

Liberty HS

ATSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Liberty HS		120481002
Address 1		
1115 Linden St		
Address 2		
City	State	Zip Code
Bethlehem	PA	18018
Chief School Administrator		Chief School Administrator Email
Dr Jack P Silva		jsilva@basdschools.org
Principal Name		
Harrison Bailey III		
Principal Email		
hbailey@basdschools.org		
Principal Phone Number		Principal Extension
610-691-7200		50900
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Harrison Bailey III	Principal	Liberty High School	hbailey@basdschools.org
Tara Richards	Assistant Principal	Liberty High School	trichards@basdschools.org
Kumari Ghafoor-Davis	Community Member	DEI Community Consultant	coachkumari@gmail.com
Trisha Moller	Parent	PAC	trisha@fraboni.com
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Nicole Beauchamp	Community Member	Community in Schools	nbeauchamp@basdschools.org
Mark James	Supervisor of Professional Learning, Technology Integration, and Secondary Mathematics Coordinator, BASD Cyber Academy	Bethlehem Area School District	mjames@basdschools.org
Chris D'Emilio	Data Analyst	Liberty High School	cdemilio@basdschools.org
Dr. Jack Silva	Chief School Administrator	Bethlehem Area School District	jsilva@basdschools.org
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Jordan Thompson	Student	Liberty High School	ThompsonJM@basdschools.org
Therise M. Gyauch	Parent	PAC	tmgyauch@gmail.com

Vision for Learning

Vision for Learning

Work to have every student identify their passion & purpose Establishing a School of Wellness All students are engaged in learning and contributing to the school community All students are connected to college and career opportunities. All students are attending school regularly and benefitting from their experience

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
Regular Attendance	Increased 11% from the prior year: 65.6%
5 yr Cohort Graduation rate	Met statewide average: 89%
Literature - Keystone Assessment	Maintained performance from the prior year: 50.1% (4% from PA Ave.)

Challenges

Indicator	Comments/Notable Observations
Science: Bio Keystone Assessment	Below the statewide average: 24.2 % below
Percent English Language Growth and Attainment (ELL's)	Below statewide average: 8.3% below
Overall Attendance	Below statewide average: 15.7% below
Math: Alg Keystone Assessment	Below statewide average: 21% below

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

Strengths

Indicator 4 yr Graduation Rate ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations 4yr Grad rates improved for all subcategories (excluding Spec. Ed.): BI - 4.4% His. - 2.7% W - 2.2% Econ - 5.5% ELL - 5.9%
Indicator Regular attendance - Increased 11% from the prior year: 65.6% ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, English Learners	Comments/Notable Observations Reg. attendance rates - Improved for all the following subcategories: BI - 27.2%, His. - 15.7%, W - 2.5%, Econ - 14.4%, ELL - 21.2, SpEd - 17.2
Indicator	Comments/Notable Observations

<p>Lit. Keystone - PVAAS ESSA Student Subgroups African-American/Black, Hispanic, English Learners</p>	<p>ELL students met statewide growth score: 75% (ELL)</p>
<p>Indicator Industry Standards Benchmark ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Industry standards benchmark (32.8%) met or exceeded by: His - 37.7% Econ - 36.4% ELL - 59.1% Spec Ed. - 50%</p>

Challenges

<p>Indicator All 3 Keystone Exams (Achievement) ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations The totaled average of (Lit, Alg, & Bio) keystone scores fall below state average scores by subgroup: State Ave - 50.56% BI - 18.26% His - 25.26% Econ - 22.36% ELL - 9.33% Spec Ed - 6.6%</p>
<p>Indicator Average for Attendance ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations All subgroups had attendance rates under the state average: State Ave. - 73.9% His - 55.5% BI - 68% Econ - 55.7% ELL - 60% Spec. Ed - 56.6% 2 or more - 56%</p>
<p>Indicator 4 Yr. Graduation Rate ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations All subgroups had 4 yr graduation rates under the state average: State Average - 87% BI - 73.5% His - 79.2% Econ. Dis. - 78.9% ELL - 84% Spec Ed - 74.6%</p>

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.

<p>Regular attendance - Increased 11% from the prior year: 65.6%</p>
<p>4yr Grad rates - Improved for all subgroups (excluding Spec. Ed.): BI - 4.4%, His. - 2.7%, W - 2.2%, ELL - 5.9%, & Econ - 5.5%</p>
<p>Industry Standards Benchmark: Industry standards benchmark (32.8%) met or exceeded by: His - 37.7% Econ - 36.4% ELL - 59.1% Spec Ed. - 50%</p>
<p>Black, Hispanic, & Econ. Dis. all made improvements on all 3 KS exams</p>

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.

All 3 Keystone Exams (Achievement): Totaled average keystone scores fall below state average scores by subgroup: State Ave - 50.56% BI - 18.26% His - 25.26% Econ - 22.36% ELL - 9.33% Spec Ed - 6.6%

Average for Attendance: All subgroups had attendance rates under the state average: State Ave. - 73.9% His - 55.5% BI - 68% Econ - 55.7% ELL - 60% Spec. Ed - 56.6% 2 or more - 56%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Study Sync	Student progress on SS, monitored by teachers
Grades in English 10	Grades show frequent "holes" in skills requiring on-going remediation
End of course exams/projects	Maintained number of culminating projects from prior year

English Language Arts Summary

Strengths

Highly effective & supportive staff
Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program, Prof. Dev. in literacy
Comprehensive programming: Study Sync 9-12

Challenges

Need to increase knowledge of literacy in all subjects
Need to increase active engagement in and out of class
Need to increase culturally inclusive curriculum
Assessments show frequent splintered skills in writing

Mathematics

Data	Comments/Notable Observations
Grades in Alg. 1	Grades show frequent "holes" in skills requiring on-going remediation
End of course exams/projects	Significant increase in physical engagement / Deliberate emphasis on vertical instruction
IXL diagnostic & maintenance data	Decrease in IXL participation and growth from prior year

Mathematics Summary

Strengths

Employment of 9th Gr. Dean of Stud. - providing teachers frequent feedback, IXL coaching, Admin. liaison, & recognition program
Highly dedicated & supportive staff
Availability of academic resources: academic coaching, in-person/virtual tutoring, academic recovery program
IXL Diagnostic & skills practice program - completed with fidelity & buy-in achieved (students & staff) / individual growth achieved

Challenges

Active engagement in and out of class

Skills assessment prior to starting Alg 1 and at mid-pt of course
Assessments show splintered skills across standards

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Grades in Biology	Grades show frequent "holes" in skills requiring on-going remediation
End of course exams/projects	Exams de-emphasized, Higher frequency of culminating projects
PLTW - Course enrollment (growth of courses)	Enrollment remains steady and teachers maintaining Prof. Dev.

Science, Technology, and Engineering Education Summary

Strengths

Highly dedicated & supportive staff
Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program
Strong Project Lead The Way programming - alumni reporting high success rate in college programs
Strong AP program - scores very high (23-24 SY)

Challenges

Active engagement in and out of class
Need more cohesive science curriculum alignment K-9
In need of a diagnostic & practice program (IXL equivalent) or CDT's for Biology

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance - College / Military / Employment rates	College - 61% / Military - 47% / Employed - 47.8% (21-22 SY)
Completion of career readiness indicators	Career data established for 21-22 & 22-23 & 23-24
Offering college/career readiness programming	100% of students assigned components of training: High Attendance
Industry Based Learning data	Improvement in all subcategories of competent or advanced on Industry Competency Assessments

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Freshman & Junior Seminar courses - college/career readiness content
High variety of course offerings to align with career objectives - Career Pathway model
A multitude of college / career services & resources: C/C fairs, panels, guest speakers, shadowing/internships

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.

Improve post-secondary education attending rates
Improving college / career programming across grade levels 6-12

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Percent English Language Proficiency	ELL students scored 14.8%. State average was 29%.
WIDA testing performance	53% reached a composite growth score of .1 to .6+

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Increased parent involvement
Staff professional development

Support programming: After-school academic support, mentoring
Individual attendance plans
Individual graduation plans

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.

Sustained academic engagement: altering instructional approaches
Students seeing a high value in school earlier in school: attendance, grades, graduation
Literacy acquisition

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Operational
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?

Use multiple professional learning designs to support the learning needs of staff
Implement an evidence-based system of schoolwide positive behavior interventions and supports: Emphasis on social & emotional needs of students
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
Implement a multi-tiered system of support for academics and behavior

Challenges

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Implement evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Improve mental health concerns across the school
Identify and address individual student learning needs

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
Black, Hispanic, & Econ. DIs. all made improvements on all 3 KS exams	False
Regular attendance - Increased 11% from the prior year: 65.6%	True
4yr Grad rates - Improved for all subgroups (excluding Spec. Ed.): BI - 4.4%, His. - 2.7%, W - 2.2%, ELL - 5.9%, & Econ - 5.5%	True
Highly effective & supportive staff	True
Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program, Prof. Dev. in literacy	True
Industry Standards Benchmark: Industry standards benchmark (32.8%) met or exceeded by: His - 37.7% Econ - 36.4% ELL - 59.1% Spec Ed. - 50%	False
Availability of academic resources: academic coaching, in-person/virtual tutoring, academic recovery program	False
IXL Diagnostic & skills practice program - completed with fidelity & buy-in achieved (students & staff) / individual growth achieved	True
Highly dedicated & supportive staff	False
Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program	False
Strong Project Lead The Way programming - alumni reporting high success rate in college programs	False
Comprehensive programming: Study Sync 9-12	False
Employment of 9th Gr. Dean of Stud. - providing teachers frequent feedback, IXL coaching, Admin. liaison, & recognition program	True
Highly dedicated & supportive staff	False
Freshman & Junior Seminar courses - college/career readiness content	False
High variety of course offerings to align with career objectives - Career Pathway model	False
A multitude of college / career services & resources: C/C fairs, panels, guest speakers, shadowing/internships	True
Increased parent involvement	True
Support programming: After-school academic support, mentoring	False
Individual attendance plans	False
Use multiple professional learning designs to support the learning needs of staff	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports: Emphasis on social & emotional needs of students	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True

Foster a culture of high expectations for success for all students, educators, families, and community members	True
Strong AP program - scores very high (23-24 SY)	False
Individual graduation plans	True
Implement a multi-tiered system of support for academics and behavior	False
	False
Staff professional development	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
All 3 Keystone Exams (Achievement): Totaled average keystone scores fall below state average scores by subgroup: State Ave - 50.56% BI - 18.26% His - 25.26% Econ - 22.36% ELL - 9.33% Spec Ed - 6.6%	False
Average for Attendance: All subgroups had attendance rates under the state average: State Ave. - 73.9% His - 55.5% BI - 68% Econ - 55.7% ELL - 60% Spec. Ed - 56.6% 2 or more - 56%	True
Need to increase knowledge of literacy in all subjects	True
Need to increase active engagement in and out of class	True
Need to increase culturally inclusive curriculum	True
Assessments show frequent splintered skills in writing	False
In need of a diagnostic & practice program (IXL equivalent) or CDT's for Biology	True
Active engagement in and out of class	False
Skills assessment prior to starting Alg 1 and at mid-pt of course	False
Active engagement in and out of class	False
Need more cohesive science curriculum alignment K-9	False
Improve post-secondary education attending rates	False
Improving college / career programming across grade levels 6-12	True
Assessments show splintered skills across standards	False
Sustained academic engagement: altering instructional approaches	False
Students seeing a high value in school earlier in school: attendance, grades, graduation	True
Literacy acquisition	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Improve mental health concerns across the school	True
Implement evidence-based strategies to engage families to support learning	False

Identify and address individual student learning needs	False
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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.

Multiple key factors were indicated as impacting academic growth for EL, Black, & Hispanic students and performance on Keystones for students with special needs. Mental health and targeted instruction were identified as critical hurdles to success for both subgroups.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Average for Attendance: All subgroups had attendance rates under the state average: State Ave. - 73.9% His - 55.5% BI - 68% Econ - 55.7% ELL - 60% Spec. Ed - 56.6% 2 or more - 56%	Attendance is directly inhibiting student learning and performance. We need to get them to school more consistently.	True
Improving college / career programming across grade levels 6-12		False
Improve mental health concerns across the school	The mental health of our students continues to be the most significant hurdle to learning. We must address it.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	With the change of our grading and assessment processes, the employment of effective assessments become even more critical.	False
Need to increase knowledge of literacy in all subjects	Literacy instruction is at the core of our district mission. All teachers must approach this topic with fidelity.	False
Need to increase active engagement in and out of class		True
Need to increase culturally inclusive curriculum		False
Students seeing a high value in school earlier in school: attendance, grades, graduation		False
Literacy acquisition		False
In need of a diagnostic & practice program (IXL equivalent) or CDT's for Biology		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Highly effective & supportive staff	Staff will be critical for encouraging attendance and improving the alignment of the curriculum 9-10
Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program, Prof. Dev. in literacy	Direct focus on improving academic outcomes and filling splintered skills across content areas
Increased parent involvement	This is critical to improving student attendance
Individual graduation plans	
Regular attendance - Increased 11% from the prior year: 65.6%	
4yr Grad rates - Improved for all subgroups (excluding Spec. Ed.): BI - 4.4%, His. - 2.7%, W - 2.2%, ELL - 5.9%, & Econ - 5.5%	
Employment of 9th Gr. Dean of Stud. - providing teachers frequent feedback, IXL coaching, Admin. liaison, & recognition program	This position was tremendous in building consistent accountability to IXL employment. If IXL is truly effective, we will see improvement in our 22-23 Alg. data.

IXL Diagnostic & skills practice program - completed with fidelity & buy-in achieved (students & staff) / individual growth achieved	
A multitude of college / career services & resources: C/C fairs, panels, guest speakers, shadowing/internships	
Implement an evidence-based system of schoolwide positive behavior interventions and supports: Emphasis on social & emotional needs of students	Increased comfort in school should improve attendance
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	We must return to these expectations while providing high levels of support.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Significantly improving student attendance to above the state average in each subgroup must be a major focus if we expect to improve student learning.
	Continue to develop mental health programming by way of support systems and school community education on wellness.
	Improve both physical and cognitive student engagement across all academic and non-academic environments through

Goal Setting

Priority: Significantly improving student attendance to above the state average in each subgroup must be a major focus if we expect to improve student learning.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Improve and maintain 9th-grade student attendance rate to exceed 92%.			
Measurable Goal Nickname (35 Character Max)			
Student Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
90% Abs. rate	91% Abs. rate	92% Abs. rate	92% Abs. rate

Priority: Continue to develop mental health programming by way of support systems and school community education on wellness.

Outcome Category			
Wellness			
Measurable Goal Statement (Smart Goal)			
Improve mental health concerns through: 1. Increasing available services: Increase from 14 providers (8 groups, 3 individual, 3 mentoring) to 18 providers 2. Providing school-wide wellness activities for students (4 activities)			
Measurable Goal Nickname (35 Character Max)			
Mental Health & Wellness			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
1. 12 providers 2. First wellness activity	1. 14 providers 2. Second wellness activity	1. 16 providers 2. Third wellness activity	1. 18 providers 2. Fourth wellness activity

Priority: Improve both physical and cognitive student engagement across all academic and non-academic environments through

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
95% of teachers will physically engage students during instruction one or more times during classroom observations.			
Measurable Goal Nickname (35 Character Max)			
Active Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% of observed teachers	85% of observed teachers	90% of observed teachers	95% of observed teachers

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
90% of surveyed students will indicate they feel consistently engaged by the instruction in their classrooms.			
Measurable Goal Nickname (35 Character Max)			
Engagement Survey			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% feel engaged	83% feel engaged	87% feel engaged	90% feel engaged

Action Plan

Measurable Goals

Student Attendance	Mental Health & Wellness
Active Engagement	Engagement Survey

Action Plan For: Individual Student Action Planning

Measurable Goals:
<ul style="list-style-type: none"> Improve and maintain 9th-grade student attendance rate to exceed 92%.

Action Step		Anticipated Start/Completion Date	
Create individual action plans for any 9th-grade student reaching 5 or more absences.		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
C. D'Emilio / Dean of Stud. Asst. Principal	Student Information System SAP process	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Parent meetings are occurring due to attendance Attendance % never goes below 90%	C. D'Emilio - weekly - report

Action Plan For: Service Development

Measurable Goals:
<ul style="list-style-type: none"> Improve mental health concerns through: 1. Increasing available services: Increase from 14 providers (8 groups, 3 individual, 3 mentoring) to 18 providers 2. Providing school-wide wellness activities for students (4 activities)

Action Step		Anticipated Start/Completion Date	
Seek out and secure additional wellness services		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
N. Beauchamp / CIS J. Lasso / Asst. Prin.	Additional community connections	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Number of services continues to climb No students are added to the waiting list	J. Lasso / monthly / meetings

Action Plan For: Physical engagement during instruction

Measurable Goals:
<ul style="list-style-type: none"> 95% of teachers will physically engage students during instruction one or more times during classroom observations.

Action Step		Anticipated Start/Completion Date	
Admin. will look for physical engagement during lessons		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
H. Bailey / Principal	Training	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Admin. will report consistent use of physical engagement by teachers during instruction	H. Bailey / weekly / Admin. meeting discussion

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Physical engagement during instruction	Admin. will look for physical engagement during lessons

Active Engagement Training for Admin.

Action Step		
<ul style="list-style-type: none"> Admin. will look for physical engagement during lessons 		
Audience		
Admin. team		
Topics to be Included		
Observation "look fors" to determine physical engagement		
Evidence of Learning		
Admin. members can verbally identify the key actions we are looking for during an observation		
Lead Person/Position	Anticipated Start	Anticipated Completion
H. Bailey / Principal	2024-08-12	2024-10-28

Learning Format

Type of Activities	Frequency
Learning walk	3x's over 3 weeks / follow-up discussions
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Harrison Bailey III	2024-07-10
School Improvement Facilitator Signature	Date