

ACADEMY PARK HS

300 Calcon Hook Rd

ATSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The vision of Academy Park High School is to effectively prepare students to contribute to the global community through collaborative efforts involving students, staff, parents, guardians, and community members.

STEERING COMMITTEE

Name	Position	Building/Group
William Vogt	Principal	Academy Park High School
Dr. Jeff Esposito	Assistant Principal	Academy Park High School
Michael Hooven	District Level Leaders	Academy Park High School
Dr. Jeffrey Ryan	Assistant Superintendent	Southeast Delco School District
Dr. Brenda Wynder	Chief School Administrator	Southeast Delco School District
Dr. Deborah Gibbs-Tapper	Supervisor of Special Education	Southeast Delco School District
Karen Manners	Special Education Department Head	Academy Park High School
Dina Keiser	School Counselor	Academy Park High School
Tyrone Rorie	Assistant Principal	Academy Park High School
Erin Gallagher	Teacher	Academy Park High School
Latarsha Threadgill	Teacher	Academy Park High School
Brian Hoffman	Teacher	Academy Park High School
Gina Sibbett	Teacher	Academy Park High School

Name	Position	Building/Group
Aaron Cubbage	Teacher	Academy Park High School
Adriana Drones	Student	Academy Park High School
Latanya Manson	Community Member	Academy Park High School
Kadijah Kamara	Student	Academy Park High School
Francesa Barley	Parent	Academy Park High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If the school enhances building safety, availability of small group/intensive academic interventions, opportunities to participate in the school community, then students will feel more connected and confident about school and student outcomes will improve.	School climate and culture School climate and culture
If classroom instruction and materials are designed to meet the needs of all of our learners, then student engagement will increase and result in higher academic achievement.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction
If we enhance the systems, protocols, and inventions utilized in SAIPS, then student attendance will increase and academic achievement will improve.	Regular Attendance Regular Attendance
If there were improved protocols for administration of assessment, analysis of student and group results, development of data-based decision making systems and protocols to monitor student learning, then teachers would be more effective in adjusting instructional practices and increasing student achievement in reading and	Essential Practices 1: Focus on Continuous Improvement of

Priority Statement	Outcome Category
math.	Instruction
	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Attendance Mailings Home

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Improving Consistent Attendance of All Students	The percentage of all students attending school 90% or more of the school days during the marking period will improve to 60% by the end of the 2022-2023 school year.
Improving Consistent Attendance of Special Education Students	The percentage of Special Education students attending school 90% or more of the school days during the marking period will improve to 58% by the end of the 2022-2023 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Beginning with the 2022-2023 school year, the high school will	2022-09-06 -	Ebony	PowerSchool attendance

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
utilize the strategy of Attendance Mailings Home to inform students and parents of absences from school. Mailings will be sent home after 1st, 3rd, 5th, and 6th unexcused absences.	2023-06-13	Bright/Attendance Secretary	access. 1st, 3rd, 5th, and 6th unexcused absence letters
Academy Park High School will conduct weekly Student Attendance Improvement Meetings (SAIP) after a student has accrued three (3) unexcused absences.	2022-09-06 - 2023-06-13	Dina Keiser/Guidance Counselor	Time, SAIP agreement, Administrative Support

Anticipated Outcome

Based on the research related to Attendance Mailings Home and the effectiveness of SAIP meetings, we anticipate reducing chronic absenteeism by 10% or more during the 2022-2023 school year.

Monitoring/Evaluation

Principal will meet with the Attendance Secretary on a weekly basis to review Student Absence Report. Regular attendance rate is provided in monthly Principal's Board Report and the target of students attending 90% during the Marking Period is monitored and will be reported out on the A-TSI Plan after every 45 days of school.

Evidence-based Strategy

Implementing Restorative Practices To Reduce Student Suspensions and Improve School Climate

Measurable Goals

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administration, Teachers, and Staff will be trained on the basic overview of Restorative Practices and practical information on how to run Proactive and Responsive Circles, which are a key component of the practice.	2022-08-29 - 2023-06-16	Tyrone Rorie and Erin McDonnell/Assistant Principals	Restorative Practice Guide. Professional development and PLC time. SWIS - PBISApps. Support from an experienced Restorative Practices coach. Teacher and student school culture and climate survey.

Anticipated Outcome

Through implementation of Restorative Practices we anticipate a reduction in our student suspension rate. Due to providing students with the tools to mitigate conflict, we expect less students exhibiting behaviors that warrant suspension. Restorative practices will positively impact feedback gathered from students and teacher surveys.

Monitoring/Evaluation

Approach will be monitored by the professional learning community that will focus on Restorative Practices. Discussions about students will be an agenda item for weekly subject area PLC meetings. SWIS behavioral data will be compiled, analyzed, and shared out during monthly Faculty Meetings.

Evidence-based Strategy

Use of Direct Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Teachers will receive professional development on the teaching method of Explicit Instruction. They will embed this evidence-based strategy in their lesson and utilize this teacher-driven instructional approach in the classroom for the purpose of developing stronger understanding and achievement of academic goals.

2022-08-29 -
2023-06-16

William
Vogt/Principal

Professional Development on Explicit Instruction. Reading resources on Explicit Instruction for Faculty. Support from our DCIU for training and partnering in the monitoring of DI in classrooms.

Anticipated Outcome

Increased student communication and therefore student engagement in the classroom. More efficient use of 80 minute block classes that better target learning. Increased Reading and Math growth and achievement. Promotes differentiation in the classroom.

Monitoring/Evaluation

Analysis of Study Island Benchmark and summative assessments. Implementation of Direct Instruction will take place during lesson plan review, walkthroughs, formal observations, and evaluation of student achievement results during PLC meetings.

Evidence-based Strategy

Parent and Family Engagement In Schools

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Academy Park High School will host a parent/family event each Marking Period throughout the school year.

2022-09-06 -
2023-06-13

William
Vogt/Principal

Discretionary funds for public movie performance, food, and possible guest speaker(s).

Anticipated Outcome

Research shows that parent engagement in schools promotes positive school outcomes such as improved academics, school attendance, behavior, and better social skills.

Monitoring/Evaluation

Principal will track attendance at school events and responses on parent surveys and input from Parent Coffee events, to evaluate effectiveness of parent/family events and whether or not the events are addressing the needs of the school community.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Use of Direct Instruction	Teachers will receive professional development on the teaching method of Explicit Instruction. They will embed this evidence-based strategy in their lesson and utilize this teacher-driven instructional approach in the classroom for the purpose of developing stronger understanding and achievement of academic goals.	08/29/2022 - 06/16/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Implementing Restorative Practices To Reduce Student Suspensions and Improve School Climate	Administration, Teachers, and Staff will be trained on the basic overview of Restorative Practices and practical information on how to run Proactive and Responsive Circles, which are a key component of the practice.	08/29/2022 - 06/16/2023

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.

School Board Minutes or Affirmation Statement

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

(2020-2021) The career standards benchmark by all student group improved to 99.4%.

(2020-2021) The percent graduation 5-year cohort for all student group increased to 87.3%.

(2020-2021) The Mathematics/Algebra percent proficient or advanced improved for all student group to 31.4%.

(2020-2021) Science/Biology maintained a 98.0 growth rate (blue).

(2020-2021) Percent regular attendance improved from 56.5% to 59% from the previous school year.

Emphasis on Domain 1 - Planning and Preparation, with a particular focus on the implementation of components 1c, 1e, and 1f during classroom instruction.

Utilization of the evidence-based PBIS schoolwide positive behavior interventions and supports.

Surveys for staff feedback on professional development needs.

Challenges

(2020-2021) The four year cohort graduation rate for the sub group of economically disadvantaged students decreased by 5.5% from the previous year to 74.8%.

(2020-2021) The four year cohort graduation rate for the sub group of students with disabilities decreased by 7.8% from the previous year to 54.9%.

Attendance (2020-2021) -Regular attendance rate for students with disabilities decreased from 57.2% to 52.4% from the previous year.

(2020-2021) The five year cohort graduation rate for the sub group of students with disabilities decreased by 1.1% from the previous year to 76.1%

Use of a systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence-based.

Implementation of a multi-tiered system of supports for academics and behavior.

Organize programmatic, human, and fiscal capital resources

Strengths

PLC time available during the contracted day to discuss students, analyze data, and create common summative assessments.

English and Math Interventionists to provide targeted small group instruction and promote data-driven decision making in classrooms.

Study Island Benchmarks are utilized to monitor student growth in the core testing subject areas.

Implementation of the PBIS state initiative.

Effective use of PVAAS data is in place for instruction of the Biology content area.

Instructional strategies are based on data analysis for the Biology content area

Emphasis on utilizing the Danielson Framework in making use of researched based instructional practices. The emphasis in 2021-2022 was on Domain 1, components 1c, 1e, and 1f. 1c - Standards-based instruction learning objective 1e - Coherent instruction that includes differentiation and explicit instruction 1f - Use of formative assessment

Challenges

aligned with the school improvement plan and needs of the school community

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

Development of a School Attendance Improvement Plan (SAIP) to help improve regular student attendance rate in school.

More effective use of student achievement data in making data driven decisions is an area of improvement. More effective use of PVAAS data is an area of improvement.

English Language Arts academic achievement and growth (2020-2021)

Algebra academic achievement and growth (2020-2021)

Student Attendance -The enhancement of systems, protocols, implementation of Student Attendance Improvement Plans - Establishment of common language among the staff and students to school attendance. -Only 41% of our students are attending school 90% or more during the marking period.

If there were improved protocols for administration of assessment,

Strengths

Emphasis on utilizing the Danielson Framework in making use of researched based instructional practices. The emphasis in 2021-2022 was on Domain 1, components 1c, 1e, and 1f. 1c - Standards-based instruction learning objective 1e - Coherent instruction that includes differentiation and explicit instruction 1f - Use of formative assessment

Math Keystone Scores (2018-2019) -Students with disabilities met the Pennsylvania standard for academic growth with a score of 72.

Biology Study Island Benchmarks were administered three times during the 2021-2022 academic year. This additional student data is crucial in being able to properly modify instruction to meet students needs.

Data analysis and data driven decisions are made per the student academic achievement data within the science department.

Data analysis and data driven decisions are made per the student academic achievement data within the science department.

Emphasis on utilizing the Danielson Framework in making use of researched based instructional practices. The emphasis in 2021-

Challenges

analysis of student and group results, development of data-based decision making systems and protocols to monitor student learning, teachers would be more effective in adjusting instructional practices to meet the needs of students.

The analysis of walkthrough data indicates the need for increased student-centered instruction and culturally relevant materials.

Student Attendance -The enhancement of systems, protocols, implementation of Student Attendance Improvement Plans - Establishment of common language among the staff and students to school attendance. -Only 41% of our students are attending school 90% or more during the marking period.

Large classes sizes in Algebra that are around 28-30 students. Smaller class sizes would allow for more small group and individualized instruction and opportunity to provide more teacher feedback to students.

If there were improved protocols for administration of assessment, analysis of student and group results, development of data-based decision making systems and protocols to monitor student learning, teachers would be more effective in adjusting instructional practices to meet the needs of students.

Strengths

2022 was on Domain 1, components 1c, 1e, and 1f. 1c - Standards-based instruction learning objective 1e - Coherent instruction that includes differentiation and explicit instruction 1f - Use of formative assessment

Challenges

Improved student use of calculators to help bridge knowledge gaps in computational skills. The need for additional remediation tool that would specifically target deficient Math skills and personalize learning for students. The analysis of walkthrough data indicates the need for increased student-centered instruction and culturally relevant materials.

Significant progress is needed in regard to meeting the state's target score for the Biology keystone examination per the Future Ready Biology data from 2020-2021. Student growth in Biology is exemplary, however that growth is not occurring quickly enough to positively impact student proficiency.

Student Attendance -The enhancement of systems, protocols, implementation of Student Attendance Improvement Plans - Establishment of common language among the staff and students to school attendance. -Only 41% of our students are attending school 90% or more during the marking period.

(2019-2020) Improving the proficiency level of all student groups (28.8%), especially that of special education students (16.3%).

Student Attendance -The enhancement of systems, protocols, implementation of Student Attendance Improvement Plans - Establishment of common language among the staff and students to school attendance. -Only 41% of our students are attending school 90% or more during the marking period.

Challenges

If there were improved protocols for administration of assessment, analysis of student and group results, development of data-based decision making systems and protocols to monitor student learning, teachers would be more effective in adjusting instructional practices to meet the needs of students.

The analysis of walkthrough data indicates the need for increased student-centered instruction and culturally relevant materials.

Most Notable Observations/Patterns

-In order to identify and improve individual student needs, there needs to be a plan in place (i.e., Tiered interventions) -Attendance is a continual concern. We need to be creative and implement additional strategies to improve student attendance. -Lack of use of assessment data to monitor student learning and adjust programs and instructional practices. -ELA and Math achievement and growth continues to be a major concern.

Challenges

English Language Arts academic achievement and growth (2020-2021)

Discussion Point

Evaluating current practices and placing students and teachers in the best position for academic success and

Priority for Planning

Challenges	Discussion Point	Priority for Planning
	improved test scores will benefit our entire school.	
Algebra academic achievement and growth (2020-2021)	Evaluating current practices and placing students and teachers in the best position for academic success and improved test scores will benefit our entire school.	
(2020-2021) The four year cohort graduation rate for the sub group of economically disadvantaged students decreased by 5.5% from the previous year to 74.8%.	-Changes have been made school-wide for staffing assignments for the 2021-2022 academic year based on the needs of the students as a means to improve student achievement. -In an effort to systematically improve the school culture, school climate, and student achievement, changes will be made to the Academy Park High School administrative staff effective July 1, 2021.	
Attendance (2020-2021) -Regular attendance rate for students with disabilities decreased from 57.2% to 52.4% from the previous year.		
Use of a systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence-based.		
Implementation of a multi-tiered system of supports for academics and behavior.		
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	-Current data indicates many students enter high school below grade level and we do not have tiered small group/intensive supports fully implemented. If students had	

Challenges	Discussion Point	Priority for Planning
	additional academic and behavioral supports, the team believes students would achieve at a higher proficiency level in English and Math based on assessment data.	
Provide frequent, timely, and systematic feedback and support on instructional practices.	-Changes have been made school-wide for staffing assignments for the 2021-2022 academic year based on the needs of the students as a means to improve student achievement. -In an effort to systematically improve the school culture, school climate, and student achievement, changes will be made to the Academy Park High School administrative staff effective July 1, 2021.	
Student Attendance -The enhancement of systems, protocols, implementation of Student Attendance Improvement Plans -Establishment of common language among the staff and students to school attendance. -Only 41% of our students are attending school 90% or more during the marking period.	-The team believes the continuity of instruction in reading, math, and maintaining progress toward graduation is critical and negatively impacted by chronic student absence.	
(2019-2020) Improving the proficiency level of all student groups (28.8%), especially that of special education students (16.3%).	-Changes have been made school-wide for staffing assignments for the 2021-2022 academic year based on the needs of the students as a means to improve student achievement. -In an effort to systematically improve the school culture, school climate, and student achievement, changes will be made to the Academy Park High School administrative staff effective July 1, 2021.	

Challenges	Discussion Point	Priority for Planning
Large classes sizes in Algebra that are around 28-30 students. Smaller class sizes would allow for more small group and individualized instruction and opportunity to provide more teacher feedback to students.		
(2020-2021) The five year cohort graduation rate for the sub group of students with disabilities decreased by 1.1% from the previous year to 76.1%		
If there were improved protocols for administration of assessment, analysis of student and group results, development of data-based decision making systems and protocols to monitor student learning, teachers would be more effective in adjusting instructional practices to meet the needs of students.	-The team believes that systematic analysis of student achievement will allow teachers to personalize instruction based on the needs of the students as evidenced by both formative and summative assessments.	
The analysis of walkthrough data indicates the need for increased student-centered instruction and culturally relevant materials.	-Teachers have strengthened their planning and preparation throughout the 2021-2022. Research indicates that students learn best in student-centered environments that encourage varied instructional best practices.	
Improved student use of calculators to help bridge knowledge gaps in computational skills. The need for additional remediation tool that would specifically target deficient Math skills and personalize learning for students. The analysis of walkthrough data indicates		

Challenges**Discussion Point****Priority for Planning**

the need for increased student-centered instruction
and culturally relevant materials.

ADDENDUM B: ACTION PLAN

Action Plan: Attendance Mailings Home

Action Steps	Anticipated Start/Completion Date
Beginning with the 2022-2023 school year, the high school will utilize the strategy of Attendance Mailings Home to inform students and parents of absences from school. Mailings will be sent home after 1st, 3rd, 5th, and 6th unexcused absences.	09/06/2022 - 06/13/2023
Monitoring/Evaluation	Anticipated Output
Principal will meet with the Attendance Secretary on a weekly basis to review Student Absence Report. Regular attendance rate is provided in monthly Principal's Board Report and the target of students attending 90% during the Marking Period is monitored and will be reported out on the A-TSI Plan after every 45 days of school.	Based on the research related to Attendance Mailings Home and the effectiveness of SAIP meetings, we anticipate reducing chronic absenteeism by 10% or more during the 2022-2023 school year.
Material/Resources/Supports Needed	PD Step
PowerSchool attendance access. 1st, 3rd, 5th, and 6th unexcused absence letters	no

Action Steps	Anticipated Start/Completion Date
Academy Park High School will conduct weekly Student Attendance Improvement Meetings (SAIP) after a student has accrued three (3) unexcused absences.	09/06/2022 - 06/13/2023

Monitoring/Evaluation	Anticipated Output
Principal will meet with the Attendance Secretary on a weekly basis to review Student Absence Report. Regular attendance rate is provided in monthly Principal's Board Report and the target of students attending 90% during the Marking Period is monitored and will be reported out on the A-TSI Plan after every 45 days of school.	Based on the research related to Attendance Mailings Home and the effectiveness of SAIP meetings, we anticipate reducing chronic absenteeism by 10% or more during the 2022-2023 school year.

Material/Resources/Supports Needed	PD Step
Time, SAIP agreement, Administrative Support	no

Action Plan: Implementing Restorative Practices To Reduce Student Suspensions and Improve School Climate

Action Steps	Anticipated Start/Completion Date
Administration, Teachers, and Staff will be trained on the basic overview of Restorative Practices and practical information on how to run Proactive and Responsive Circles, which are a key component of the practice.	08/29/2022 - 06/16/2023
Monitoring/Evaluation	Anticipated Output
Approach will be monitored by the professional learning community that will focus on Restorative Practices. Discussions about students will be an agenda item for weekly subject area PLC meetings. SWIS behavioral data will be compiled, analyzed, and shared out during monthly Faculty Meetings.	Through implementation of Restorative Practices we anticipate a reduction in our student suspension rate. Due to providing students with the tools to mitigate conflict, we expect less students exhibiting behaviors that warrant suspension. Restorative practices will positively impact feedback gathered from students and teacher surveys.
Material/Resources/Supports Needed	PD Step
Restorative Practice Guide. Professional development and PLC time. SWIS - PBISApps. Support from an experienced Restorative Practices coach. Teacher and student school culture and climate survey.	yes

Action Plan: Use of Direct Instruction

Action Steps	Anticipated Start/Completion Date
Teachers will receive professional development on the teaching method of Explicit Instruction. They will embed this evidence-based strategy in their lesson and utilize this teacher-driven instructional approach in the classroom for the purpose of developing stronger understanding and achievement of academic goals.	08/29/2022 - 06/16/2023
Monitoring/Evaluation	Anticipated Output
Analysis of Study Island Benchmark and summative assessments. Implementation of Direct Instruction will take place during lesson plan review, walkthroughs, formal observations, and evaluation of student achievement results during PLC meetings.	Increased student communication and therefore student engagement in the classroom. More efficient use of 80 minute block classes that better target learning. Increased Reading and Math growth and achievement. Promotes differentiation in the classroom.
Material/Resources/Supports Needed	PD Step
Professional Development on Explicit Instruction. Reading resources on Explicit Instruction for Faculty. Support from our DCIU for training and partnering in the monitoring of DI in classrooms.	yes

Action Plan: Parent and Family Engagement In Schools

Action Steps	Anticipated Start/Completion Date
Academy Park High School will host a parent/family event each Marking Period throughout the school year.	09/06/2022 - 06/13/2023
Monitoring/Evaluation	Anticipated Output
Principal will track attendance at school events and responses on parent surveys and input from Parent Coffee events, to evaluate effectiveness of parent/family events and whether or not the events are addressing the needs of the school community.	Research shows that parent engagement in schools promotes positive school outcomes such as improved academics, school attendance, behavior, and better social skills.
Material/Resources/Supports Needed	PD Step
Discretionary funds for public movie performance, food, and possible guest speaker(s).	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Use of Direct Instruction	Teachers will receive professional development on the teaching method of Explicit Instruction. They will embed this evidence-based strategy in their lesson and utilize this teacher-driven instructional approach in the classroom for the purpose of developing stronger understanding and achievement of academic goals.	08/29/2022 - 06/16/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Implementing Restorative Practices To Reduce Student Suspensions and Improve School Climate	Administration, Teachers, and Staff will be trained on the basic overview of Restorative Practices and practical information on how to run Proactive and Responsive Circles, which are a key component of the practice.	08/29/2022 - 06/16/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Facilitating Direction Instruction In The Classroom	Classroom teachers.	Introduction of Direct Instruction. Presenting/Modeling New Content. Elements of Guided Practice. Providing Teacher Feedback. Independent Practice. Evaluation and Assessment.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be able to deliver instruction in a clearly defined manner that is designed around small learning increments and sequential teaching tasks. This teaching approach ultimately allows for more conversation in the classroom, less misconceptions, and results in students learning material in a shorter period of time.	08/29/2022 - 06/16/2023	Sydney Tassone/DCIU Teaching & Learning Consultant

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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Professional Development Step	Audience	Topics of Prof. Dev
Implementing Restorative Practices To Reduce Behavior Infractions	Administration, Teachers, and Staff.	The five "R's" of Restorative Practice. Successful Restorative Practices Techniques. Modeling Restorative Practices.

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Administration, Teachers, and Staff will be able to effectively use restorative practices to improve school climate and decrease the number of behavioral infractions taking place in the school.

08/29/2022 - 06/16/2023

?/DCIU Consultant

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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