

Analyzing Strengths and Challenges

Strengths

| Strength | Discussion Points |
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| Homestead: The literacy initiative of having all scholars reading on grade level by grade 2 was introduced in 2018. The evidence of it's effectiveness is exemplified in the achievement data of our 4th and 3rd grade scholars. | The primary grades utilize specific MTSS process for identifying and addressing reading difficulties early on. There are specific individuals who focus on providing Tier II & Tier III supports to identified scholars, grades K thru 2. |
| Meeting Annual Academic Growth Expectations (PVAAS) | Scholars are continuing to grow year after year. |
| Career Standards Benchmark | Our CCC has completed work with 11th graders to successfully finish the CEW requirements. |
| High School Graduation Rate | The state graduation rate is 67%. We have surpassed this and plan for 100% |

Challenges

| Challenge | Discussion Points | Priority For Planning | Priority Statement |
|--|-------------------|-----------------------|---|
| Andrew St HS: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. | | Yes | If a system of assessment implementation and analysis is created, then teachers will have the resources needed to monitor student learning and make the appropriate adjustments to support student outcomes. |
| Homestead and Andrew St. HS: Identify and address individual student learning needs. | | Yes | If we implement a tiered instructional system of academic supports and provide explicit and systematic instruction and intervention informed by data to address the needs of scholars across all tiers, then scholars will meet or exceed growth and achievement targets. |
| Homestead K-8: Provide frequent, timely, and systematic feedback and | | Yes | If we are intentional with educator feedback, utilizing the Student Performance Measure Protocols and moving educators towards more |

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| support on instructional practices | | | conceptualized instruction, then scholars performances will increase on standardized achievement assessments. |
| Andrew St HS: Foster a culture of high expectations for success for all students, educators, families, and community members - specifically, the educators having high expectations for all students. | | No | |
| Homestead K-8: Implement evidence-based strategies to engage families to support learning | | Yes | If we are intentional with our programming, consistent with implementation of incentives and recognition of families and scholars for their involvement, we will increase stakeholder motivation to be at school and will have a positive impact on learning and instructional outcomes. |

Goal Setting

Priority: If a system of assessment implementation and analysis is created, then teachers will have the resources needed to monitor student learning and make the appropriate adjustments to support student outcomes.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 | Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|---|--|--------------------------|--|--|--|---|--|---|--|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | By June 30, 2026, 60% of scholars will demonstrate or exceed grade-level proficiency, in Reading and Math, as demonstrated by the CDT assessment | Academic Goal | By June 30, 2024, 50% of scholars will demonstrate or exceed grade-level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By June 30, 2025, 55% of scholars will demonstrate or exceed grade-level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By June 30, 2026, 60% of scholars will demonstrate or exceed grade-level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By September 30, 2023, 30% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By December 30, 2023, 40% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By March 30, 2024, 45% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By June 30, 2024, 50% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment |

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|---|--|--------------------------|---|---|--|---|--|---|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | By June 30, 2026, 80% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment | Grade Level Proficiency | By June 30, 2024, 50% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment. | By June 30, 2024, 65% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment. | By June 30, 2026, 80% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By September 30, 2023, 30% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By December 30, 2023, 40% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By March 30, 2024, 45% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By June 30, 2024, 50% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment. |

Priority: If we are intentional with educator feedback, utilizing the Student Performance Measure Protocols and moving educators towards more conceptualized instruction, then scholars performances will increase on standardized achievement assessments.

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| Essential Practices 1: Focus on Continuous Improvement of Instruction | By June 30, 2026, 80% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment. | Educator Effectiveness | By June 30, 2024, 50% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment. | By June 30, 2025, 65% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment. | By June 30, 2026, 80% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment. | By September 30, 2023, 30% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By December 30, 2023, 40% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By March 30, 2024, 45% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment | By June 30, 2024, 50% of scholars will demonstrate or exceed grade level proficiency, in Reading and Math, as demonstrated by the CDT assessment. |

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|---|---|--------------------------|--|--|---|---|---|--|--|
| Essential Practices 3: Provide Student-Centered Support Systems | By June 30, 2026, 100% of families will participate in both family-educator/scholar-led conferences and one additional family engagement event. | Family Engagement | By June 30, 2024, 70% of families will participate in both family-educator/scholar-led conferences and one additional family engagement event. | By June 30, 2025, 85% of families will participate in both family-educator/scholar-led conferences and one additional family engagement event. | By June 30, 2026, 100% of families will participate in both family-educator/scholar-led conferences and one additional family engagement event. | By September 30, 2023, 100% of new families will attend an orientation at the start of the school year. | By December 30, 2023, 100% of all families will participate in family-educator/scholar-led conferences. | By March 30, 2024, 100% of families will participate in a family-educator/scholar-led conferences or one additional family engagement event. | By June 30, 2024, 70% of families will participate in both family-educator/scholar-led conferences and one additional family engagement event. |

Action Plan

| Action Plan for: School, Family and Community Partnerships | | | | | | |
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| Measurable Goals | | Anticipated Output | | Monitoring/Evaluation (People, Frequency, and Method) | | |
| <ul style="list-style-type: none"> Academic Goal Family Engagement Grade Level Proficiency | | K - 12: Increased participation at academic and non-academic school events. | | Building Principals will conduct status meetings with Propel network leaders, bi-monthly, to monitor & evaluate the school's progress towards meeting goals. | | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| K - 12: Provide professional learning opportunities that provide educators with new & effective strategies for engaging families academically/instructionally. | 08/09/2023 | 08/11/2023 | Principal Community Site Coordinator | Community Schools Conference/Event | Yes | No |
| K - 12: Design, then implement a structure/agenda for Family Orientation with new families. | 06/26/2023 | 08/18/2023 | Sr Director of Communications School Principals | | | Yes |
| K - 12: Design, then implement at least one (1) family engagement opportunity that connects families to grade level content & classroom instruction. | | | Team Leads Educators Community Site Coordinator | | | |
| K - 12: Establish a tiered system of communication for "hard-to-reach" families. | | | Attendance Specialist School Principal | | | |
| K - 12: Create a platform for sharing information to families via video. | | | Sr Director of Communications School Principals | | | |
| K - 12: Establish, then implement office hours in which educators will make themselves available for families virtually and also by appointment for in-person visits. | | | School Principal | | | |
| K - 12: Create opportunities for families to informally participate at school operations. | | | School Principal Community Site Coordinator | | | |

Action Plan for: MTSS

| Measurable Goals | | Anticipated Output | | | Monitoring/Evaluation (People, Frequency, and Method) | |
|--|------------------------|--|--|------------------------------------|--|-----------|
| <ul style="list-style-type: none"> Grade Level Proficiency Educator Effectiveness | | Increased achievement on common assessments. | | | -During the monthly grade level/content team meeting, educators will analyze data to make informed decisions toward scholar progress. -The percentage of scholars that are meeting and/or exceeding growth targets will be evidenced by CDT (assessment) results. -Scholar progress on standards will be reviewed every 4 to 6 weeks to determine student growth on classroom assessments through standards-based grading practices. | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| K - 8: Educators will use scholar portfolios to provide an avenue for scholars to self-assess. | | | School Principal MTSS Lead | | | |
| K - 12: Coordinate the use of Pre-/Post-tests to assess the level of students' mastery then aide educators in developing individualized instruction based on the assessment results. | | | | | | |
| K - 12: Develop, then implement a plan for using formative assessments to monitor scholars' achievement in all grades. | | | Director of Math School Principal Math Specialist | | | |
| K - 12: Identify a tool for progress monitoring, then use that data to evaluate the entry, exit and effectiveness of interventions. | | | | | | |
| K - 12: Scholars complete a diagnostic exam at the beginning of the school year. | 08/21/2023 | 08/31/2023 | Sr. Director of Academics School Principal | | | |
| K - 8: Conduct and inventory of current math interventions; select an intervention program that | 06/26/2023 | 07/31/2023 | Director of Math School Principal Math Specialist | | | |

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| adheres to evidence-based strategies for implementing targeted interventions; train a specialist on implementing the intervention. | | | | | | |
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Action Plan for: Coaching & Evaluation

| Measurable Goals | | Anticipated Output | | | Monitoring/Evaluation (People, Frequency, and Method) | |
|--|------------------------|--|----------------------|------------------------------------|--|-----------|
| <ul style="list-style-type: none"> • Educator Effectiveness | | Increased educator effectiveness ratings | | | -School Principals & Assistant Principals will conduct 4 informal, 2 formal and a summative evaluations for staff per year. -Informal feedback will be provided to the educators during Coaching Cycle Meetings. -The educator effectiveness ratings will be evidenced by final summative evaluation scores. | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| K - 12: Model best practices for new educators by providing opportunities for team teaching with veteran educators and principals. | | | | | | |
| K - 8: Utilize the PDE "Scholar Performance Measure" as a coaching and evaluation tool. | | | | | | |
| K - 12: Educators design their own professional development plan, in alignment with an established grade-level goal. | | | | | | |