

AVON GROVE CS

110 E State St

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

To inspire passion for lifelong learning one student at a time.

VISION STATEMENT

To be an accepting community that unlocks students' abilities to discover and reach their full potential.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

AGCS believes that all students deserve a high-quality education. We believe that all students should be given the opportunity to reach their full potential in a caring and nurturing school environment. Students should be treated equitably and have cultural diversity celebrated. We expect our students to internalize and continually uphold our school PACK Values (Positivity, Accountability, Confidence, and Kindness) which will serve as the bedrock for their academic success.

STAFF

AGCS believes that its dedicated teachers and staff are the catalysts that drive student inquiry, academic success, and social-emotional health. We believe that by providing our teachers and staff a positive work environment, where they feel cared for, valued, and supported, that they will, in turn, support positive student growth. We believe it is essential for our teachers and staff to build positive relationships with our students in order to create a learning environment where academic risks are encouraged and success thrives.

ADMINISTRATION

AGCS believes the key role of the school's administration is to lead and support the teachers, staff, and students through the school's implementation of its strategic plan and operational objectives. They act as a key support for students' emotional-well through their ability to create a positive school culture and supportive learning environment.

PARENTS

We believe that in order for students to be successful there must be a strong partnership built between the school and parents. Parents play a vital role in the education of their children. We believe that by ensuring that parents are informed, participants in the school community, that they will be able to support the mission and vision of the school while students are not in school. We value the trust they have placed in us as stewards of their children and require parents to be active members of the school community to support the whole child.

COMMUNITY

AGCS is privileged, as a charter school, to have students attend from a number of surrounding communities and school districts. This provides our school community a rich, diverse student and staff population. We work to leverage community resources, organizations, and business partnerships to help support our educational mission and the overall well-being of our students and staff.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Bryan Brutto	Chief Academic Officer	Administration
Kristen Bishop	Head of School	Administration
Ryan Wentz	Director of Special Education	Administration
Jen Weaver	Director of Teaching and Learning	Administration
Stacey Barno	Committee Chair	School Board
Kristen Smith	Board President	School Board
Maggie Johnson	Principal	ELC Principal
Blase Maitland	Principal	HS Principal
Pam Neeld	Kindergarten Teacher	Teacher
Tara Delgado	Student Services Coordinator	Support Staff
Marie Sycalik	Middle School Teacher	Teacher
Bethanne Lindenbaum	Middle School Teacher	Teacher
Sonia Bannon	Art Teacher	Teacher

Name	Position	Building/Group
Bonnie Dickson	Middle School Teacher	Teacher
Lauren Daniel	High School Teacher/QUEST Representative	Teacher
Marielle Veilleux	High School Teacher	Teacher
Rachel Gibson	Behaviorist	Support Staff
Joyce Smith	Administrative Assistant/Parent	Support Staf/Parent
GeriAnn Lambert	Administrator	MS Principal
Sharon Ray	Board Member	EL Principal
Colleen Preston	Board Member	School Board
Yardley Markee	Staff Member	Special Education
Sara Morris	Staff Member	Teacher
Dylan Florschutz	Student	Student
Amy Foley	Parent	Parent
Carter Gassler	Student	Student
Nancy Murphy	Community Member	Community Member
Tina Cosgrove	Parent	Parent

Name	Position	Building/Group
Donna Archer	Administrator	Business Manager
Tosha Bowers	Administrator	Human Resources Officer

ESTABLISHED PRIORITIES

Priority Statement

AGCS will analyze, evaluate, and implement a new master schedule framework to support rigorous teaching and learning, increase quality instructional time, and allow students to focus on mastery.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

AGCS will enhance the school community by providing curriculum, professional development, support, and protocols to promote the social and emotional wellness of our students and staff and create an equitable learning environment.

Essential Practices 3: Provide Student-Centered Support Systems

Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Instructional Time Evaluation

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Master Schedule

By the 2023-2024 school year, AGCS will adopt a new master schedule framework, along with a

Goal Nickname	Measurable Goal Statement (Smart Goal)			
Framework	comprehensive professional development plan, to increase quality instructional time, provide an environment for deeper learning, and allow students to focus on mastery.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Review potential scheduling consultants and enter into a multi-year agreement for consultation and support.	2021-07-01 - 2021-09-30	Chief Academic Officer	List of potential professional consultants who specialize in master schedule and sleep study analysis; budget line item for potential contracting discussion.	
Sleep Study Analysis/Focus Groups; Research and analyze current literature regarding sleep study evaluations for adolescent children and conduct focus group conversations.	2021-09-30 - 2022-03-01	Chief Academic Officer	Current research and supporting literature; Surrounding school districts Sleep Study Analysis	
Preliminary Meeting with Authorizer; Set up preliminary meetings with the authorizing school district to review goals of the plan and potential impact on district operations. Develop a timeline for additional “check-in” meetings.	2022-01-01 - 2022-06-01	Chief Academic Officer	Assistant Superintendent Contact, General goals, transportation outline.	
Teacher Feedback; Conduct a teacher feedback survey to evaluate the current schedule, strengths and weaknesses, and professional needs.	2021-09-30 - 2022-01-01	Chief Academic Officer	Survey to be distributed, staff distribution lists	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Student Feedback; Conduct a student feedback survey to evaluate the current schedule, strengths and weaknesses, and professional needs.	2021-09-30 - 2022-01-01	Chief Academic Officer	Survey to be distributed, student distribution lists
Parent Feedback; Conduct a parent feedback survey to evaluate the current schedule, strengths and weaknesses, and professional needs.	2021-09-30 - 2022-01-01	Chief Academic Officer	Survey to be distributed, parent/guardian distribution lists
Develop School Model Evaluation Rubric; Develop a rubric tool to evaluate different school models, focus groups, and surveys.	2022-01-01 - 2022-02-28	Chief Academic Officer	Rubric tool, evaluation methods
Review PDE and Legislative Parameters; Evaluate PA School Code and Charter School BECs to review instructional time and school year requirements align to scheduling models.	2021-11-01 - 2021-12-31	Chief Academic Officer	PA School Code; Basic Education Circulars
Model Analysis; Evaluate different school schedule models utilizing the established rubric including surrounding school districts.	2022-01-30 - 2022-06-01	Chief Academic Officer	Evaluation tool, model examples
School Model Feedback; Develop a comparative analysis presentation for stakeholder group and collect feedback.	2022-02-01 - 2022-06-01	Chief Academic Officer	Completed evaluations, stakeholder feedback data
Budget/HR Analysis; Conduct a budget and human resources analysis on narrowed schedule model to determine fiscal and personnel impact.	2022-01-01 - 2022-07-31	Chief Academic Officer	Chief Financial Officer/Chief Personnel Officer, Staff Listing (certifications, tenure,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			education attainment), Budget template
Facilities Analysis; Conduct a facilities analysis on narrowed schedule model to determine physical plant impact.	2022-03-01 - 2022-07-31	Chief Financial Officer	Director of Facilities, High School Principal, Middle School Principal, Elementary School Principal, Campus Maps, Facilities Maintenance Schedule
Determination of Schedule Option; Make a determination on the future schedule model.	2022-08-01 - 2022-10-01	Chief Academic Officer	Director of Teaching and Learning, Division Principals, Complete Rubric Evaluations
PowerSchool Build Consultation; Contract with MBA to consult on building schedule parameters within SIS.	2022-10-01 - 2022-12-01	Chief Academic Officer	Data Coordinator, Division Principals, MBA Training Contract, SIS
Teacher Professional Development Plan; Develop teacher professional development plan related to schedule model.	2023-01-01 - 2023-08-31	Chief Academic Officer	Division Principals, CCIU, Teacher PD Plan, Training Materials, Schedule Framework, Mock Lesson Planning Documents
Anticipated Outcome			
Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities			

and leverages the schools' physical and human capital.

Monitoring/Evaluation

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Evidence-based Strategy

Social Emotion Learning

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Social Emotional Learning

By 2024, AGCS will Promote Social-Emotional Learning for students by scoring 3.0 or higher on CASEL SEL rubric.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
AGCS Leadership will complete Professional Development on Leading SEL through the Collaborative for Academic, Social, and Emotional Learning (CASEL)	2021-07-13 - 2021-08-03	Director of Student Services	Training Materials through CASEL
A K-12 core committee will be formed with the roles and responsibilities of committee members. The committee will develop a shared vision statement for SEL.	2021-07-20 - 2021-08-31	Director of Student Services	None

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Each divisional SEL team will complete a one-year action plan with goals, action steps, and assigned ownership.	2021-06-21 - 2022-01-15	Divisional SEL Teams	CASEL Rubric
All staff will be provided ongoing training on the core competencies through CASEL	2021-08-23 - 2023-06-11	Principals	CASEL Materials
K-6 Divisional SEL teams will hold monthly meetings to complete SEL Curriculum Analysis and alignment to CASEL Standards. A repository of resources will be created.	2021-08-23 - 2024-06-11	Principals	SEL Curricular Materials
Monthly 7-12 staff meetings will allow time for staff to collaborate and discuss the integration of CASEL standards into content areas.	2021-08-23 - 2022-06-11	Principals	None
Relationship Mapping Framework with a focus on creating an equitable learning environment and making connections with students	2021-08-23 - 2024-06-11	Principals	None
K-6 Divisional SEL teams will complete an audit of SEL content and curriculum in order to prepare a budget analysis for the annual budget.	2022-05-01 - 2024-06-11	Director of Student Services	Budget template
Anticipated Outcome			
By 2024, AGCS will promote SEL for students by scoring 3.0 or higher on CASEL SEL rubric.			
Monitoring/Evaluation			
AGCS will utilize the CASEL SEL Rubric on an ongoing basis to monitor the fidelity of the plan implementation.			

Evidence-based Strategy

Positive Behavior Interventions and Support

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PBIS

By 2024, AGCS will obtain fidelity at the Tier Two level as measured by recognition at Tier 1, 80% participation rate on the Self-Assessment Survey and 70% score on the Tiered Fidelity Inventory.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Provide PD for instructional staff: Differentiating majors and minor behaviors within the classroom; 4:1 Positive: Corrective Ratios

2021-07-13 -
2021-08-31

Beth
Socha/PBIS
Facilitator

PBIS presentation and supplemental handout materials.

Develop a PBIS communications plan that includes a quarterly newsletter and monthly reports.

2021-09-01 -
2024-06-30

Director of
Student
Services

Data from SIS and PBIS Rewards

Develop Fidelity Monitoring plan for PBIS Implementation

2021-10-01 -
2022-06-12

Principals

Fidelity Checklists

Develop a plan for increased supervision in non-classroom settings

2021-09-01 -

Principals

None

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2022-06-12		
Develop and Complete Tier 1 and 2 Manual including entrance and exit criteria for interventions and progress monitoring	2021-09-01 - 2023-06-12	Director of Student Services	None
Apply for Fidelity and Recognition at the Tier 1 level.	2022-04-01 - 2023-06-12	Beth Socha/PBIS Facilitator	Application materials through PAPBS and supporting documentation.
Develop a Truancy prevention and intervention framework including entrance and exit criteria, implementation of supports and progress monitoring.	2021-09-01 - 2022-06-12	Social Worker	State Truancy Requirements, Charter School BECs
Reintegrate a gr 4-12 Mentor Program for students as a Tier 2 intervention	2021-08-02 - 2022-06-12	School Counselors	None
Optimize use of Progress Monitoring platform for Tier 2 and 3 interventions and progress monitoring. Develop a two-way communication plan for teachers	2021-07-20 - 2022-06-12	Director of Student Services	Panorama Support Team
Develop a process and framework for integration of Student Assistance Program supports.	2021-07-20 - 2022-06-12	Mental Health Coordinator	None
Create Threat Response procedures and protocols	2021-09-12 - 2021-10-01	Director of Student Services	None

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct Annual Audit of Discipline Data for continuous improvement	0022-06-12 - 2024-06-01	Director of Student Services	Discipline data from SIS and PIMS reports.

Anticipated Outcome

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

Monitoring/Evaluation

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the 2023-2024 school year, AGCS will adopt a new master schedule framework, along with a comprehensive professional development plan, to increase quality instructional time, provide an environment for deeper learning, and allow students to focus on mastery. (Master Schedule Framework)	Instructional Time Evaluation	Teacher Professional Development Plan; Develop teacher professional development plan related to schedule model.	01/01/2023 - 08/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2024, AGCS will Promote Social-Emotional Learning for students by scoring 3.0 or higher on CASEL SEL rubric. (Social Emotional Learning)	Social Emotion Learning	AGCS Leadership will complete Professional Development on Leading SEL through the Collaborative for Academic, Social, and Emotional Learning (CASEL)	07/13/2021 - 08/03/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2024, AGCS will Promote Social-Emotional Learning for students by scoring 3.0 or higher on CASEL SEL rubric. (Social Emotional Learning)	Social Emotion Learning	All staff will be provided ongoing training on the core competencies through CASEL	08/23/2021 - 06/11/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2024, AGCS will obtain fidelity at the Tier Two level as measured by recognition at Tier 1, 80% participation rate on the Self-Assessment Survey and 70% score on the Tiered Fidelity Inventory. (PBIS)	Positive Behavior Interventions and Support	Provide PD for instructional staff: Differentiating majors and minor behaviors within the classroom; 4:1 Positive: Corrective Ratios	07/13/2021 - 08/31/2021

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

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

School Board Minutes or Affirmation Statement

2021-10-19

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

Chief School Administrator

Kristen Bishop

2021-11-15

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student group exceeded the PA standard for demonstrating growth in both ELA and Math.

Percent Proficient/Advanced in Math and Algebra I increased from the previous year and met the school's interim target

All student group met the school's interim target in Math, ELA, and Science per the Future Ready Index.

AGCS has been recognized by the state for its implementation of school-wide PBIS programs.

Practice 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

Practice 12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Practice 13: Implement a multi-tiered system of supports for academics and behavior.

Practice 7: Collectively shape the vision for continuous improvement of teaching and learning.

Challenges

Our ELL population student group did not meet the interim goal/improvement target based on their WIDA/Access scores.

The overall academic achievement of our all-student subgroup in Math continues to hover just above the state average and approximately 21% below the 2030 statewide goal. The achievement gap that exists between the school's current achievement levels and the goal requires significant attention.

ED, ELL and Special Ed, Black and Hispanic are not meeting interim targets in math and ELA.

Practice 1: Align curriculum, assessments, and instruction to the PA Standards.

Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Practice 4: Identify and address individual student learning needs.

Strengths

Two-thirds of 5th, 8th, 9th and 10th graders met or exceeded the grade level mean NWEA RIT score.

The percentage of fifth-graders at or above the 50th percentile increased by 21% from fall to winter in reading.

Two-thirds or more of the 8th, 9th, and 10th-grade students met or exceeded the grade level mean NWEA RIT score

The percentage of sixth-graders at or above the 50th percentile increased by 21% from fall to winter in math.

The average scaled score for students completing the Computer Science Essentials EOC was 353 which is a score of "Accomplished".

When adjusting for outliers, the average scaled score for students completing the Introduction to Engineering EOC was 350 which is a score of "Accomplished".

AGCS met the performance standard with 97.3% of students meeting the Career Standards Benchmark included in the school's Future Ready Index.

AGCS has a 95.8% 4-year cohort graduation rate which meets the Statewide 2030 Goal.

Challenges

Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members.

Only half of the students in grades 1, 2 and 7 met or exceeded the grade level mean NWEA RIT score

The percentage of seventh-graders at or above the 50th percentile stayed the same between the fall and winter in reading.

Less than half of 1st graders met or exceeded the grade level mean NWEA RIT score

Only half of 7th graders met or exceeded the grade level mean NWEA RIT score

This was the first year of teaching both courses. During the first year, less than 50% of students performed at the Accomplished/Distinguished performance level in either course area assessment.

One-fifth (20%) of students completing the Computer Science Essentials assessment scored in the "Novice" reporting category.

One-third (33%) of students completing the Introduction to Engineering Design assessment scored in the "Novice" reporting category.

Strengths

ELL student proficiency on ELA and Math standardized assessments increased from the 2017-2018 school year.

Students with IEPs met or exceeded the growth standard in all tested subject areas (PSSA and Keystone exams).

The proficiency rate for economically disadvantaged students increased and met the school's interim target for Science.

Economically disadvantaged students met or exceeded the growth standard in all tested subject areas (PSSA and Keystone exams).

Challenges

The school is significantly below the statewide average for students graduating with an industry-based learning experience.

While student scores are meeting expectations, the school does not meet the statewide average for participation or have meaningful representation across subgroups.

Only 20% of ELL students are meeting their ACCESS interim growth targets.

The percent of ELL students meeting their ACCESS growth targets is below the statewide average.

The percent of ELL students meeting their ACCESS growth targets decreased from the 2017-2018 school year.

Students with IEPs are below the state average and did not meet the school's interim goal for achievement scores in Math, ELA, and Science.

Proficiency rates for economically disadvantaged students decreased and did not meet the school's interim target in ELA and Math.



Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Practice 1: Align curriculum, assessments, and instruction to the PA Standards.	AGCS has developed a process to review curriculum and assessments, however, continued work needs to be done in ensuring alignment of standards and the application practice within the classroom.	
Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	AGCS is seeking to reevaluate its master schedule at the Stat Road Campus to provide additional collaborative planning time for grade-level teachers that is focused on student achievement and growth.	
Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	While a strength of the school, AGCS plans to analyze and evaluate its core operations, instruction, curriculum, and support services through a diversity, equity, and inclusion lens.	
Practice 4: Identify and address individual student learning needs.	AGCS teachers continue to craft learning experiences that address individual student learning needs.	
Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members.	A renewal and reaffirmation of the school's mission as it related to upholding high expectations for all students is needed when implementing the school's strategic plan.	

ADDENDUM B: ACTION PLAN

Action Plan: Instructional Time Evaluation

Action Steps	Anticipated Start/Completion Date
Review potential scheduling consultants and enter into a multi-year agreement for consultation and support.	07/01/2021 - 09/30/2021

Monitoring/Evaluation	Anticipated Output
Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.	Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

Material/Resources/Supports Needed	PD Step	Comm Step
List of potential professional consultants who specialize in master schedule and sleep study analysis; budget line item for potential contracting discussion.	no	no

Action Steps**Anticipated Start/Completion Date**

Sleep Study Analysis/Focus Groups; Research and analyze current literature regarding sleep study evaluations for adolescent children and conduct focus group conversations.

09/30/2021 - 03/01/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

Current research and supporting literature; Surrounding school districts Sleep Study Analysis

no

yes



Action Steps**Anticipated Start/Completion Date**

Preliminary Meeting with Authorizer; Set up preliminary meetings with the authorizing school district to review goals of the plan and potential impact on district operations. Develop a timeline for additional “check-in” meetings.

01/01/2022 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

Assistant Superintendent Contact, General goals, transportation outline.

no

no



Action Steps**Anticipated Start/Completion Date**

Teacher Feedback; Conduct a teacher feedback survey to evaluate the current schedule, strengths and weaknesses, and professional needs.

09/30/2021 - 01/01/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

Survey to be distributed, staff distribution lists

no

yes



Action Steps**Anticipated Start/Completion Date**

Student Feedback; Conduct a student feedback survey to evaluate the current schedule, strengths and weaknesses, and professional needs.

09/30/2021 - 01/01/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

Survey to be distributed, student distribution lists

no

yes



Action Steps**Anticipated Start/Completion Date**

Parent Feedback; Conduct a parent feedback survey to evaluate the current schedule, strengths and weaknesses, and professional needs.

09/30/2021 - 01/01/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

Survey to be distributed, parent/guardian distribution lists

no

yes



Action Steps**Anticipated Start/Completion Date**

Develop School Model Evaluation Rubric; Develop a rubric tool to evaluate different school models, focus groups, and surveys.

01/01/2022 - 02/28/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

Rubric tool, evaluation methods

no

no



Action Steps**Anticipated Start/Completion Date**

Review PDE and Legislative Parameters; Evaluate PA School Code and Charter School BECs to review instructional time and school year requirements align to scheduling models.

11/01/2021 - 12/31/2021

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

PA School Code; Basic Education Circulars

no

no



Action Steps**Anticipated Start/Completion Date**

Model Analysis; Evaluate different school schedule models utilizing the established rubric including surrounding school districts.

01/30/2022 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

Evaluation tool, model examples

no

no



Action Steps**Anticipated Start/Completion Date**

School Model Feedback; Develop a comparative analysis presentation for stakeholder group and collect feedback.

02/01/2022 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

Completed evaluations, stakeholder feedback data

no

yes



Action Steps**Anticipated Start/Completion Date**

Budget/HR Analysis; Conduct a budget and human resources analysis on narrowed schedule model to determine fiscal and personnel impact.

01/01/2022 - 07/31/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

Chief Financial Officer/Chief Personnel Officer, Staff Listing (certifications, tenure, education attainment), Budget template

no

no



Action Steps**Anticipated Start/Completion Date**

Facilities Analysis; Conduct a facilities analysis on narrowed schedule model to determine physical plant impact.

03/01/2022 - 07/31/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

Material/Resources/Supports Needed

PD Step **Comm Step**

Director of Facilities, High School Principal, Middle School Principal, Elementary School Principal, Campus Maps, Facilities Maintenance Schedule

no

no



Action Steps**Anticipated Start/Completion Date**

Determination of Schedule Option; Make a determination on the future schedule model.

08/01/2022 - 10/01/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

Director of Teaching and Learning, Division Principals, Complete Rubric Evaluations

no

yes



Action Steps**Anticipated Start/Completion Date**

PowerSchool Build Consultation; Contract with MBA to consult on building schedule parameters within SIS.

10/01/2022 - 12/01/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

Data Coordinator, Division Principals, MBA Training Contract, SIS

no

no



Action Steps**Anticipated Start/Completion Date**

Teacher Professional Development Plan; Develop teacher professional development plan related to schedule model.

01/01/2023 - 08/31/2023

Monitoring/Evaluation**Anticipated Output**

Ongoing feedback will be collecting throughout the transition and implementation process from all stakeholders.

Implementation of a new schedule framework for the AGCS State Road Campus that supports rigorous teaching and learning opportunities and leverages the schools' physical and human capital.

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

Division Principals, CCIU, Teacher PD Plan, Training Materials, Schedule Framework, Mock Lesson Planning Documents

yes

yes

Action Plan: Social Emotion Learning

Action Steps**Anticipated Start/Completion Date**

AGCS Leadership will complete Professional Development on Leading SEL through the Collaborative for Academic, Social, and Emotional Learning (CASEL)

07/13/2021 - 08/03/2021

Monitoring/Evaluation**Anticipated Output**

AGCS will utilize the CASEL SEL Rubric on an ongoing basis to monitor the fidelity of the plan implementation.

By 2024, AGCS will promote SEL for students by scoring 3.0 or higher on CASEL SEL rubric.

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

Training Materials through CASEL

yes

no



Action Steps**Anticipated Start/Completion Date**

A K-12 core committee will be formed with the roles and responsibilities of committee members. The committee will develop a shared vision statement for SEL.

07/20/2021 - 08/31/2021

Monitoring/Evaluation**Anticipated Output**

AGCS will utilize the CASEL SEL Rubric on an ongoing basis to monitor the fidelity of the plan implementation.

By 2024, AGCS will promote SEL for students by scoring 3.0 or higher on CASEL SEL rubric.

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

None

no

no



Action Steps**Anticipated Start/Completion Date**

Each divisional SEL team will complete a one-year action plan with goals, action steps, and assigned ownership.

06/21/2021 - 01/15/2022

Monitoring/Evaluation**Anticipated Output**

AGCS will utilize the CASEL SEL Rubric on an ongoing basis to monitor the fidelity of the plan implementation.

By 2024, AGCS will promote SEL for students by scoring 3.0 or higher on CASEL SEL rubric.

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

CASEL Rubric

no

no



Action Steps**Anticipated Start/Completion Date**

All staff will be provided ongoing training on the core competencies through CASEL

08/23/2021 - 06/11/2023

Monitoring/Evaluation**Anticipated Output**

AGCS will utilize the CASEL SEL Rubric on an ongoing basis to monitor the fidelity of the plan implementation.

By 2024, AGCS will promote SEL for students by scoring 3.0 or higher on CASEL SEL rubric.

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

CASEL Materials

yes

no



Action Steps**Anticipated Start/Completion Date**

K-6 Divisional SEL teams will hold monthly meetings to complete SEL Curriculum Analysis and alignment to CASEL Standards. A repository of resources will be created.

08/23/2021 - 06/11/2024

Monitoring/Evaluation**Anticipated Output**

AGCS will utilize the CASEL SEL Rubric on an ongoing basis to monitor the fidelity of the plan implementation.

By 2024, AGCS will promote SEL for students by scoring 3.0 or higher on CASEL SEL rubric.

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

SEL Curricular Materials

no

no



Action Steps**Anticipated Start/Completion Date**

Monthly 7-12 staff meetings will allow time for staff to collaborate and discuss the integration of CASEL standards into content areas.

08/23/2021 - 06/11/2022

Monitoring/Evaluation**Anticipated Output**

AGCS will utilize the CASEL SEL Rubric on an ongoing basis to monitor the fidelity of the plan implementation.

By 2024, AGCS will promote SEL for students by scoring 3.0 or higher on CASEL SEL rubric.

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

None

no

yes



Action Steps**Anticipated Start/Completion Date**

Relationship Mapping Framework with a focus on creating an equitable learning environment and making connections with students

08/23/2021 - 06/11/2024

Monitoring/Evaluation**Anticipated Output**

AGCS will utilize the CASEL SEL Rubric on an ongoing basis to monitor the fidelity of the plan implementation.

By 2024, AGCS will promote SEL for students by scoring 3.0 or higher on CASEL SEL rubric.

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

None

no

no



Action Steps**Anticipated Start/Completion Date**

K-6 Divisional SEL teams will complete an audit of SEL content and curriculum in order to prepare a budget analysis for the annual budget.

05/01/2022 - 06/11/2024

Monitoring/Evaluation**Anticipated Output**

AGCS will utilize the CASEL SEL Rubric on an ongoing basis to monitor the fidelity of the plan implementation.

By 2024, AGCS will promote SEL for students by scoring 3.0 or higher on CASEL SEL rubric.

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

Budget template

no

no

Action Plan: Positive Behavior Interventions and Support

Action Steps**Anticipated Start/Completion Date**

Provide PD for instructional staff: Differentiating majors and minor behaviors within the classroom; 4:1 Positive: Corrective Ratios

07/13/2021 - 08/31/2021

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

PBIS presentation and supplemental handout materials.

yes

no



Action Steps**Anticipated Start/Completion Date**

Develop a PBIS communications plan that includes a quarterly newsletter and monthly reports.

09/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

Data from SIS and PBIS Rewards

no

yes



Action Steps**Anticipated Start/Completion Date**

Develop Fidelity Monitoring plan for PBIS
Implementation

10/01/2021 - 06/12/2022

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

Fidelity Checklists

no

no



Action Steps**Anticipated Start/Completion Date**

Develop a plan for increased supervision in non-classroom settings

09/01/2021 - 06/12/2022

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

None

no

no



Action Steps**Anticipated Start/Completion Date**

Develop and Complete Tier 1 and 2 Manual including entrance and exit criteria for interventions and progress monitoring

09/01/2021 - 06/12/2023

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

None

no

no



Action Steps**Anticipated Start/Completion Date**

Apply for Fidelity and Recognition at the Tier 1 level.

04/01/2022 - 06/12/2023

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

Application materials through PAPBS and supporting documentation.

no

no



Action Steps**Anticipated Start/Completion Date**

Develop a Truancy prevention and intervention framework including entrance and exit criteria, implementation of supports and progress monitoring.

09/01/2021 - 06/12/2022

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

State Truancy Requirements, Charter School BECs

no

no



Action Steps**Anticipated Start/Completion Date**

Reintegrate a gr 4-12 Mentor Program for students as a Tier 2 intervention

08/02/2021 - 06/12/2022

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

None

no

no



Action Steps**Anticipated Start/Completion Date**

Optimize use of Progress Monitoring platform for Tier 2 and 3 interventions and progress monitoring.
Develop a two-way communication plan for teachers

07/20/2021 - 06/12/2022

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

Panorama Support Team

no

no



Action Steps**Anticipated Start/Completion Date**

Develop a process and framework for integration of Student Assistance Program supports.

07/20/2021 - 06/12/2022

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

None

no

no



Action Steps**Anticipated Start/Completion Date**

Create Threat Response procedures and protocols

09/12/2021 - 10/01/2021

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

None

no

no



Action Steps**Anticipated Start/Completion Date**

Conduct Annual Audit of Discipline Data for continuous improvement

06/12/0022 - 06/01/2024

Monitoring/Evaluation**Anticipated Output**

AGCS will progress through the application process for state recognition as an accountability and monitoring measure.

AGCS will receive recognition of Fidelity at the Tier 1 Level for its program and efforts.

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

Discipline data from SIS and PIMS reports.

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the 2023-2024 school year, AGCS will adopt a new master schedule framework, along with a comprehensive professional development plan, to increase quality instructional time, provide an environment for deeper learning, and allow students to focus on mastery. (Master Schedule Framework)	Instructional Time Evaluation	Teacher Professional Development Plan; Develop teacher professional development plan related to schedule model.	01/01/2023 - 08/31/2023
	By 2024, AGCS will Promote Social-Emotional Learning for students by scoring 3.0 or higher on CASEL SEL rubric. (Social Emotional Learning)	Social Emotion Learning	AGCS Leadership will complete Professional Development on Leading SEL through the Collaborative for Academic, Social, and Emotional Learning (CASEL)
By 2024, AGCS will Promote Social-Emotional Learning for students by scoring 3.0 or		Social	All staff will be

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
higher on CASEL SEL rubric. (Social Emotional Learning)	Emotion Learning	provided ongoing training on the core competencies through CASEL	- 06/11/2023
By 2024, AGCS will obtain fidelity at the Tier Two level as measured by recognition at Tier 1, 80% participation rate on the Self-Assessment Survey and 70% score on the Tiered Fidelity Inventory. (PBIS)	Positive Behavior Interventions and Support	Provide PD for instructional staff: Differentiating majors and minor behaviors within the classroom; 4:1 Positive: Corrective Ratios	07/13/2021 - 08/31/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Adapting Teaching and Learning for New Schedule	Grade 7-12; Administration, Teachers, Learning Support, Student Services, Interventionists	Effective planning strategies for new schedule framework; blended learning models; instructional strategies for new schedule model; teacher diverse learners (special education, CAAP, ELL) in new schedule model.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Mock lesson planning documents; reflection documents; Act48 survey questions	01/01/2023 - 08/25/2023	Chief Academic Officer, CCIU Trainer

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 3e: Demonstrating Flexibility and Responsiveness 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 1e: Designing Coherent Instruction 4a: Reflecting on Teaching	Teaching Diverse Learners in an Inclusive Setting



Professional Development Step	Audience	Topics of Prof. Dev
Strengthening SEL Throughout AGCS	AGCS Administration	Establishing a Shared Understanding of Systemic SEL; Strengthening Adult SEL; Promoting SEL for Students; Putting it all together and implementing your plan

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
SEL Action Plan	07/12/2021 - 08/03/2021	Internal: Ryan Taylor, Director of Student Services Presenters: Dr. Pamela Randall, Jessica Bernstein

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating and Environment of Respect and Rapport	
3c: Engaging Students in Learning	
2d: Managing Student Behavior	
2b: Establishing a Culture for Learning	



Professional Development Step	Audience	Topics of Prof. Dev
Differentiating Major/Minor Discipline Infractions	All K-12 Teachers and Support Staff	Differentiating majors and minor behaviors within the classroom; 4:1 Positive: Corrective Ratios

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walkthrough Data	09/01/2021 - 06/10/2024	Beth Socha/PBIS Facilitator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	
2c: Managing Classroom Procedures	
2d: Managing Student Behavior	
1b: Demonstrating Knowledge of Students	
2d: Managing Student Behavior	
2c: Managing Classroom Procedures	



Professional Development Step	Audience	Topics of Prof. Dev
CASEL Core Competencies	All K-12 Instructional and Support Staff	Understanding the Core Competencies of the SEL Framework and Supporting Adult SEL

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Schoology Coursework, Pre/Post Survey	09/01/2021 - 06/10/2024	Director of Student Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community	



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the 2023-2024 school year, AGCS will adopt a new master schedule framework, along with a comprehensive professional development plan, to increase quality instructional time, provide an environment for deeper learning, and allow students to focus on mastery. (Master Schedule Framework)</p>	<p>Instructional Time Evaluation</p>	<p>Sleep Study Analysis/Focus Groups; Research and analyze current literature regarding sleep study evaluations for adolescent children and conduct focus group conversations.</p>	<p>2021-09-30 - 2022-03-01</p>
<p>By the 2023-2024 school year, AGCS will adopt a new master schedule framework, along with a comprehensive professional development plan, to increase quality instructional time, provide an environment for deeper learning, and allow students to focus on mastery. (Master Schedule Framework)</p>	<p>Instructional Time Evaluation</p>	<p>Teacher Feedback; Conduct a teacher feedback survey to evaluate the current schedule, strengths and weaknesses, and professional</p>	<p>2021-09-30 - 2022-01-01</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the 2023-2024 school year, AGCS will adopt a new master schedule framework, along with a comprehensive professional development plan, to increase quality instructional time, provide an environment for deeper learning, and allow students to focus on mastery. (Master Schedule Framework)	Instructional Time Evaluation	needs. Student Feedback; Conduct a student feedback survey to evaluate the current schedule, strengths and weaknesses, and professional needs.	2021-09-30 - 2022-01-01
By the 2023-2024 school year, AGCS will adopt a new master schedule framework, along with a comprehensive professional development plan, to increase quality instructional time, provide an environment for deeper learning, and allow students to focus on mastery. (Master Schedule Framework)	Instructional Time Evaluation	Parent Feedback; Conduct a parent feedback survey to evaluate the current schedule, strengths and weaknesses, and professional needs.	2021-09-30 - 2022-01-01
By the 2023-2024 school year, AGCS will adopt a new master schedule framework, along with a comprehensive professional development plan, to increase quality instructional time, provide an environment for deeper learning, and allow students to	Instructional Time Evaluation	School Model Feedback; Develop a	2022-02-01 - 2022-06-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
focus on mastery. (Master Schedule Framework)		comparative analysis presentation for stakeholder group and collect feedback.	
By the 2023-2024 school year, AGCS will adopt a new master schedule framework, along with a comprehensive professional development plan, to increase quality instructional time, provide an environment for deeper learning, and allow students to focus on mastery. (Master Schedule Framework)	Instructional Time Evaluation	Determination of Schedule Option; Make a determination on the future schedule model.	2022-08-01 - 2022-10-01
By the 2023-2024 school year, AGCS will adopt a new master schedule framework, along with a comprehensive professional development plan, to increase quality instructional time, provide an environment for deeper learning, and allow students to focus on mastery. (Master Schedule Framework)	Instructional Time Evaluation	Teacher Professional Development Plan; Develop teacher professional development plan related to schedule model.	2023-01-01 - 2023-08-31
By 2024, AGCS will Promote Social-Emotional Learning for students by scoring 3.0 or higher on CASEL SEL rubric. (Social Emotional Learning)	Social Emotion	Monthly 7-12 staff meetings will	2021-08-23 - 2022-06-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Learning	allow time for staff to collaborate and discuss the integration of CASEL standards into content areas.	11
By 2024, AGCS will obtain fidelity at the Tier Two level as measured by recognition at Tier 1, 80% participation rate on the Self-Assessment Survey and 70% score on the Tiered Fidelity Inventory. (PBIS)	Positive Behavior Interventions and Support	Develop a PBIS communications plan that includes a quarterly newsletter and monthly reports.	2021-09-01 - 2024-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
School Schedule Framework Feedback	Teachers/Staff, Students, and Parents	Information and feedback surveys will be emailed to various school stakeholders groups to collect information for planning purposes.

Anticipated Timeframe	Frequency	Delivery Method
09/30/2021 - 12/30/2021	Monthly	Email Presentation Posting on district website

Lead Person/Position
Chief Academic Officer

Communication Step	Audience	Topics/Message of Communication
Sleep Study Focus Groups	Various school stakeholders (Students, staff, parents)	Recent research and literature on adolescent sleep study

Anticipated Timeframe	Frequency	Delivery Method
11/01/2021 - 12/31/2021	Once	Presentation Posting on district website Email

Lead Person/Position
Chief Academic Officer/Expert in Field



Communication Step	Audience	Topics/Message of Communication
Schedule Model Determination	Board of Directors, Staff, Parents, Students	Information regarding the model determination will be shared with the school community

Anticipated Timeframe	Frequency	Delivery Method
06/01/2022 - 09/30/2022	Once	Presentation Email Webinar

Lead Person/Position
Chief Academic Officer



Communication Step	Audience	Topics/Message of Communication
Teacher Professional Development in New Schedule Model	AGCS Teachers and Staff	Professional development plan for new school schedule model

Anticipated Timeframe**Frequency****Delivery Method**

01/01/2023 - 01/31/2023

Once

Email

Lead Person/Position

Director of Teaching and Learning

Communication Step**Audience****Topics/Message of Communication**

Staff CASEL Communications

Grade 7-12 teachers and staff

CASEL Standards

Anticipated Timeframe**Frequency****Delivery Method**

09/01/2021 - 06/01/2024

Monthly

Presentation

Lead Person/Position

Director of Student Services/Principals

Communication Step**Audience****Topics/Message of Communication**

PBIS Communications Plan

Teachers and Staff

PBIS point leaders, positive happenings in buildings, process and procedure

Anticipated Timeframe**Frequency****Delivery Method**

09/01/2021 - 06/08/2024

Quarterly

Newsletter
Other**Lead Person/Position**

Director of Student Services



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Present Interim Comprehensive Plan Assessment	Interim Comprehensive Plan Assessment	Presentation	Board of Directors, AGCS Community	June 2023
Present Interim Comprehensive Plan Assessment	Interim Comprehensive Plan Assessment	Presentation	Board of Directors, AGCS Community	June 2024
Present Draft Comprehensive Plan to Board Strategic Planning Committee	Draft Comprehensive Plan Presentation	Presentation at Board of Directors Committee Meeting	Strategic Planning Committee	September 14, 2021
Present to Board of Directors	Comprehensive Plan Overview	Presentation at Board Working Session	Board of Directors	September 21, 2021
Post Comprehensive Plan for 28 Day Audience Review	Comprehensive Plan Overview Posted for Review	Email, Posting to School Website	AGCS Community	September 22, 2021
Present Interim Comprehensive Plan Assessment	Interim Comprehensive Plan Assessment	Presentation	Board of Directors, AGCS Community	June 2022
