Profile and Plan Essentials

LEA Type		AUN	
Esperanza Cyber Charter School		126511563	
Address 1			
4261 N. 5th Street			
Address 2			
City	**State**	**Zip Code**	
Philadelphia	PA	19140	
Chief School Administrator		**Chief School Administrator Email**	
Dr. Jon Marsh		jmarsh@esperanzacybercs.net	
Single Point of Contact Name			
Denise Taufalele			
Single Point of Contact Email			
dtaufalele@esperanzacybercs.net			
Single Point of Contact Phone Number		**Single Point of Contact Extension**	
215-967-9703			
Principal Name			
Ivan Estevez			
Principal Email			
iestevez@esperanzacybercs.net			
Principal Phone Number		**Principal Extension**	
215-967-9703			
School Improvement Facilitator Name		**School Improvement Facilitator Email**	
Dr. Shelley Vail-Smith		svail-smith@massinsight.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Jon Marsh	Chief School Administrator	CEO	jmarsh@esperanzacybercs.net
Ivan Estevez	Administrator	CAO	iestevez@esperanzacybercs.net
Denise Taufalele	Education Specialist	ECCS/Supervisor of Math and School Improvement	dtaufalele@esperanzacybercs.net
Greg Artman	Education Specialist	ECCS/Professional Learning Coordinator	gartman@esperanzacybercs.net
Daniel Cote	Education Specialist	ECCS/Director of Special Education	dcote@esperanzacybercs.net
Jasmin Campos-Rivera	Other	ECCS/Director of Operations	jcampos-rivera@esperanzacybercs.net
Charlene Lozada	Teacher	ECCS/HS Teacher	clozada@esperanzacybercs.net
Morgan Baker	Administrator	ECCS/HS Asst Principal	mbaker@esperanzacybercs.net
Kelly Krelove	Administrator	ECCS/MS Asst Principal	kkrelove@esperanzacybercs.net
Kathryn Wilson	Education Specialist	ECCS/Reading Specialist	kwilson@esperanzacybercs.net
Dr. Heather High-Kennedy	Education Specialist	ECCS/Director of Curriculum	hhigh-kennedy@esperanzacybercs.net
Michael Hopkins	Education Specialist	ECCS/ELD Coordinator	mhopkins@esperanzacybercs.net
Jairo Colon	Data Analyst	ECCS/Data Analyst	jcolon@esperanzacybercs.net
Sheileemarie Carrion	Staff Member	ECCS/Supervisor of Student Engagement	scarrion@esperanzacybercs.net
Dr. Shelley Vail-Smith	Other	Mass Insight Consultant	svail-smith@massinsight.org
Sheila Gonzalez	Administrator	ECCS/Principal of Co-teaching K-12	sgonzalez@esperanzacybercs.net
Priscilla Offerall	Staff Member	ECCS/Attendance Manager	pofferall@esperanzacybercs.net
Keana Schoennagle	Staff Member	ECCS/Guidance Counselor	kschoennagle@esperanzacybercs.net
Nicole Bustamante	Staff Member	ECCS/PIMS Administrator	nbustamante@esperanzacybercs.net
Xiomara Santiago De Jesus	Community Member	La Liga del Barrio/ Alumni Ambassador	santiago.xiomara84@gmail.com
Melissa Molina	Administrator	ECCS/HS Principal	mmolina@esperanzacybercs.net
Kellieanne Gazak	Teacher	ECCS/ Special Education teacher	kgazak@esperanzacybercs.net
Barbara Betancourt	Parent	ECCS/ Parent	Bobbieb427@gmail.com
Anthony Latorre	Student	ECCS/ HS student	anthony.latorre@esperanzacybercs.net
Chris Scull	Teacher	ECCS/ELD teacher	cscull@esperanzacybercs.net
Milagros Cruz	Parent	ECCS/ Parent	iowealltogod1@yahoo.com

LEA Profile

Esperanza Cyber Charter School (ECCS) serves 98.3% of its students from the Greater Philadelphia area, with 1.7% of students from other parts of the Commonwealth of Pennsylvania. Esperanza Cyber Charter School implements a PA K-12 standards-aligned curriculum. ECCS offers a mutli-tiered systems of supports for academics and behaviors. Esperanza also implements the student assistance program to offer additional supports to students and families.

The enrollment of ECCS increased significantly from 445 students in October 2019 to 1251 students in June 2024. The current demographics of enrolled students include:

13.5% African American
81.0% Hispanic or Latino
5.5% Other
95.4% Economically Disadvantaged
16.1% English Language students
19% special education students

As a result of our change in student enrollment, new teachers were hired, increasing our teaching and school leadership as follows:

131 active professional staff
Experience ranges from 1 - 27 years
Highest degree obtained: Doctoral degree 6.1%, Master's degree 51.1%, Bachelor's degree 42.7%
91.6% PA certified

Mission and Vision

Mission

The charter organizer, Nueva Esperanza's (NEI) educational mission prepares students in grades Kindergarten through twelve to meet the challenges of living creatively and productively in an increasingly technologically sophisticated and interconnected world. The mission is a result of over 30 years of working in and with the North Philadelphia and Latino community. Community residents (defined by those who live in 19140) have been plagued by a 48% graduation rate, households with an adjusted gross income of $23,489 (2012), and 64% below or 50% below the poverty line.   Under/unemployment and inadequate/interrupted education have created significant barriers in achieving lifelong success. NEI initially sought to address issues that are known causes of systemic poverty and under-education by applying for a cyber school charter, which was approved in 2012 as Esperanza Cyber Charter School (ECCS). Since September 2012, ECCS has touched the lives of students, helping to break the cycle of poverty and under-education through its educational mission preparing them to find a successful path from school to college or career.

Vision

Esperanza Cyber Charter School (ECCS) aspires to be the best K-12 cyber school in Pennsylvania serving the least of these. Academic growth and removing barriers to success are the school's top priorities.

Educational Values

Students

Learning Culture: - Trust-We Are Esperanza Cyber: We all want what is best for students, we all want to be successful at work. If you're not sure, ask directly. Don't assume. - Continuous Improvement: We are learners who adapt and evolve to meet the ever-changing needs of our online learners. We embrace the "everyone coaches everyone" culture. We seek out feedback, give others feedback, and reflect on how to improve. -Learning: Learning is a value we believe in, and view challenges as an opportunity to grow. - Students own the thinking: Students engage in a productive struggle where they are making and learning from mistakes by reflecting on their learning and are able to explain what they need to improve.

Staff

Great Teaching, Great Results:- Knowing Our Students: We strive to challenge and support each student, fostering a deep understanding of their individual needs. - Reaching All Learners: Our teachers are experts at creating inclusive online environments where every student thrives. - Impactful Teaching: At the core of everything we do is excellent online instruction. We continuously identify ways to improve all aspects of our instruction using data. - Leaders, Not Followers: We all play a role in ensuring smooth operations that empower great teaching. - Instructional Experts: We sharpen each other, challenge each other, and support each other to learn and teach. - Proactive Problem-Solving: We anticipate challenges and work collaboratively to find solutions.

Administration

Urgency & Equity:Our Work is Urgent: We serve a community that deserves the best education possible. Our work is important, we strive to produce the best results with everything we do, from our communication to our state reporting. - Every Moment Matters: In a virtual environment, every interaction counts. We're committed to making the most of each student's educational journey. - Data-informed: Allows us to measure and compare academic growth. - Bridging the Opportunity Gap: We're passionate about closing the opportunity gap, it is our generation's civil rights issue. - We Demand Productive Change: If it's not working, don't wait, fix it. If someone is not carrying their weight or needs feedback, have that conversation. - Preparation and Execution: We provide professional development for our staff to ensure they have the skills and knowledge needed to deliver high-quality education and support student success in an online environment.

Parents

- Family and Community: We believe in open communication and collaboration with families and communities to support student success. Pick up the phone, knock on that door, build a bridge, every interaction makes us stronger. - Student-Centered Approach: Our students deserve an education we'd be proud of for our own children. We respect their families and communities, who share our desire for student success.

Community

ECCS is committed to having a positive school culture. Engaging in community initiatives, supporting partnerships among the school, families and assisting with college and career readiness.

Other (Optional)

Omit selected.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	True 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Science/Biology PVASS Data 22-23 SY	All groups met the growth standard in science/biology in 22-23 SY based on PVASS data.
Rigorous Courses of Study 22-23 SY	23.9% of our students were enrolled in rigorous courses of study for 22-23 SY based PA Future Ready data: 4 AP courses were offered, Dual enrollment courses, Early college program.

Challenges

Indicator	Comments/Notable Observations
Performance on PSSA & Keystone exam 22-23 SY	All groups were below 10% proficiency rate in the 22-23 SY PSSA and Keystone exams in ELA/Literature, Math/Algebra 1, and Science/Biology.
ELA/Literature & Mathematics/Algebra PVAAS Data 22-23 SY	The growth standard was not met for Math/Algebra 1 or ELA/Literature on the 22-23 SY PVAAS Data
English language growth and attainment 22-23 SY	7.1% of our ELL students met the standard in 22-23 SY on PA Future Ready. This is an increase from the 21-22 SY.
Graduation rate 21-22 SY	The graduation rate for 21-22 SY in PA Future Ready was 49.6% and 54.3% for the 4 and 5-year cohorts respectively, which was below the statewide average. This is an increase compared to the 20-21 SY.

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

Strengths

Indicator	Comments/Notable Observations
Indicator Science/Biology PSSA/Keystone Exams Student Growth 22-23 SY **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with disabilities exceeded the growth standard (82) for Science/Biology PSSA/Keystone in 22-23 SY, but showed a decrease from the 21-22 SY.
Indicator Rigorous Courses of Study 22-23 SY PA Future Ready Data **ESSA Student Subgroups** Hispanic, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Economically disadvantaged and Hispanic students both had 20% or more of students enrolled in rigorous courses of study; 22.7% and 20.8% respectively in 22-23 SY PA Future Ready Data.Students with disabilities had 18.2% of students enrolled in rigorous courses of study in 22-23 SY PA Future Ready Data.
Indicator ELA/Literature & Mathematics/Algebra PVAAS Data 22-23 SY **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Our student with disabilities met or exceeded the growth standard for both ELA/Literature and Algebra 1 on PVAAS data in 22-23 SY and showed an increase in

	ELA/Literature 22-23 SY compared to the previous year but a decrease in Mathematics/Algebra 1.

Challenges

Indicator ELA/Literature PSSA & Keystone Exam performance 22-23 **ESSA Student Subgroups** African-American/Black, Hispanic, Economically Disadvantaged, English Learners	**Comments/Notable Observations** All student groups had a decrease in performance or maintained the same performance in 22-23 SY compared to the 21-22 school year. The only exception is the Students with Disabilities group who showed an increase in 22-23 SY compared to the previous year in ELA/Literature assessment. All student groups did not meet the state goal in any of the assessments.
Indicator ELA/Literature & Mathematics/Algebra PVAAS Data **ESSA Student Subgroups** African-American/Black, Hispanic, Economically Disadvantaged, English Learners	**Comments/Notable Observations** Hispanic students did not meet the growth standard in 21-22 on PVAAS and showed a decrease in performance for both ELA/Literature and Mathematics/Algebra 1. Our economically disadvantaged (ECON) students did not meet the growth standard in 22-23 and showed a decrease compared to the previous year for 21-22 SY ELA/Literature & Mathematics/Algebra PVAAS Data. Our English Learner students did not meet the growth standard and showed an increase compared to the previous year for Mathematics/Algebra 1 PVAAS Data. Our Black students did not meet the growth standard but showed an increase compared to the previous year for Mathematics/Algebra 1 PVAAS Data.
Indicator English language growth and attainment 22-23 SY PA Future Ready Data **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** English Learners showed an increase in 22-23 SY PA Future Ready Data compared to last year but did not meet the state standard.
Indicator Graduation rate 21-22 SY PA Future Ready Data **ESSA Student Subgroups** Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** The graduation rate for the 21-22 SY PA Future Ready Data was 49.6% and 54.3% for the 4 and 5-year cohorts respectively. This is an increase compared to the 20-21 SY but does not meet the state standard. Our Hispanic and ECON student groups showed an increase in 21-22 PA Future Ready Data compared to the previous year. Our EL and students with disabilities met the state standard.

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.

Our students with disabilities met or exceeded the growth standard in all areas in 22-23 SY on PVAAS.
23.9% of our students were enrolled in rigorous courses of study in 22-23 SY- 4 AP courses were offered, Dual enrollment courses, Early college program.
Economically disadvantaged and Hispanic students both had 20% or more of students enrolled in rigorous courses of study in 22-23 SY; 22.7% and 20.8% respectively. Students with disabilities in 22-23 SY had 18.2% of students enrolled in rigorous courses of study.
All groups met the growth standard in science/biology on the 22-23 SY PVAAS.

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.

The growth standard was not met for Math/Algebra 1 or ELA/Literature on the 22-23 PVAAS.
7.1% of our ELL students met the standard in 22-23 SY for ACCESS scores from WIDA.
Graduation rates for 2020-2021 were 49.6% and 54.3% for the 4 and 5-year cohorts respectively, which was below the statewide average.

All groups were below 10% proficiency rate in the 22-23 SY PSSA and Keystone exams in ELA/Literature, Math/Algebra 1, and Science/Biology.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Quarter 3 23-24 SY ELA NWEA MAP Benchmark(K-5)	Overall 23.7% of our students met their NWEA MAP predicted growth target in 23-24 SY with 4th grade having the highest percentage of students reaching their target in the 3rd to 5th gradeband and EL students having the largest percentage of students reaching their target by student group.
Quarter 3 23-24 SY ELA NWEA MAP Benchmark(6-12)	Overall 26.36% of our students met their NWEA MAP predicted growth target in 23-24 SY with 11th grade having the highest percentage of students reaching their growth goal and 9th grade having the most students reaching their targets within the 9 - 11 grade band. EL students had the largest percentage of students reaching their growth goal by student group.

English Language Arts Summary

Strengths

Explicit literacy instruction in ELA reading and writing in 23-24 SY.
Continued and consistent focus using the Writing Revolution to build students writing skills in 23-24 SY.
Student screening and targeted MTSS literacy interventions and support for students in grades K-8 in 23-24 SY.

Challenges

Middle school curriculum lacked the necessary rigor in 23-24 SY.
Students had difficulty maintaining stamina during reading and writing tasks in the 23-24 SY.
Many students enrolled in 23-24 are transient in their school journey and are lacking the foundational skills in reading and math when they enroll with ECCS.

Mathematics

Data	Comments/Notable Observations
Quarter 3 23-24 SY Math NWEA MAP Benchmark(K-5)	Overall 24.82% of our students met their NWEA MAP predicted growth target in 23-24 SY with 4th grade having the highest percentage of students reaching their growth target in the 3-5 grade band and EL students having the largest percentage of students reaching their growth goal by student group.
Quarter 3 23-24 SY Math NWEA MAP Benchmark(6-12)	Overall 30.27% of our students met their NWEA MAP predicted growth target in 23-24 SY with 11th grade having the highest percentage of students reaching the target in the 9 - 11 grade band and EL students having the largest percentage reaching their growth goal by student group.

Mathematics Summary

Strengths

Explicit and systematic instruction in math classes.
Algebra 1 team used data to provide interventions and prerequisite skill practice prior to the associated skill.
Deliberate and increased instruction and practice with story problems.

Many students enrolling at ECCS have had transient school experiences and lack foundational skills in reading and math.
The middle school and Algebra 1 curriculum lack sufficient rigor.
Students have difficulty explaining their mathematical thought processes.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Quarter 3 23-24 SY Science NWEA MAP Benchmark(K-5)	Overall 22.34% of students met their projected growth target in Quarter 3 23-24 SY Science NWEA MAP Benchmark(K-5); K-3 did not have any scores/did not test; 4th grade had 50% of their students meet their projected growth target.
Quarter 3 23-24 SY Science NWEA MAP Benchmark(6-12)	Overall 30.6% of students met their projected growth target in Quarter 3 23-24 SY Science NWEA MAP Benchmark(6-12); 9th grade had 51.09% of their students meet their projected growth target.

Science, Technology, and Engineering Education Summary

Strengths

Teachers continue to introduce inquiry based learning.
Students practice writing in science classes.

Challenges

Many transfer students arrive with insufficient foundational skills in science.
Students struggle with inquiry and critical thinking in science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
2022-2023 Local Graduation Data	61% of our students graduated this past year based on local graduation data. 39% of our seniors didn't complete the credit requirements or were removed from enrollment due to chronic absenteeism.
2022-2023 Smart Futures Completion	Smart futures completion rate was 70.5%

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.
Partnering Institution
Esperanza College of Eastern University
Agreement Type
Program/Course Area
Early College and Dual enrollment classes
Uploaded Files
22-23 Esperanza College of Eastern University Dual Enrollment Articulation Agrement.pdf

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.

Family coaches and the SET team have been established to assist students and their families, with the goal of enhancing student engagement and positively impacting graduation rates.

Ninth grade students need a different approach when entering high school to provide a strong foundation for high school, academically and socially, and set them up to graduate on time. The initial planning and engagement of the first 9th grade class in the 9th Grade Academy has successfully started.

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.

Due to the transient nature of our students, many enroll at ECCS with incomplete records and a history of attending multiple schools. Helping these students get back on track for graduation is challenging.

Follow-up is occuring with students who are dropped to ensure they have enrolled in another school, but the process is time-consuming and does not yield high results.

Participation in smart futures is lower this year than previous years.

Equity Considerations

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

Data	Comments/Notable Observations
Quarter 3 23-24 SY ELA NWEA MAP (K-5)	In the K-5 grade band EL students was the only group to reach the target of 40% of our students reaching their predicted growth score during the Quarter 3 23-24 SY ELA NWEA MAP (K-5) assessment (40% of the EL students reached the target predicted growth score).
Quarter 3 23-24 SY ELA NWEA MAP (6-12)	In the 6-12 grade band we saw an increase of 20% for the percentage of our English Learner students reaching their predicted growth score during the Quarter 3 23-24 SY ELA NWEA MAP (6-12) assessment (3.96% to 24.18%).
Quarter 3 23-24 SY Math NWEA MAP(K-5)	In the K-5 grade band our EL students was the only group to reach the target of 40% of our students reaching their predicted growth score during the Quarter 3 23-24 SY Math NWEA MAP(K-5) assessment (46.67% of the EL students reached the target predicted growth score).
Quarter 3 23-24 SY Math NWEA MAP (6-12)	In the 6-12 grade band we saw an increase of 22% for the percentage of our English Learner students reaching their predicted growth score Quarter 3 23-24 SY Math NWEA MAP (6-12) assessment(9.48% to 32.18%).

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

Data	Comments/Notable Observations
Quarter 3 23-24 SY ELA NWEA MAP (K-5)	Students with disabilities had 29.17% of the students reach their projected growth target during the Quarter 3 23-24 SY ELA NWEA MAP (K-5) assessment.
Quarter 3 23-24 SY ELA NWEA MAP (6-12)	Students with disabilities had 19.77% of the students reach their projected growth target during the Quarter 3 23-24 SY ELA NWEA MAP (6-12) assessment.
Quarter 3 23-24 SY Math NWEA MAP(K-5)	Students with disabilities had 32% of the students reach their projected growth target during the Quarter 3 23-24 SY Math NWEA MAP(K-5) assessment.
Quarter 3 23-24 SY Math NWEA MAP (6-12)	Students with disabilities had 18.82% of the students reach their projected growth target during the Quarter 3 23-24 SY Math NWEA MAP (6-12) assessment.

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready Pa Index Economically Disadvantaged	95.1% of our students are economically disadvantaged. Therefore actions for the "all" student group will be used instead.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	With such a large percentage of the school's population being Hispanic (79.7%), support for ELD and general education program supports are the focus.
Black	We currently have a 16.1% Black student population. Due to the small population there is insufficient data for most of the growth measure. There was enough data to report on the State Assessments.

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.

Family involvement programs were implemented to involve ELD parents. An ELD Family Engagement Transition Specialist holds events virtually and in-person to involve families in the education process.
The Transition Specialists for students with disabilities works with students and families as they prepare for the transition after high school.
Students with disabilities and English Learners attend a student success period class where students receive extra support and meet with their case managers/homeroom teachers.

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.

ELD students transfer to ECCS with varying backgrounds of content knowledge and skill.
There is a need to increase growth for ELD and students with disabilities on local and state assessments.
High school students in ELD classes struggle the most with language growth.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The school has a targeted curriculum, certified teachers, ongoing student progress monitoring with feedback, self-pacing as needed, individualized instruction where identified, extended time as school content is available online 24/7, transition specialists for post-high school plans
Title 1 Program	Structured grouping practices, differentiated instruction, and intervention have been implemented.
Student Services	SAP, MTSS, Mental Health services, and Social Workers are available. Family coaches are available at the secondary level.
K-12 Guidance Plan (339 Plan)	Counselors provide instruction in college, career, and community goals to enhance opportunities for personal growth and to formulate post-secondary plans.
Technology Plan	N/A
English Language Development Programs	Newcomer courses in ELA, Math, Science, and Social Studies are in place. High participation in ACCESS testing exists; Full-time Spanish speaking paraprofessional are in place to support EL learners in and out of the classroom. ELD Cafes have been implemented to involve parents in the students' education.

Strengths
Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

ELD cafes, virtual and in-person, have been implemented to involve families in the students' education.
Family coaches and SET team assisted students and families struggling with engagement, encouraging them to stay on track in their classes.
Transition specialists support English learners and students with disabilites to navigate post high school 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.

Differentiation, especially for higher level students, and scaffolding remain a challenge to help students reduce the gaps in their learning.
High school students and families continue to struggle understanding credits, graduation requirements, and Keystone exams.
ECCS continues to struggle with creating and implementing a data system for collecting, analyzing, and using information to inform instruction and decision-making.

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	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

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?

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

Implement evidence-based strategies to engage families to support learning.
Continuously monitor implementation of the school improvement plan and adjust as needed.

Challenges

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

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

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
Our students with disabilities met or exceeded the growth standard in all areas in 22-23 SY on PVAAS.	True
23.9% of our students were enrolled in rigorous courses of study in 22-23 SY- 4 AP courses were offered, Dual enrollment courses, Early college program.	True
Explicit literacy instruction in ELA reading and writing in 23-24 SY.	True
Economically disadvantaged and Hispanic students both had 20% or more of students enrolled in rigorous courses of study in 22-23 SY; 22.7% and 20.8% respectively. Students with disabilities in 22-23 SY had 18.2% of students enrolled in rigorous courses of study.	False
All groups met the growth standard in science/biology on the 22-23 SY PVAAS.	False
Ninth grade students need a different approach when entering high school to provide a strong foundation for high school, academically and socially, and set them up to graduate on time. The initial planning and engagement of the first 9th grade class in the 9th Grade Academy has successfully started.	False
Students with disabilities and English Learners attend a student success period class where students receive extra support and meet with their case managers/homeroom teachers.	False
Continued and consistent focus using the Writing Revolution to build students writing skills in 23-24 SY.	True
Student screening and targeted MTSS literacy interventions and support for students in grades K-8 in 23-24 SY.	False
Explicit and systematic instruction in math classes.	True
Algebra 1 team used data to provide interventions and prerequisite skill practice prior to the associated skill.	True
Deliberate and increased instruction and practice with story problems.	True
Teachers continue to introduce inquiry based learning.	False
Students practice writing in science classes.	False
Family coaches and the SET team have been established to assist students and their families, with the goal of enhancing student engagement and positively impacting graduation rates.	False
ELD cafes, virtual and in-person, have been implemented to involve families in the students' education.	False
Transition specialists support English learners and students with disabilites to navigate post high school plans.	False
Family involvement programs were implemented to involve ELD parents. An ELD Family Engagement Transition Specialist holds events virtually and in-person to involve families in the education process.	True
The Transition Specialists for students with disabilities works with students and families as they prepare for the transition after high school.	True

Family coaches and SET team assisted students and families struggling with engagement, encouraging them to stay on track in their classes.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Implement evidence-based strategies to engage families to support learning.	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter 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
The growth standard was not met for Math/Algebra 1 or ELA/Literature on the 22-23 PVAAS.	True
7.1% of our ELL students met the standard in 22-23 SY for ACCESS scores from WIDA.	True
Graduation rates for 2020-2021 were 49.6% and 54.3% for the 4 and 5-year cohorts respectively, which was below the statewide average.	True
Middle school curriculum lacked the necessary rigor in 23-24 SY.	False
Students had difficulty maintaining stamina during reading and writing tasks in the 23-24 SY.	False
Due to the transient nature of our students, many enroll at ECCS with incomplete records and a history of attending multiple schools. Helping these students get back on track for graduation is challenging.	True
Follow-up is occuring with students who are dropped to ensure they have enrolled in another school, but the process is time-consuming and does not yield high results.	False
ELD students transfer to ECCS with varying backgrounds of content knowledge and skill.	True
Many students enrolled in 23-24 are transient in their school journey and are lacking the foundational skills in reading and math when they enroll with ECCS.	True
Many students enrolling at ECCS have had transient school experiences and lack foundational skills in reading and math.	False
The middle school and Algebra 1 curriculum lack sufficient rigor.	False
Students have difficulty explaining their mathematical thought processes.	False
Many transfer students arrive with insufficient foundational skills in science.	True
Students struggle with inquiry and critical thinking in science.	True
All groups were below 10% proficiency rate in the 22-23 SY PSSA and Keystone exams in ELA/Literature, Math/Algebra 1, and Science/Biology.	False
High school students in ELD classes struggle the most with language growth.	False
Differentiation, especially for higher level students, and scaffolding remain a challenge to help students reduce the gaps in their learning.	True
High school students and families continue to struggle understanding credits, graduation requirements, and Keystone exams.	True
Participation in smart futures is lower this year than previous years.	False

There is a need to increase growth for ELD and students with disabilities on local and state assessments.	False
ECCS continues to struggle with creating and implementing a data system for collecting, analyzing, and using information to inform instruction and decision-making.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices .	True
Identify and address individual student learning needs.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	True

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.

Overall, 8.2% of students scored proficient or higher on 2022-2023 state ELA/Literature assessments with only our students with disabilities exceeding the growth standard. Additionally, only 2.1% of our students scored proficient or higher on 2022-2023 state Math/Algebra 1 assessments, with our students with disabilities meeting the growth standard. On 2022-2023 state Science/Biology assessments, 6.1% scored proficient or higher with the various student groups meeting or exceeding the growth standard, along with our all student group. The school's overall needs assessment and root cause analysis show a need for a systematic and structured system for using data for designing instruction, a need for differentiating instruction for students to best support their learning, and interventions for increasing the graduation rate. The primary strategies to address these areas are building a strong data culture with data systems, identifying and addressing the individual student learning needs, and interventions to support students to be on track for graduation. To address these needs for the 24-25 SY, funds have been allocated for staffing, screening and practice tools, and curriculum resources.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Due to the transient nature of our students, many enroll at ECCS with incomplete records and a history of attending multiple schools. Helping these students get back on track for graduation is challenging.		False
ELD students transfer to ECCS with varying backgrounds of content knowledge and skill.		False
Differentiation, especially for higher level students, and scaffolding remain a challenge to help students reduce the gaps in their learning.		False
High school students and families continue to struggle understanding credits, graduation requirements, and Keystone exams.		False
The growth standard was not met for Math/Algebra 1 or ELA/Literature on the 22-23 PVAAS.		False
7.1% of our ELL students met the standard in 22-23 SY for ACCESS scores from WIDA.		False
Graduation rates for 2020-2021 were 49.6% and 54.3% for the 4 and 5-year cohorts respectively, which was below the statewide average.	Students entering ECCS often arrive with incomplete records, are behind in credits, struggle with motivation, and are lacking in the clear understanding of graduation requirements.	True
Many students enrolled in 23-24 are transient in their school journey and are lacking the foundational skills in reading and math when they enroll with ECCS.		False
Many transfer students arrive with insufficient foundational skills in science.		False
Students struggle with inquiry and critical thinking in science.		False
ECCS continues to struggle with creating and implementing a data system for collecting, analyzing, and using information to inform instruction and decision-making.	Data meetings need development to build data literacy in staff and provide a structure to effectively analyze and use the data to inform decisions.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices .		False
Identify and address individual student learning needs.	The lack of consistently identifying and addressing student learning needs affects our English Learners, as well as, learning gaps of all students in the different content areas.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Explicit literacy instruction in ELA reading and writing in 23-24 SY.	Teachers have been utilizing explicit literacy instruction in ELA reading and writing and students are showing growth in those areas.
Our students with disabilities met or exceeded the growth standard in all areas in 22-23 SY on PVAAS.	Students with disabilities work closely with their case managers in small groups and on specific skills to keep up with their assignments.
23.9% of our students were enrolled in rigorous courses of study in 22-23 SY- 4 AP courses were offered, Dual enrollment courses, Early college program.	
Continued and consistent focus using the Writing Revolution to build students writing skills in 23-24 SY.	There is a schoolwide focus on explicitly teaching writing across all content areas.
Explicit and systematic instruction in math classes.	Teachers are becoming more consistent in explicit and systematic instruction in the math classes with a focus on story problems.
Algebra 1 team used data to provide interventions and prerequisite skill practice prior to the associated skill.	
Deliberate and increased instruction and practice with story problems.	
Family involvement programs were implemented to involve ELD parents. An ELD Family Engagement Transition Specialist holds events virtually and in-person to involve families in the education process.	The ELD Family Engagement Transition Specialist has been intentional to involve parents in the education process.
The Transition Specialists for students with disabilities works with students and families as they prepare for the transition after high school.	
Family coaches and SET team assisted students and families struggling with engagement, encouraging them to stay on track in their classes.	Family coaches and SET persistently work to identify and eliminate obstacles, enabling students to concentrate on their education.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If data is used to identify at-risk high school students, in order to identify, implement, and monitor appropriate academic and behavioral interventions, then students are more likely to graduate on time.
	If ECCS utilizes data to inform decisions related to instruction, school planning, and professional development, provides appropriate systems and supports, and engages stakeholders in the process, then teachers and students will monitor student growth and achievement, identify trends of strengths and weaknesses, and adjust instruction accordingly.
	If we consistently utilize and implement the SIOP strategies across our instructional practices in all content areas, then students, especially our English Language Learners, will accelerate their academic language growth and development.

Goal Setting

Priority: If data is used to identify at-risk high school students, in order to identify, implement, and monitor appropriate academic and behavioral interventions, then students are more likely to graduate on time.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
With data reflecting the 24-25 school year, ECCS will increase graduation rates for the 4 year cohort to 68.3%.			
Measurable Goal Nickname (35 Character Max)			
Graduation Rate			
Target Year 1	**Target Year 2**	**Target Year 3**	
With data reflecting the 22-23 school year, ECCS will increase graduation rates for the 4 year cohort from 53.3% to 58.3%.	With data reflecting the 23-24 school year, ECCS will increase graduation rates for the 4 year cohort to 63.3%.	With data reflecting the 24-25 school year, ECCS will increase graduation rates for the 4 year cohort to 68.3%.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
In 24-25 SY, 75% of students in grades 9 through 12 will be on track to earn credits and be promoted	In 24-25 SY, 80% of students in grades 9 through 12 will be on track to earn credits and be promoted.	In 24-25 SY, 85% of students in grades 9 through 12 will be on track to earn credits and be promoted.	With data reflecting the 22-23 school year, ECCS will increase graduation rates for the 4 year cohort from 53.3% to 58.3%.

Priority: If ECCS utilizes data to inform decisions related to instruction, school planning, and professional development, provides appropriate systems and supports, and engages stakeholders in the process, then teachers and students will monitor student growth and achievement, identify trends of strengths and weaknesses, and adjust instruction accordingly.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 26-27 school year, 57% of students testing will grow 30 points or more on the ELA PSSA's.By the end of the 26-27 school year, 26% of 11th grade students will score proficient or advanced on the Literature Keystone Exams.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target Year 1	**Target Year 2**	**Target Year 3**	
By the end of the 24-25 school year, 37% of students testing will grow 30 points or more on the ELA PSSA's.By the end of the 24-25 school year, 20% of 11th grade students will score proficient or advanced on the Literature Keystone Exams.	By the end of the 25-26 school year, 47% of students testing will grow 30 points or more on the ELA PSSA's.By the end of the 25-26 school year, 23% of 11th grade students will score proficient or advanced on the Literature Keystone Exams.	By the end of the 26-27 school year, 57% of students testing will grow 30 points or more on the ELA PSSA's.By the end of the 26-27 school year, 26% of 11th grade students will score proficient or advanced on the Literature Keystone Exams.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of October 2024, there will be at least 15% of students on grade level in grades K-11 using the NWEA Map ELA Diagnostic.	By the end of December 2024, 20% of K-11 students enrolled on or before October 1, 2024, will meet their NWEA Map ELA growth goals.	By the end of April 2025, 30% of K-11 students enrolled on or before October 1, 2024, will meet their NWEA Map ELA growth goals.	By the end of the 24-25 school year, 37% of students testing will grow 30 points or more on the ELA PSSA's.By the end of the 24-25 school year, 20% of 11th grade

			students will score proficient or advanced on the Literature Keystone Exams.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 26-27 school year, 52% of students testing will grow 30 points or more on the Math PSSA's.By the end of the 26-27 school year, 10% of 11th grade students will score proficient or advanced on the Algebra 1 Keystone Exams.			
Measurable Goal Nickname (35 Character Max)			
Mathematics			
Target Year 1	**Target Year 2**	**Target Year 3**	
By the end of the 24-25 school year, 32% of students testing will grow 30 points or more on the Math PSSA's.By the end of the 24-25 school year, 5% of 11th grade students will score proficient or advanced on the Algebra 1 Keystone Exams.	By the end of the 25-26 school year, 42% of students testing will grow 30 points or more on the Math PSSA's.By the end of the 25-26 school year, 7% of 11th grade students will score proficient or advanced on the Algebra 1 Keystone Exams.	By the end of the 26-27 school year, 52% of students testing will grow 30 points or more on the Math PSSA's.By the end of the 26-27 school year, 10% of 11th grade students will score proficient or advanced on the Algebra 1 Keystone Exams.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of October 2024, there will be at least 10% of students on grade level in grades K-11 using the NWEA Map Math Diagnostic.	By the end of December 2024, 20% of K-11 students enrolled on or before October 1, 2024, will meet their NWEA Map math growth goals.	By the end of April 2025, 30% of K-11 students enrolled on or before October 1, 2024, will meet their NWEA Map math growth goals.	By the end of the 24-25 school year, 32% of students testing will grow 30 points or more on the Math PSSA's.By the end of the 24-25 school year, 5% of 11th grade students will score proficient or advanced on the Algebra 1 Keystone Exams.

Priority: If we consistently utilize and implement the SIOP strategies across our instructional practices in all content areas, then students, especially our English Language Learners, will accelerate their academic language growth and development.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the 26-27 school year, 20% of students will meet their English Proficiency growth target through ACCESS.			
Measurable Goal Nickname (35 Character Max)			
English Learners			
Target Year 1	**Target Year 2**	**Target Year 3**	
By the end of the 24-25 school year, 10% of students will meet their English Proficiency growth target through ACCESS.	By the end of the 25-26 school year, 15% of students will meet their English Proficiency growth target through ACCESS.	By the end of the 26-27 school year, 20% of students will meet their English Proficiency growth target through ACCESS.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of October 2024, 20% of students in ELD classes will increase their IXL ELA benchmark by 3.5%.	By the end of December 2024, 20% of students in ELD classes will increase their IXL ELA benchmark by 7%.	By the end of April 2025, 20% of students in ELD classes will increase their IXL ELA benchmark by 10.5%.	By the end of the 24-25 school year, 10% of students will meet their English Proficiency growth target through ACCESS.

Action Plan

Measurable Goals

Graduation Rate	ELA
Mathematics	English Learners

Action Plan For: Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims)

Measurable Goals:

- With data reflecting the 24-25 school year, ECCS will increase graduation rates for the 4 year cohort to 68.3%.

Action Step		Anticipated Start/Completion Date	
Prepare for Credit Recovery System Implementation by finalizing credit recovery details, guidelines, and APEX or other similar system course logistics		2024-08-01	2024-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal and Director of Curriculum	Credit recovery curriculum, APEX or other similar system	No	No
Action Step		**Anticipated Start/Completion Date**	
Leaders of family coaches, SET, and guidance plan together to develop the roles and responsibilities contributing to the Academic Support Team to determine how each role best supports students and their graduation goals.		2024-08-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Academic Supports	Rolling agenda, job descriptions	No	No
Action Step		**Anticipated Start/Completion Date**	
Leaders of family coaches, SET, and guidance collaborate regularly to build the Academic Support team. The team includes Guidance, Student Engagement Team, and Family Coaches.		2024-08-01	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Academic Supports	Rolling agenda	No	No
Action Step		**Anticipated Start/Completion Date**	
Identify retained students and assign them to family coach caseloads to work closely with these students to track their academic progress, address any barriers to their learning, and provide personalized guidance.		2024-08-19	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Academic Supports	Powerschool reports	No	No
Action Step		**Anticipated Start/Completion Date**	
Guide teachers/staff, students, and parents through the process of understanding credits, graduation requirements, and Keystone Exams.		2024-08-19	2024-10-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Academic Supports	Presentations, brochures, online resources	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Communicate the school plan to stakeholders using a one page document that is emailed to families, in addition to being presented during staff onboarding and at Back to School night.		2024-08-19	2024-10-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Family & Community Engagement	PD calendar, School Improvement plan	No	Yes
Action Step		**Anticipated Start/Completion Date**	
The academic support team will collaborate regularly to support students' graduation goals.		2024-08-19	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Academic Supports	Rolling agenda, school calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Those involved with the 9th Grade Academy (teachers, leaders, FACE, academic support team) will continue planning and implementing strategies to engage 9th graders.		2024-08-19	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal	Rolling agenda, school calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Implement the pilot plan for complete Credit Recovery implementation for retained students using APEX or other similar system.		2024-08-26	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Academic Supports	APEX system or other similar system	No	No
Action Step		**Anticipated Start/Completion Date**	
Track senior graduation requirements and post-secondary plans to ensure seniors meet graduation requirements, Act 158 compliance, and have post-secondary plans.		2024-08-26	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Guidance counselor	Powerschool, graduation trackers	No	No
Action Step		**Anticipated Start/Completion Date**	
Consistently communicate and celebrate achievements of graduation action steps.	2024-09-16	2025-06-06	
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Academic Supports	Rolling agenda, celebration padlet, high school staff meeting agenda, leaders agenda	No	No
Action Step		**Anticipated Start/Completion Date**	
The implementation team will meet bi-weekly to track the progress of the action steps and propose next steps to address any concerns.		2024-10-01	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Implementation Leader	Bi-weekly implementation tracker, action steps	No	No
Action Step		**Anticipated Start/Completion Date**	
Develop a tracking team to examine and modify data tracking for students withdrawing from school in grades 8 through 12.		2024-10-07	2024-11-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PIMS Administrator	Powerschool, dropped student tracker	No	No
Action Step		**Anticipated Start/Completion Date**	
The tracking team will devote time each week to tracking students who withdrew and did not enroll in another school.		2024-10-07	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PIMS Administrator	Powerschool, dropped student tracker	No	No

Action Step		Anticipated Start/Completion Date	
High school grade teams, including instructional staff, family coach, SET, and enrollment or attendance as needed, will meet monthly to discuss and monitor at-risk students based on failure reports and teacher referrals.		2024-10-07	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal	PHigh school teachers will track and report student failures to the HS powerschool failure reports, referrals	No	No
Action Step		**Anticipated Start/Completion Date**	
High school teachers will track and report student failures to the HS principal each quarter.		2024-10-25	2025-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal	Gradebooks	No	No
Action Step		**Anticipated Start/Completion Date**	
Implement community building initiatives by organizing grade trips, college visits, a career fair, and check-in meetings with homeroom teachers.		2024-10-28	2025-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal & Director of Academic Supports	School calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Enhance family and student communication by ensuring communication plans are effectively informing families about student progress and support options.		2024-10-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Family coach & SET member	Powerschool, family coach tracking sheet	No	No
Action Step		**Anticipated Start/Completion Date**	
Evaluate and assess the effectiveness of the credit recovery system and APEX pilot by gathering feedback from students, teachers, and family coaches.		2025-02-03	2025-02-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Guidance counselor	Survey, focus group	No	No
Action Step		**Anticipated Start/Completion Date**	
Review and adjust the Credit Recovery system and community building initiatives based on data and feedback.		2025-05-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal & Director of Academic Supports	Surveys, focus groups	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Rolling agendas, Student graduation plans, Dropped student tracker, student schedules, Training modules for graduation, Keystone Exams, and credits, One-page flyer communicating school plan, Implementation tracker, College visits calendar, Powerschool communication logs, Student failure reports, Family coach caseload tracker, High School announcement board	Bi-weekly implementation team will monitor the implementation steps in order to adjust the plan accordingly. Monthly and quarterly monitoring of progress toward goals will occur in order to adjust the plan accordingly. Students passing credit recovery classes to graduate on time. Academic Support team trackers.

Action Plan For: Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)

Measurable Goals:
• By the end of the 26-27 school year, 52% of students testing will grow 30 points or more on the Math PSSA's.By the end of the 26-27 school year, 10% of 11th grade students will score proficient or advanced on the Algebra 1 Keystone Exams.
• By the end of the 26-27 school year, 57% of students testing will grow 30 points or more on the ELA PSSA's.By the end of the 26-27 school year, 26% of 11th grade students will score proficient or advanced on the Literature Keystone Exams.

Action Step		Anticipated Start/Completion Date	
Partner with IU 13 in assisting to establish data structures.		2024-07-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CAO & Data Analyst	Data inventory, other resources provided	No	No
Action Step		**Anticipated Start/Completion Date**	
Create a process for teachers to track and monitor students' performance in assignments/assessments, the follow up process, and strategies to use based on the results of the data.		2024-08-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Data inventory, school calendar, rolling agendas	No	No
Action Step		**Anticipated Start/Completion Date**	
Construct a professional learning scope and sequence for data review and analysis.		2024-08-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Professional Learning Coordinator	School calendar, PD calendar	Yes	No
Action Step		**Anticipated Start/Completion Date**	
School and network leaders will develop technical assistance plans with Mass Insight.		2024-08-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CAO & Supervisor of Math & School Improvement	Rolling agenda, school calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Professional Learning will provide guidance to teachers on accessing and navigating MAP data.		2024-08-19	2024-09-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal & MTSS Coordinator	NWEA Map accounts, PD plan	No	No
Action Step		**Anticipated Start/Completion Date**	
School and classroom leader boards set up to track minutes spent on reading.		2024-08-19	2024-09-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator	Beanstack reading program	No	No
Action Step		**Anticipated Start/Completion Date**	
Meet with K-2 teachers to determine appropriate design of data notebook		2024-08-19	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator	School calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Utilize professional learning time for ongoing communication of CSI plans and strategies, needed adjustments, and celebrations.		2024-08-19	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

CAO & Supervisor of Math & School Improvement	PD Plan, School improvement plan	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Professional Learning will train teachers in the analysis of MAP data.		2024-09-03	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal & MTSS Coordinator	NWEA Map accounts, PD plan	No	No
Action Step		**Anticipated Start/Completion Date**	
Professional Learning will be provided to teachers on the framework for conducting data meetings.		2024-09-03	2024-10-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Data Analyst & CAO	Structure for data meetings, PD plan	No	No
Action Step		**Anticipated Start/Completion Date**	
Mass Insight will provide 1-2 implementation specialist engagements each month (as directed by the Technical Assistance Plan).		2024-09-03	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CAO & Supervisor of Math & School Improvement	Rolling agenda, school calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Convene monthly monitoring meetings with the school leadership and Mi team members (monthly or quarterly) to to support and monitor implementation and progress toward goals.		2024-09-03	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CAO & Supervisor of Math & School Improvement	Rolling agenda, school calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Conduct bi-weekly MTSS data meetings to review students in process.		2024-09-16	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator	Rolling agenda, school calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Leaders meet regularly to monitor academic outcomes.		2024-10-01	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CAO	Rolling agenda, school calendar, data	No	No
Action Step		**Anticipated Start/Completion Date**	
Bi-weekly grade level or content level data meetings use the provided structure to assess data, analyze grade-level trends, identify students for additional instruction, and adjust instruction using summative and formative classroom assessment data.		2024-10-01	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Classroom data, rolling agenda, school calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Professional Learning will utilize the MAP adapted tool to analyze benchmark data and set student goals using the digital notebook tracker.		2024-10-01	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal & MTSS Coordinator	Digital notebook, MAP tool, PD plan	No	No

Action Step		Anticipated Start/Completion Date	
Time is allocated to teach students how to use the digital notebook tracker.		2024-10-15	2024-11-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Digital notebook tracker, school calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Professional Learning will guide teachers to set student goals in MAP and introduce digital notebook tracker		2024-10-01	2024-11-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal & MTSS Coordinator	NWEA Map accounts, digital notebook tracker	No	No
Action Step		**Anticipated Start/Completion Date**	
Professional Learning will utilize the Data notebooks to track student goals.		2024-11-01	2024-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal & MTSS Coordinator	Digital notebook tracker, school calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
The implementation team will meet bi-weekly to track the progress of the action steps and propose next steps to address any concerns.		2024-10-01	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Implementation Leader	Bi-weekly implementation tracker, action steps	No	No
Action Step		**Anticipated Start/Completion Date**	
Grades 6-8 will design accelerated learning for students in MTSS period.		2024-10-28	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Curriculum, school calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Co-teachers will collaborate in teams during PLC's to analyze data and determine flexible grouping for students based on the data. The data will be used in planning differentiated instruction and activities where each co-teacher leads a group.		2024-09-03	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Co-teaching Principal	Rolling agenda, school calendar, data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Rolling agendas, Digital Notebook Tracker, MAP adapted tool, Data structure, PD plan, Technical Assistance Plan, Implementation Tracker, Student data reports, Instructional coach meetings	Bi-weekly implementation team will monitor the implementation steps in order to adjust the plan accordingly. Monthly and quarterly monitoring of progress toward goals. On a monthly basis, the implementation team will update the instructional leaders to inform student progress and necessary adjustments in the action steps. Rolling agendas will capture adjustments in instruction followed up with classroom walkthroughs and observations.

Action Plan For: Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)

Measurable Goals:
• By the end of the 26-27 school year, 20% of students will meet their English Proficiency growth target through ACCESS.

Action Step		Anticipated Start/Completion Date	
Construct a professional learning scope and sequence for implementing SIOP strategies.		2024-08-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELD Professional Learning Coordinator & Professional Learning Coordinator	School calendar, PD plan	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Teachers will ensure assessments in all content areas include a writing question or section.		2024-08-26	2024-10-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	Curriculum documents for different content areas	No	No
Action Step		**Anticipated Start/Completion Date**	
A structure for schoolwide vocabulary lesson presentation will be implemented for consistency among gradebands.		2024-08-19	2024-10-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator	Vocabulary resources, PD calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Writing instruction will begin with The Writing Revolution sentence strategies in the core content areas.		2024-08-19	2024-10-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	PD calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Students in ELD classes will take the IXL ELA diagnostic to determine skill plan in IXL.		2024-08-26	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELD Coordinator	IXL, school calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Students in ELD classes will practice their skill plan in IXL weekly.		2024-09-09	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELD Coordinator	IXL	No	No
Action Step		**Anticipated Start/Completion Date**	
Professional Learning will be provided on Supporting English Learners with Learning Disabilities		2024-08-19	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELD Professional Learning Coordinator	School calendar, PD plan	No	No
Action Step		**Anticipated Start/Completion Date**	
Professional Learning will be provided on Lesson Delivery with SIOP principles.		2024-08-14	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELD Professional Learning Coordinator	School calendar, PD plan	No	No
Action Step		**Anticipated Start/Completion Date**	
Conduct Parent Cafes for the parents of English Learners, providing workshops on school practices, technical information and guidance to actively monitor their student,		2024-09-09	2025-06-06

college information, and engagement activities. Special "VIP" sessions are available for one-on-one assistance and/or personalized concerns to be addressed.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELD Family Engagement & Transition Specialist	School calendar, ELD events calendar, google meets, room reservations, supplies needed for each event	No	No
Action Step		**Anticipated Start/Completion Date**	
Use PLC time to determine opportunities for increased rigor and grade level content in the ELD curriculum.		2024-08-19	2025-10-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELD Coordinator & Director of Curriculum	PLC rolling agenda, PD plan	No	No
Action Step		**Anticipated Start/Completion Date**	
Teachers will collaborate and complete a peer review of the implemented vocabulary structure.		2024-10-28	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Professional Learning Coordinator	School calendar, PD plan	No	No
Action Step		**Anticipated Start/Completion Date**	
Professional Learning will be provided to staff on providing feedback to students.		2024-10-28	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Professional Learning Coordinator	School calendar, PD plan	No	No
Action Step		**Anticipated Start/Completion Date**	
Use PLC time to focus on designing instruction to address Tier 2 instruction for students.		2024-10-28	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Professional Learning Coordinator	School calendar, PD plan	No	No
Action Step		**Anticipated Start/Completion Date**	
Teachers will offer texts with at least two differentiated reading levels to enable students to access content.		2024-10-28	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator	School calendar, PD plan	No	No
Action Step		**Anticipated Start/Completion Date**	
Teachers will collaborate and complete a peer review on giving feedback to students.		2025-01-21	2025-03-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Professional Learning Coordinator	School calendar, PD plan	No	No
Action Step		**Anticipated Start/Completion Date**	
Each teacher will integrate a modified assignment option that incorporates SIOP strategies like word banks, sentence starters, and visuals, as guided by the ELD Professional Coordinator following data analysis.		2025-01-21	2025-03-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELD Professional Learning Coordinator	Lesson plans, class assignments and activities	No	No
Action Step		**Anticipated Start/Completion Date**	
Professional learning will focus on SIOP components throughout the year.		2024-08-19	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELD Professional Learning Coordinator	School calendar, PD plan	No	No

Action Step		Anticipated Start/Completion Date	
Teachers will offer texts with at least three differentiated reading levels to enable students to access content.		2025-03-24	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Coordinator	School calendar, PD plan	No	No

Action Step		Anticipated Start/Completion Date	
The implementation team will meet bi-weekly to track the progress of the action steps and propose next steps to address any concerns.		2024-10-01	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implementation Leader	Bi-weekly implementation tracker, action steps	No	No

Action Step		Anticipated Start/Completion Date	
Utilize professional learning time for ongoing communication of CSI plans and strategies, needed adjustments, and celebrations.		2024-08-19	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO & Supervisor of Math & School Improvement	Rolling agenda, school plan	No	No

Action Step		Anticipated Start/Completion Date	
Utilize monthly walkthrough and lesson plan analysis to progress monitor SIOP strategies and design teacher supports as needed.		2024-09-16	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELD Professional Learning Coordinator	Leaders calendar, tracker	No	No

Action Step		Anticipated Start/Completion Date	
Teachers using purchased curriculum will use the included assessments to confirm appropriate rigor and differentiation.		2024-09-03	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Purchased ELA, math, and science curriculums	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Rolling agendas, PD Calendar, Lesson plans, Student assignments and activities, IXL reports, Parent Engagement sign-in sheets, Peer review records, Savvas reports, School Improvement plan meeting agendas	Bi-weekly implementation team will monitor the implementation steps in order to adjust the plan accordingly. Monthly and quarterly monitoring of progress toward goals. On a monthly basis, the implementation team will update the instructional leaders to inform student progress and necessary adjustments in the action steps. Rolling agendas will capture adjustments in instruction followed up with classroom walkthroughs and observations.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Reading Interventionist	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Salary	3	60000
Reading/ science interventionists	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Salary	3	40000
Reading/ science interventionists	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Salary	3	40000
Legends of Learning - practice math fluency facts	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Services	3	3790
NWEA Map Benchmark Assessment - screen all students	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support	Services	3	18500

	Instructional Decision Making (WWC Guide 12)			
Amplify - Middle School Science Curriculum	• Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Services	3	29618.48
Math/ELA Interventionist	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa .org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Salary	3	60000
Math/ ELA Interventionist	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa .org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Salary	3	51427.52
Reading Interventionist	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa .org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Salary	3	40000
Total Expenditures				343336

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa .org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Professional Learning Coordinator, Instructional Coaching and mentoring	44000

	• Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)		
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Easy CBM Progress Monitoring assessments	1966.25
Instruction	• Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Nearpod - online engagement tool	11264
Instruction	• Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	National Geographic educationaltechnology Teachers Edition & StudentEbooks - Elementary Reach Higher	4400
Instruction	• Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Explore Learning - online engagement tool	7260
Instruction	• Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Brainpop ELL - online engagement tool using animated characters to educate students	4486.83
Instruction	• Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol	Generation Genius - online engagement tool	1495

	(https://www.evidenceforpa.org/strategies/siop-model)		
Instruction	• Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Mystery Science lessons	1599
Instruction	• Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	NewsELA digital literacy	10989
Instruction	• Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Ed Puzzle - online engagement tool	3140
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Apex - digital curriculum	13250
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	GoGuardian - online engagement tool	17000
Instruction	• Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	SeeSaw - learning management system for elementary	2940

	• Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)		
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Classkick - online engagement tool	2399
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Powerschool SIS, Special Programs, LMS	26000
Instruction	• Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Elementary Supplies (K-5)	1702
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	K-5 Academic Specialist (salary)	35000
Instruction	• Early Warning Intervention and Monitoring System	K-5 Special Education Teacher (salary)	46000

	(https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)		
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	2nd Grade Elementary teacher (salary)	51000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	ELD Coordinator (salary)	75000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	ELD Coordinator (benefits)	18000

Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Academic Assistant for Special Education (salary)	36000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Academic Assistant for Special Education (benefits)	11000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Science interventionist (salary)	36000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol	Academic Support - Supervisor (salary)	77000

	(https://www.evidenceforpa.org/strategies/siop-model)		
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Academic Specialist - ELD (salary)	46000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Academic Specialist to Curriculum (salary)	46000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Academic Specialist (salary)	39000
Other Expenditures	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Funds towards hosting a series of Title 1 workshops addressing crucial topics to include parent involvement for student success and fostering stronger parent-school connections by providing Educational and Family Engagement Kits	12252

	• Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)		
Other Expenditures	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims)	Funds set aside for McKinney-Vento students. Will be used to purchase toiletries for students as needed.	1000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	ELD Paraprofessional (salary)	45000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	MTSS teacher (salary)	68000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Reading Interventionist (salary)	38000

Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Academic Assistant to Special Education student one-to-one (salary)	33000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Elementary Academic Assistant (salary)	35000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	HS Academic Specialist (salary)	39000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol	HS Social Studies Academic Specialist (salary)	34000

	(https://www.evidenceforpa.org/strategies/siop-model)		
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	ELD Family Engagement & Transition (salary)	53000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	School Safety & Operations Specialist (salary)	45000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12) • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Elementary Teacher (salary)	57000
Instruction	• Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims) • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Social Worker (salary)	68000

| Instruction | • Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims)
 • Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)
 • Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model) | Special Education paraprofessional (salary) | 27026.92 | |
| Total Expenditures | | | | 1225170 |

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Early Warning Intervention and Monitoring System (https://www.evidenceforpa.org/strategies/ewims)	Guide teachers/staff, students, and parents through the process of understanding credits, graduation requirements, and Keystone Exams.
Using Student Achievement Data to Support Instructional Decision Making (WWC Guide 12)	Construct a professional learning scope and sequence for data review and analysis.
Sheltered Instruction Observation Protocol (https://www.evidenceforpa.org/strategies/siop-model)	Construct a professional learning scope and sequence for implementing SIOP strategies.

Credits, Graduation requirements, and Keystone Exams

Action Step		
• Guide teachers/staff, students, and parents through the process of understanding credits, graduation requirements, and Keystone Exams.		
Audience		
High school teachers, middle school teachers, Non-instructional staff, Students in grades 8 to 12, Parents of students in grades 8 to 12, administrators, educational specialists		
Topics to be Included		
Credits and earning credits, Details of graduation requirements for ECCS, Keystone Exams details		
Evidence of Learning		
Survey data, Parent Cafes, Homeroom discussions, Student data meetings		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Academic Supports	2024-08-19	2024-10-25

Learning Format

Type of Activities	Frequency
Seminar(s)	Annually
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	

SIOP

Action Step
• Construct a professional learning scope and sequence for implementing SIOP strategies.
Audience

ELD teachers, IEP teachers, all content teachers, all elective teachers, administrators, educational specialists		
Topics to be Included		
Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice Application, Lesson Delivery, and Review & Assessment		
Evidence of Learning		
Coaching cycles, Walkthrough and Observation data, Self-assessment data, Survey data, Student feedback data, Peer review data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Professional Learning Coordinator	2024-08-19	2025-05-23

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

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

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Data literacy and review

Action Step		
• Construct a professional learning scope and sequence for data review and analysis.		
Audience		
All K-12 teachers, administrators, educational specialists		
Topics to be Included		
Data review, Data meetings, Data informed decisions, Goal setting		
Evidence of Learning		
Student growth and achievement, Lesson plans, PLC agendas and discussions, Coaching cycles		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Professional Learning Coordinator	2024-08-19	2025-06-06

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 3e: Demonstrating Flexibility and Responsiveness • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Parent/family/staff communication of the school plan					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Communicate the school plan to stakeholders using a one page document that is emailed to families, in addition to being presented during staff onboarding and at Back to School night.	Parents, families, staff, community, school board	Data informed decision making: data review and analysis, including goal setting; SIOP strategies and implementation to meet the needs of students; Understanding the process of understanding credits, graduation requirements, and Keystone Exams.	FACE Team	08/01/2024	09/30/2024
Communications					
Type of Communication			**Frequency**		
Email			Annually		
Posting on district website			Annually		

Ongoing communication of CSI plans					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Utilize professional learning time for ongoing communication of CSI plans and strategies, needed adjustments, and celebrations.	Teachers, administrators, educational specialists, non-instructional staff	Sharing of data to inform decisions and instruction, students growth and achievement including the implementation of SIOP strategies, students on track to be promoted on time	CAO/ Supervisor of Math & School Improvement	08/19/2024	06/06/2025

Communications	
Type of Communication	**Frequency**
Presentation	Quarterly
Other	Monthly

Approvals & Signatures

Uploaded Files
• 2024_08_06 CSI Affirmation.pdf

Chief School Administrator	Date
Dr. Jon D. Marsh	2024-08-30
Building Principal Signature	**Date**
Ivan Estevez	2024-08-30
School Improvement Facilitator Signature	**Date**
Shelley Vail-Smith	2024-08-30