed

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

6% of students identified as an ELL scored a 1000 or higher

Challenges

3% of students identified with an IEP scored a 1000 or higher on CDTs

0% of students identified as ELL scored a 1000 or higher on CDTs

1% of students scored a 1000 or higher on CDTs

ELA/Literature: 12.5% proficiency rate

3.5% of students achieved English Language Proficiency

55% attendance rate for English Language Learners

32.0% of students in this group took 'rigorous courses of study'

Implement a multi-tiered system of supports for academic and behavior

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: Socially, emotionally, intellectually, and physically.

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

Foster a culture of high expectations for success for all students, educators, families, and community members

Challenges

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidenced-based

0% of students identified with an IEP scored a 1000 or higher on CDTs

6% of students identified as an ELL scored a 1000 or higher on CDTs

Students averaged 30% proficiency on eligible content standards on the literature exam showing a limited understanding of LOI (Language of Instruction) vocabulary words.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
55% of students identified as ELL showed regular attendance	How do we get our ELL population to attend school on a more consistent basis?	
3.5% of students showed growth and attainment in English Language	What resources and instructional adjustments are needed to help our ELL population show growth toward language attainment?	✓
ELA/Literature: 12.5% proficiency rate	What resources and instructional adjustments are needed to ensure that our ELL population is showing higher proficiency rates on the ELA/Literature Keystone Exam?	✓
Students averaged 30% proficiency on eligible content standards on the literature exam showing a limited understanding of LOI (Language of Instruction) vocabulary words.		

ADDENDUM B: ACTION PLAN

Action Plan: Tiered and Differentiated Supports

Action Steps	Anticipated Start/Completion Date
Hand Schedule Students/Cohort	08/01/2023 - 08/28/2023
Monitoring/Evaluation	Anticipated Output
Garcia/Ritchey/Kopetsky/Skeete as defined through quarterly SMART goal benchmarks using district level assessment.	Increase student ELL proficiency indicated through growth and attainment of skills on district level assessments.
Material/Resources/Supports Needed	PD Step
ELL students/Schedules	no

Action Steps**Anticipated Start/Completion Date**

Collaborative Discussions with cooperating teachers

08/29/2023 - 08/31/2023

Monitoring/Evaluation**Anticipated Output**

Garcia/Ritchey/Kopetsky/Skeete as defined through quarterly SMART goal benchmarks using district level assessment.

Increase student ELL proficiency indicated through growth and attainment of skills on district level assessments.

Material/Resources/Supports Needed**PD Step**

Time/Space

no



Action Steps**Anticipated Start/Completion Date**

Quarter 1 monitoring of students and cohorts through 'look fors' and district level quarterly assessments.

09/01/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output**

Garcia/Ritchey/Kopetsky/Skeete as defined through quarterly SMART goal benchmarks using district level assessment.

Increase student ELL proficiency indicated through growth and attainment of skills on district level assessments.

Material/Resources/Supports Needed**PD Step**

District level assessments/Look for Documents.

no



Action Steps**Anticipated Start/Completion Date**

Quarter 2 team meetings to review of cohorts and support being provided to ELL students.

12/01/2023 - 12/30/2023

Monitoring/Evaluation**Anticipated Output**

Garcia/Ritchey/Kopetsky/Skeete as defined through quarterly SMART goal benchmarks using district level assessment.

Increase student ELL proficiency indicated through growth and attainment of skills on district level assessments.

Material/Resources/Supports Needed**PD Step**

District level assessments/Look for Documents.

no



Action Steps**Anticipated Start/Completion Date**

Quarter 3 team meetings to review of cohorts and support being provided to ELL students

03/01/2024 - 03/31/2024

Monitoring/Evaluation**Anticipated Output**

Garcia/Ritchey/Kopetsky/Skeete as defined through quarterly SMART goal benchmarks using district level assessment.

Increase student ELL proficiency indicated through growth and attainment of skills on district level assessments.

Material/Resources/Supports Needed**PD Step**

District level assessments/Look for Documents.

no



Action Steps

Anticipated Start/Completion Date

Quarter 4 team meetings to review overall growth of students through cohorts and support being provided to students.

05/01/2024 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

Garcia/Ritchey/Kopetsky/Skeete as defined through quarterly SMART goal benchmarks using district level assessment.

Increase student ELL proficiency indicated through growth and attainment of skills on district level assessments.

Material/Resources/Supports Needed

PD Step

District level assessments/Look for Documents.

no

Action Plan: Process/Product Based Writing Strategies

Action Steps**Anticipated Start/Completion Date**

Create standardized common language on how to respond in writing.

08/01/2023 - 08/31/2023

Monitoring/Evaluation**Anticipated Output**

Shappell/Kopetsky/Skeete/Ciccarelli through monthly check-ins. Additionally, data will be collected through the use of a rubric focused on the writing strategy.

Increased student ELL proficiency by indicated growth through the ATSI SMART goals through the use of a common language system in writing and the utilization of writing exemplars.

Material/Resources/Supports Needed**PD Step**

Research/District Made Poster

yes



Action Steps**Anticipated Start/Completion Date**

ELA Department and ELL staff to monitor student writing and differentiated support through rubrics to provide feedback to students. This will occur quarterly.

09/01/2023 - 06/06/2024

Monitoring/Evaluation**Anticipated Output**

Shappell/Kopetsky/Skeete/Ciccarelli through monthly check-ins. Additionally, data will be collected through the use of a rubric focused on the writing strategy.

Increased student ELL proficiency by indicated growth through the ATSI SMART goals through the use of a common language system in writing and the utilization of writing exemplars.

Material/Resources/Supports Needed**PD Step**

Rubrics/Time

no



Action Steps**Anticipated Start/Completion Date**

Professional development on 'short burst writing' to raise the amount of writing occurring in all content areas throughout the school.

09/01/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output**

Shappell/Kopetsky/Skeete/Ciccarelli through monthly check-ins. Additionally, data will be collected through the use of a rubric focused on the writing strategy.

Increased student ELL proficiency by indicated growth through the ATSI SMART goals through the use of a common language system in writing and the utilization of writing exemplars.

Material/Resources/Supports Needed**PD Step**

IU Support/Time/Space

yes



Action Steps**Anticipated Start/Completion Date**

Coaching and support to plan and implement short bursts of writing (IU provides)

12/01/2023 - 12/30/2023

Monitoring/Evaluation**Anticipated Output**

Shappell/Kopetsky/Skeete/Ciccarelli through monthly check-ins. Additionally, data will be collected through the use of a rubric focused on the writing strategy.

Increased student ELL proficiency by indicated growth through the ATSI SMART goals through the use of a common language system in writing and the utilization of writing exemplars.

Material/Resources/Supports Needed**PD Step**

IU Support/Time/Space

yes



Action Steps**Anticipated Start/Completion Date**

Coaching and support to plan and implement short bursts of writing (IU provides)

03/01/2024 - 03/31/2024

Monitoring/Evaluation**Anticipated Output**

Shappell/Kopetsky/Skeete/Ciccarelli through monthly check-ins. Additionally, data will be collected through the use of a rubric focused on the writing strategy.

Increased student ELL proficiency by indicated growth through the ATSI SMART goals through the use of a common language system in writing and the utilization of writing exemplars.

Material/Resources/Supports Needed**PD Step**

IU Support/Time/Space

yes



Action Steps**Anticipated Start/Completion Date**

Coaching and support to plan and implement short bursts of writing (IU provides)

05/01/2024 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Shappell/Kopetsky/Skeete/Ciccarelli through monthly check-ins. Additionally, data will be collected through the use of a rubric focused on the writing strategy.

Increased student ELL proficiency by indicated growth through the ATSI SMART goals through the use of a common language system in writing and the utilization of writing exemplars.

Material/Resources/Supports Needed**PD Step**

IU Support/Time/Space

yes



Action Steps**Anticipated Start/Completion Date**

ELA Department and ELL staff to monitor student writing and differentiated support through rubrics to provide feedback to students.

09/01/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output**

Shappell/Kopetsky/Skeete/Ciccarelli through monthly check-ins. Additionally, data will be collected through the use of a rubric focused on the writing strategy.

Increased student ELL proficiency by indicated growth through the ATSI SMART goals through the use of a common language system in writing and the utilization of writing exemplars.

Material/Resources/Supports Needed**PD Step**

Rubrics/Time

no



Action Steps**Anticipated Start/Completion Date**

ELA Department and ELL staff to monitor student writing and differentiated support through rubrics to provide feedback to students.

12/01/2023 - 12/31/2023

Monitoring/Evaluation**Anticipated Output**

Shappell/Kopetsky/Skeete/Ciccarelli through monthly check-ins. Additionally, data will be collected through the use of a rubric focused on the writing strategy.

Increased student ELL proficiency by indicated growth through the ATSI SMART goals through the use of a common language system in writing and the utilization of writing exemplars.

Material/Resources/Supports Needed**PD Step**

Rubrics/Time

no



Action Steps**Anticipated Start/Completion Date**

ELA Department and ELL staff to monitor student writing and differentiated support through rubrics to provide feedback to students.

03/01/2024 - 03/31/2024

Monitoring/Evaluation**Anticipated Output**

Shappell/Kopetsky/Skeete/Ciccarelli through monthly check-ins. Additionally, data will be collected through the use of a rubric focused on the writing strategy.

Increased student ELL proficiency by indicated growth through the ATSI SMART goals through the use of a common language system in writing and the utilization of writing exemplars.

Material/Resources/Supports Needed**PD Step**

Rubrics/Time

no



Action Steps

Anticipated Start/Completion Date

Review final data with ELA Department and ELL staff to review effectiveness of the plan developed.

05/01/2024 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

Shappell/Kopetsky/Skeete/Ciccarelli through monthly check-ins. Additionally, data will be collected through the use of a rubric focused on the writing strategy.

Increased student ELL proficiency by indicated growth through the ATSI SMART goals through the use of a common language system in writing and the utilization of writing exemplars.

Material/Resources/Supports Needed

PD Step

Rubrics/Time

no

Action Plan: CORE ELL Instruction

Action Steps**Anticipated Start/Completion Date**

Staff members instructing and supporting ELL students will have a professional learning experience aimed at what the law indicates all ELL students must be provided through CORE instruction.

07/03/2023 - 07/31/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

PD through IU

yes



Action Steps**Anticipated Start/Completion Date**

Time with staff to go over and review look for expectations and rationale.

08/28/2023 - 08/31/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Faculty Time/Visuals of Look fors

no



Action Steps**Anticipated Start/Completion Date**

Look for document aimed at providing constructive feedback to staff implementing best practices in their classroom. This is on going throughout the school year with building created look for documents.

09/01/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Building developed look for document

no



Action Steps**Anticipated Start/Completion Date**

Look for document aimed at providing constructive feedback to staff implementing best practices in their classroom. This is on going throughout the school year with building created look for documents.

12/01/2023 - 12/31/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Building developed look for document

no



Action Steps**Anticipated Start/Completion Date**

Provide follow up coaching and support for needs revealed in the look-for document (IU provides)

01/01/2024 - 01/31/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Building developed look for document

no



Action Steps**Anticipated Start/Completion Date**

Look for document aimed at providing constructive feedback to staff implementing best practices in their classroom. This is on going throughout the school year with building created look for documents.

03/01/2024 - 03/31/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Building developed look for document

no



Action Steps**Anticipated Start/Completion Date**

Provide follow up coaching and support for needs revealed in the look-for document (IU provides)

05/01/2024 - 05/31/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Building developed look for document

no

Action Plan: Language of Instruction Vocabulary

Action Steps**Anticipated Start/Completion Date**

Research high frequency language of instruction words to develop a school based list.

08/01/2023 - 08/31/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

LOI vocabulary/documents/Time

no



Action Steps**Anticipated Start/Completion Date**

Create master list and establish which words will be taught during which weeks.

08/28/2023 - 08/31/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Vocabulary list/Time

no

Action Steps**Anticipated Start/Completion Date**

Roll out plan and expectations to all staff

09/04/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

All developed vocabulary lists/Time

no

Action Steps**Anticipated Start/Completion Date**

Provide micro-professional learning during planning time on embedding vocabulary strategies into content (IU provides)

11/01/2023 - 11/30/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Time/IU

yes



Action Steps**Anticipated Start/Completion Date**

Provide micro-professional learning during planning time on embedding vocabulary strategies into content (IU provides)

02/01/2024 - 02/29/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Time/IU

yes



Action Steps**Anticipated Start/Completion Date**

Monitor student acquisition of vocabulary words on a quarterly basis

09/18/2023 - 09/30/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Building Level assessment/Time

no



Action Steps**Anticipated Start/Completion Date**

Monitor student acquisition of vocabulary words on a quarterly basis

12/01/2023 - 12/31/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Building Level assessment/Time

no



Action Steps**Anticipated Start/Completion Date**

Monitor student acquisition of vocabulary words on a quarterly basis

03/01/2024 - 03/31/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Building Level assessment/Time

no



Action Steps**Anticipated Start/Completion Date**

Review overall assessment data to plan next steps for
24-25

05/01/2024 - 05/31/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Building Level assessment/Time

no



Action Steps**Anticipated Start/Completion Date**

Monitor plan and provide feedback to staff through look for document.

09/18/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Look for document/Time

no



Action Steps**Anticipated Start/Completion Date**

Monitor plan and provide feedback to staff through
look for document.

12/01/2023 - 12/31/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Look for document/Time

no



Action Steps**Anticipated Start/Completion Date**

Monitor plan and provide feedback to staff through
look for document.

03/01/2024 - 03/31/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Look for document/Time

no



Action Steps

Anticipated Start/Completion Date

Monitor plan and provide feedback to staff through look for document.

05/01/2024 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

Look for document/Time

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)</p> <p>95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing)</p>	<p>Process/Product Based Writing Strategies</p>	<p>Create standardized common language on how to respond in writing.</p>	<p>08/01/2023 - 08/31/2023</p>
<p>95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing)</p> <p>ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)</p>	<p>Process/Product Based Writing Strategies</p>	<p>Professional development on 'short burst writing' to raise the amount of writing occurring in all content areas throughout the school.</p>	<p>09/01/2023 - 09/30/2023</p>
<p>95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing)</p>	<p>Process/Product Based Writing</p>	<p>Coaching and support to plan</p>	<p>12/01/2023 - 12/30/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)	Strategies	and implement short bursts of writing (IU provides)	
95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing) ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)	Process/Product Based Writing Strategies	Coaching and support to plan and implement short bursts of writing (IU provides)	03/01/2024 - 03/31/2024
95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing) ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)	Process/Product Based Writing Strategies	Coaching and support to plan and implement short bursts of writing (IU provides)	05/01/2024 - 05/31/2024
95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing)	CORE ELL Instruction	Staff members instructing and	07/03/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)</p>		<p>supporting ELL students will have a professional learning experience aimed at what the law indicates all ELL students must be provided through CORE instruction.</p>	07/31/2024
<p>95% of ELL students will make four sub-domains worth of growth on the WIDA Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing)</p> <p>ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)</p> <p>Using Extempore students will show 70% proficiency or growth of 30% during the 23 - 24 school year. (Extempore)</p> <p>ELL students in the College Level courses will show 70% mastery, or grow 20% on a local vocabulary assessment focused on level I language of instruction (LOI) vocabulary words during the 22-23 school year. (LOI Vocabulary)</p>	<p>Language of Instruction Vocabulary</p>	<p>Provide micro-professional learning during planning time on embedding vocabulary strategies into content (IU provides)</p>	<p>11/01/2023 - 11/30/2023</p>
<p>95% of ELL students will make four sub-domains worth of growth on the WIDA</p>	<p>Language of</p>	<p>Provide micro-</p>	<p>02/01/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Access Writing rubric by the end of the 23 - 34 school year. (WIDA Access Writing)</p> <p>ELL students will grow one proficiency level or maintain a score of 2 points or greater on a common writing assessment scored using the Keystone Writing rubric resulting in an overall proficiency of 15% on the Keystone Exam during the 23-24 school year (Keystone Writing Rubric)</p> <p>Using Extempore students will show 70% proficiency or growth of 30% during the 23 - 24 school year. (Extempore)</p> <p>ELL students in the College Level courses will show 70% mastery, or grow 20% on a local vocabulary assessment focused on level I language of instruction (LOI) vocabulary words during the 22-23 school year. (LOI Vocabulary)</p>	<p>Instruction Vocabulary</p>	<p>professional learning during planning time on embedding vocabulary strategies into content (IU provides)</p>	<p>- 02/29/2024</p>

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
IU Training	Staff working with ELL students	This professional learning experience will guide classroom/content teachers through the law of what ESL students must be provided during instruction during CORE subjects. Teachers will be provided with instructional strategies and ways to differentiate materials for the English Language learners. The session will end with teachers able to collaboratively look at instructional resources and assessments to begin putting what they learned into action.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey to Staff	11/07/2023 - 11/07/2023	IU Staff

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Pathways	ELL teachers	New Resource Training - Scope/Sequences, resource overview, pacing, and instruction. This resources is aimed at helping our ELL students in their language acquisition in various content areas.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Survey to Staff

08/28/2023 - 12/29/2023

Nelson/Kopetsky/Skeete/Ciccarrelli

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Public viewing July 1 - July 31. Board review/approval August 2023. Internal review July 1 - July 31 for staff/students.	ATSI plan review	Website & internal email	Students, Staff, Community, and School Board	July 1st - 23rd: Public Display July 1st - 23rd: Email Staff/Students/Families July 1st - 23rd: School Board Presented with plan August 1st - 31st: School Board Approval/Final Submission.

