

Avon Grove CS

Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Charter School		124150003
Address 1		
110 East State Road		
Address 2		
City	State	Zip Code
West Grove	PA	19390
Chief School Administrator		Chief School Administrator Email
Kristen Bishop		kbishop@agcharter.org
Single Point of Contact Name		
Bryan Brutto		
Single Point of Contact Email		
bbrutto@agcharter.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
4846675000		346
Principal Name		
Jen Weaver		
Principal Email		
jweaver@agcharter.org		
Principal Phone Number		Principal Extension
4846675000		348
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Bryan Brutto	Administrator	Chief Academic Officer	bbrutto@agcharter.org
Kristen Bishop	Administrator	Chief Executive Officer	kbishop@agcharter.org
Alex Bove	Administrator	Director of Special Education	above@agcharter.org
Jen Weaver	Administrator	Director of Teaching and Learning	jweaver@agcharter.org
Charity Longenecker	Board Member	School Board	clongenecker@agcharter.org
Maggie Johnson	Administrator	ELC Assistant Principal	mjohnson@agcharter.org
Matthew Messick	Board Member	HS Principal	mmessick@agcharter.org
Pam Neeld	Teacher	Teacher	pneeld@agcharter.org
Tara Delgado	Administrator	Elementary Assistant Principal	tdelgado@agcharter.org
Bethanne Lindenbaum	Staff Member	Instructional Coach	blindenbaum@agcharter.org
Lauren Daniel	Teacher	Teacher	ldaniel@agcharter.org
Ryan Taylor	Administrator	Director of Student Services	rtaylor@agcharter.org
Donna Archer	Administrator	Chief Financial Officer	darcher@agcharter.org
Tosha Bowers	Administrator	Chief Personnel Officer	tbowers@agcharter.org
Alex Fleming	Parent	Parent	alflem12@verizon.net
Amy Bottoms	Parent	Parent	amy.bottoms@gmail.com
Drew Cocco	Parent	Parent	drew.cocco@gmail.com
Courtney Himes	Parent	Parent	himes.courtney@gmail.com
Holly Verderame	Staff Member	School Nurse	hverderame@agcharter.org
Jessica Abernethy	Teacher	Teacher	jabernethy@agcharter.org
Katherine Ahern	Teacher	Teacher	kahern@agcharter.org
Samantha Miller-Hall	Staff Member	School Nurse	smillerhall@agcharter.org
Shannon Palmer	Staff Member	Interventionist	spalmer@agcharter.org
Sharon Ray	Administrator	Elementary Principal	sray@agcharter.org
GeriAnn Lambert	Administrator	Middle School Principal	glambert@agcharter.org
Sundar Kanth	Parent	Parent	sundarkanth@gmail.com
Tara Vitek	Community Member	Community Member	tvitek@agcharter.org
Tracey McAllister	Staff Member	Interventionist	tmcallister@agcharter.org
Christina O'Connor	Staff Member	Executive Administrative Assistant	coconnor@agcharter.org
Heather Griffith	Staff Member	Administrative Assistant	hgriffith@agcharter.org
Leia Heckman	Community Member	Parent	leia.heckman@gmail.com
Molly Clark	Community Member	Parent	mollyclark11@gmail.com

Kiersten Rhodes	Student	Junior Class Officer	krhodes25@agcharter.net
Gianna Eagles	Student	Sophomore Class Officer	geagles26@agcharter.net
Alma Lopez	Student	Student Council President	alopez24@agcharter.net
Noah Ramsey	Student	Freshman Class Officer	nramsey27@agcharter.net
Aaron Goldman	Student	Senior Class Officer	agoldman24@agcharter.net

LEA Profile

Avon Grove Charter School was founded in 2002 by a dedicated group of West Grove and Avondale parents in response to the local school district's consolidation of a number of "neighborhood schools" into what was deemed a "mega school" model. The goal of this parent action group was to build a school community that maintained the intimate, neighborhood school feel with limited class size numbers for their children. Avon Grove Charter School was chartered through the Avon Grove School District as an independent, publicly funded charter school.

The Avon Grove Charter School has two sites: our main campus is located at 110 East State Road in West Grove, PA and our K-2 Early Learning Center located at 1769 New London Road in Landenberg, PA. Both of our sites were once traditional neighborhood public schools in Avon Grove School District which were shuttered during a period of rapid district consolidation. Both of our sites are located in suburban/rural communities. However, with each passing year, the urbanization of Chester County proceeds at a very rapid pace.

AGCS draws students from 6 major sending districts: Avon Grove, Oxford, Kennett, Coatesville, Octorara and Unionville-Chadds Ford. Each of these major school districts possesses its own geographic, socioeconomic, ethnic, and cultural identities within Chester County. Avon Grove Charter School prospers from the diversity across its sending districts by being able to create a unique learning environment where acceptance, cultural awareness, and diversity is embraced and celebrated.

Avon Grove Charter School's mission of keeping the small, intimate neighborhood school permeates every aspect of the school. Due to its limited size, students are known by name. Their individual strengths are leveraged for academic excellence and specific needs are able to be quickly met with research-based interventions to promote growth and overcoming barriers to success.

The overall financial status of Avon Grove Charter School is excellent and has been very stable since our school's inception in 2002. This is a significant accomplishment considering Avon Grove School District and Oxford Area School District (our two main sending districts) report some of the lowest per-student funding in Pennsylvania (due to a limited commercial/industrial tax base), and that we receive less than 70% of the funding enjoyed by our sending districts.

Avon Grove Charter School is well respected within the surrounding community. Recent ratings have placed Avon Grove Charter School as one of the top-performing charter schools in the state of Pennsylvania. The school currently serves approximately 1870 students with a healthy waiting list across various grade levels.

Mission and Vision

Mission

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

Vision

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

Educational Values

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)

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
Pro/Adv ELA, Math, Science	AGCS exceeded the statewide average in all assessment categories.
PVAAS ELA, Math, Science	AGCS met and exceeded the PA growth standard in all assessment categories.
Adv PA State Assessments (ELA/Literature)	AGCS exceeded the statewide average of students scoring Advanced on the ELA/Literature assessments.
Adv PA State Assessments (Science/Biology)	AGCS exceeded the statewide average of students scoring Advanced on the Science/Biology assessments.
Pro/Adv PSSA Math	AGCS increased the percentage of students scoring prof/adv on the Math PSSA each of the last three years (post-pandemic)
Pro/Adv PSSA Science	AGCS increased the percentage of students scoring prof/adv on the Science PSSA each of the last three years (post-pandemic)
Pro/Adv PSSA ELA	AGCS had only 8% of total students across all tested grade levels score “below basic” on the ELA PSSA.
Pro/Adv ELA/Literature, Math/Algebra I, and Science/Biology	The “all student group” increased its overall proficiency rate from the prior year.

Challenges

Indicator	Comments/Notable Observations
Pro/Adv ELA, Math, Science	AGCS did not meet its interim proficiency targets for any of the state assessment categories.
Pro/Adv PSSA Math	AGCS continues to have a significant number of students (37%) scoring “Below Basic” on the Math PSSA. This percentage has remained consistent over the past three years of testing data.

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

Strengths

<p>Indicator Pro/Adv ELA/Literature ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations Subgroups increased their overall proficiency on the ELA/Literature assessments from the previous year.</p>
<p>Indicator Pro/Adv ELA/Literature ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations ELL subgroup increased its overall proficiency rate from the previous year and met the school’s interim target.</p>
<p>Indicator Pro/Adv ELA/Literature ESSA Student Subgroups Asian (not Hispanic)</p>	<p>Comments/Notable Observations Asian subgroup increased its proficiency rate from the previous year and met the statewide 2023 goal.</p>
<p>Indicator Pro/Adv Math/Algebra I ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations ELL subgroup increased its overall proficiency rate from the previous year and met the school’s interim target.</p>
<p>Indicator Pro/Adv Math/Algebra I ESSA Student Subgroups Asian (not Hispanic)</p>	<p>Comments/Notable Observations Asian subgroup increased its proficiency rate from the previous year and met the statewide 2023 goal.</p>
<p>Indicator Pro/Adv Science ESSA Student Subgroups</p>	<p>Comments/Notable Observations Over 60% of students who are “historically underperforming” scored proficient on the Science PSSA assessment.</p>
<p>Indicator Pro/Adv Science/Biology ESSA Student Subgroups White</p>	<p>Comments/Notable Observations Our White student subgroup met their interim target goal.</p>
<p>Indicator PVAAS ELA/Math/Science ESSA Student Subgroups</p>	<p>Comments/Notable Observations No grade level quintile performance group demonstrated a “red” indicator in PVAAS, highlighting that all quintile groups exhibited at least some progress towards meeting their established growth targets.</p>
<p>Indicator</p>	<p>Comments/Notable Observations</p>

PVAAS ELA/Literature ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Both historically underperforming subgroups increased their growth measure from the previous year and met the state’s 2030 goal target.
Indicator PVAAS Math/Algebra I ESSA Student Subgroups	Comments/Notable Observations All subgroups increased their growth measure from the previous year and met the state’s 2030 goal target.
Indicator PVAAS Science/Biology ESSA Student Subgroups Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations These historically underperforming subgroups increased their growth measure from the previous year and met the state’s 2030 goal target.
Indicator Pro/Adv ELA PSSA ESSA Student Subgroups	Comments/Notable Observations The 8th Grade Proficiency rate returned/exceeded the school’s pre-pandemic data value.
Indicator Pro/Adv Math PSSA/Algebra I ESSA Student Subgroups	Comments/Notable Observations The 6th Grade and Algebra I Keystone proficiency rates returned/exceeded the school’s pre-pandemic data value.
Indicator PVAAS Science PSSA ESSA Student Subgroups	Comments/Notable Observations The proficiency rate for both 4th and 8th grade science has returned to and now exceeds the school’s pre-pandemic data value.

Challenges

Indicator Pro/Adv ELA/Literature ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Subgroups’ proficiency rate decreased from the previous year and did not meet the interim target.
Indicator Pro/Adv ELA/Literature ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations AGCS did not meet the participation rate target (95%) for our Special Education student subgroup. This was part of our cyclical monitoring growth plan.
Indicator Pro/Adv Math/Algebra I ESSA Student Subgroups	Comments/Notable Observations AGCS did not meet the participation rate target (95%) for our Special Education student subgroup. This was part of our cyclical monitoring growth plan.

Students with Disabilities	
Indicator Pro/Adv Science/Biology ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations AGCS did not meet the participation rate target (95%) for our Special Education student subgroup. This was part of our cyclical monitoring growth plan.
Indicator Pro/Adv Math/Algebra I ESSA Student Subgroups	Comments/Notable Observations Proficiency rates for the 7th Grade Math PSSA have declined over the last three years.
Indicator Pro/Adv ELA/Literature ESSA Student Subgroups	Comments/Notable Observations Proficiency rates for the 5th Grade and 6th Grade ELA PSSA have declined over the last three years.
Indicator Pro/Adv ELA ESSA Student Subgroups	Comments/Notable Observations The 2023 ELA results were the school's lowest percentage of Pro/Adv students to date.
Indicator Pro/Adv ELA ESSA Student Subgroups	Comments/Notable Observations Proficiency rates for 5th and 7th grade ELA were less than the state-wide average.
Indicator Pro/Adv Math ESSA Student Subgroups	Comments/Notable Observations Proficiency rates for 4th grade, 5th grade, and 7th grade were less than the state-wide average.
Indicator Pro/Adv ELA/Math ESSA Student Subgroups	Comments/Notable Observations The 2023 PSSA results were the school's lowest percentage of Pro/Adv students to date in both subject areas.
Indicator Pro/Adv ELA ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 83% of special education students are scoring non-proficient on the PSSA ELA assessment.
Indicator Pro/Adv ELA ESSA Student Subgroups African-American/Black	Comments/Notable Observations 71% of black or African American students are scoring non-proficient on the PSSA ELA assessment.
Indicator Pro/Adv ELA ESSA Student Subgroups	Comments/Notable Observations Only 36% of students who are "historically underperforming" scored proficient on the ELA PSSA assessment.
Indicator	Comments/Notable Observations

Indicator Pro/Adv ELA ESSA Student Subgroups Students with Disabilities	86% of special education students are scoring non-proficient on the PSSA ELA assessment.
Indicator Pro/Adv ELA ESSA Student Subgroups African-American/Black	Comments/Notable Observations 85% of black or African American students are scoring non-proficient on the PSSA ELA assessment.
Indicator Pro/Adv Math ESSA Student Subgroups	Comments/Notable Observations Only 22% of students who are “historically underperforming” scored proficient on the ELA PSSA assessment.
Indicator Pro/Adv Biology ESSA Student Subgroups	Comments/Notable Observations Proficiency rate for the Biology Keystone Exam (11th grade cohort) was less than the state-wide average.
Indicator Pro/Adv Literature ESSA Student Subgroups	Comments/Notable Observations The 2023 Keystone Exam results for the 11th grade cohort was the lowest proficiency rate in the schools tenure.
Indicator Pro/Adv Algebra I ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Only 1 special education student (of 21 first-time test takers) scored proficient on the Algebra exam.
Indicator Pro/Adv Biology ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Over 90% of special education students tested were not proficient on the Biology Keystone Exam, 73% of which were “below basic”.
Indicator Pro/Adv Biology ESSA Student Subgroups	Comments/Notable Observations Only 17% of students deemed historically underperforming scored proficient on the Biology Keystone Exam.

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.

AGCS exceeded the statewide average in all assessment proficiency and growth categories.
AGCS increased the percentage of students scoring prof/adv on the Math and Science PSSA each of the last three years (post-pandemic)
AGCS had only 8% of total students across all tested grade levels score “below basic” on the ELA PSSA.

The proficiency rate for both 4th and 8th grade science has returned to and now exceeds the school's pre-pandemic data value.

ELL subgroup increased its overall proficiency rate on the ELA PSSAs from the previous year and met the school's interim target.

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.

Proficiency rates for 5th and 7th grade ELA and Math and 4th grade Math were less than the state-wide average.

Proficiency rates for the 5th Grade and 6th Grade ELA PSSA have declined over the last three years.

AGCS continues to have a significant number of students (37%) scoring "Below Basic" on the Math PSSA. This percentage has remained consistent over the past three years of testing data.

AGCS did not meet its interim proficiency targets for any of the state assessment categories.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Edmentum Exact Path	The school decreased the number of students in the lowest quartile of performance by 19%.
Edmentum Exact Path	Approximately 70% of students in K-3 scored in the 50th percentile or above by the end of the 2022-2023 school year.
Edmentum Exact Path	45% of students in 5th grade scores below the 50th percentile.
Edmentum Exact Path	Less than 10% of students in grades K, 1, 4, 6, 7 and 8 scored in the lowest quartile of performance.
Edmentum Exact Path	The school increased the percentage of students in the 75th-99th percentile from 30% (Fall 2022) to 43% (Spring 2023).

English Language Arts Summary

Strengths

The school continues to increase student growth and proficiency rates on internal benchmark assessments in Reading across the tested grade levels.
The school decreased the number of students in the lowest quartile of performance by 19%.
Less than 10% of students in grades K, 1, 4, 6, 7 and 8 scored in the lowest quartile of performance.

Challenges

5th Grade students continue to struggle to meet higher levels of proficiency in the Exact Path benchmark assessments in Reading.
45% of students in 5th grade scores below the 50th percentile.

Mathematics

Data	Comments/Notable Observations
Edmentum Exact Path	5th grade has almost 50% of its students assessed score below the 50th percentile.
Edmentum Exact Path	The school decreased the number of students in the lowest quartile of performance by 31%.
Edmentum Exact Path	48% of all K-3 students assessed scored in the 75th-99th percentile by the end of the 2022-2023 school year.
Edmentum Exact Path	5th Grade students demonstrated the smallest increase in student's moving into the 75th-99th percentile with only a 23% gain. They also had the most students remain in the lowest quartile of national percentile ranking with 24% of the student population.
Edmentum Exact Path	The school increased the percentage of students in the 75th-99th percentile from 26% (Fall 2022) to 47% (Spring 2023).

Mathematics Summary

Strengths

The school continues to increase student growth and proficiency rates on internal benchmark assessments in Mathematics across the tested grade levels.
The school decreased the number of students in the lowest quartile of performance by 31%.

Challenges

5th Grade students continue to struggle to meet higher levels of proficiency in the Exact Path benchmark assessments in Mathematics.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PLTW End of Course Assessments	100% of students scored Accomplished or Distinguished on the PBS assessment in the 2022-2023 school year.
PLTW End of Course Assessments	88% of students scored Accomplished or Distinguished on the POE assessment in the 2022-2023 school year.
PLTW End of Course Assessments	66% of students scored Accomplished or Distinguished on the IED assessment in the 2022-2023 school year.

Science, Technology, and Engineering Education Summary

Strengths

100% of students scored Accomplished or Distinguished on the PBS assessment in the 2022-2023 school year.
88% of students scored Accomplished or Distinguished on the POE assessment in the 2022-2023 school year.
66% of students scored Accomplished or Distinguished on the IED assessment in the 2022-2023 school year.

Challenges

Hiring and maintaining qualified teachers within the PLTW course curriculum has been a challenge due to the training requirements.
Expanding the high school PLTW course pathways has been challenging due to the training requirements.
Enrollment in the high school Engineering courses pathway has remained stagnant or decreased. AGCS needs to investigate measures to ensure awareness of the program and increase enrollment.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	AGCS exceeded the statewide performance standard for the Career Standard Benchmark.
Act 158 Graduation Report	98% of the class of 2023 graduated via one of the state's proficiency pathways.
FRI – Four-year Graduation Rate	AGCS exceeded the statewide 2023 four-year cohort graduation rate goal for the 2021-2022 school year (97%).
FRI – Five-year Graduation Rate	AGCS exceeded the statewide average for the five-year cohort graduation rate.
FRI – Industry Based Learning	AGCS decreased in the percent of 12th graders obtaining one of the three options for the industry-based learning indicator. This will be addressed in the graduating class of 2024 as it has been included as an LEA graduation requirement.
College Board Advanced Placement Exams	AGCS reported the highest AP enrollment number to date.

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

True 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.

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.

AGCS exceeded the statewide performance standard for the Career Standard Benchmark.
AGCS exceeded the statewide 2023 four-year cohort graduation rate goal for the 2021-2022 school year (97%).
98% of the class of 2023 graduated via one of the state's proficiency pathways.

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.

AGCS decreased in the percent of 12th graders obtaining one of the three options for the industry-based learning indicator. This will be addressed in the graduating class of 2024 as it has been included as an LEA graduation requirement.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Pro/Adv ELA/Literature	ELL subgroup increased its overall proficiency rate from the previous year and met the school's interim target.
Pro/Adv Math/Algebra I	ELL subgroup increased its overall proficiency rate from the previous year and met the school's interim target.

Students with Disabilities

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

Data	Comments/Notable Observations
PVAAS Science/Biology	These historically underperforming subgroups increased their growth measure from the previous year and met the state's 2030 goal target.
Pro/Adv ELA/Literature	Subgroups' proficiency rate decreased from the previous year and did not meet the interim target in ELA/Literature.
PSSA Assessments	AGCS did not meet the participation rate target (95%) for our Special Education student subgroup. This was part of our cyclical monitoring growth plan.
Pro/Adv Math	86% of special education students are scoring non-proficient on the PSSA ELA assessment.
Biology Keystone Exam	Over 90% of special education students tested were not proficient on the Biology Keystone Exam, 73% of which were "below basic".

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Pro/Adv Science	Over 60% of students who are "historically underperforming" scored proficient on the Science PSSA assessment.
PVAAS Science/Biology	These historically underperforming subgroups increased their growth measure from the previous year and met the state's 2030 goal target.

Pro/Adv ELA/Literature	Subgroups' proficiency rate decreased from the previous year and did not meet the interim target in ELA/Literature.
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Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	71% of black or African American students are scoring non-proficient on the PSSA ELA assessment.
Black	Subgroups increased their overall proficiency on the ELA/Literature assessments from the previous year.
Hispanic	Subgroups increased their overall proficiency on the ELA/Literature assessments from the previous year.
2 or More Races	Subgroups increased their overall proficiency on the ELA/Literature assessments from the previous year.
Hispanic	These historically underperforming subgroups increased their growth measure from the previous year and met the state's 2030 goal target for PVAAS Science/Biology.
White	Subgroups' proficiency rate decreased from the previous year and did not meet the interim target in ELA/Literature.
Black	85% of black or African American students are scoring non-proficient on the PSSA ELA assessment.

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.

Students receiving special education services increased their growth measure from the previous year and met the state's 2030 goal target for PVAAS Science/Biology.
African American students increased their overall proficiency on the ELA/Literature assessments from the previous year.
Hispanic students increased their growth measure from the previous year and met the state's 2030 goal target for PVAAS Science/Biology.

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.

Economically disadvantaged subgroups' proficiency rate decreased from the previous year and did not meet the interim target.
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AGCS did not meet the participation rate target (95%) for our Special Education student subgroup. This was part of our cyclical monitoring growth plan.

83% of special education students are scoring non-proficient on the PSSA ELA assessment.

71% of black or African American students are scoring non-proficient on the PSSA ELA assessment.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title I Program	N/A
Student Services	The school has done a considerable amount of work building its MTSS and school-wide PBIS programs. The school focuses on promoting student equity and various social-emotional supports available to our students. The school needs to continue to focus on the fidelity of behavioral interventions that are implemented.
K-12 Guidance Plan (339 Plan)	The school's Guidance Plan focuses on preparing all students for college and career readiness, ensuring our compliance with the PDE's artifact requirements, as well as building a system of supports for students. Part of the school's comprehensive plan goals focuses on ensuring students are college and career ready and a specific focus should be emphasized on the alignment of these school plans. The school needs to continue to formalize local business partnerships to increase student internship/externship opportunities. The school will submit its formalized PDE 339 Plan in March of 2025.
Technology Plan	N/A
English Language Development Programs	AGCS has comprehensive ELL Services program in place.
Communications Plan	The school is often celebrated for its communication efforts with various stakeholders. One area of opportunity is to formalize the school's communication plan and develop enhanced brand awareness.

Strengths

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

AGCS has been recognized by the state for its implementation of school-wide PBIS programs.
AGCS has comprehensive ELL Services program in place.

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.

The school is often celebrated for its communication efforts with various stakeholders. One area of opportunity is to formalize the school's communication plan and develop enhanced brand awareness.
The school needs to continue to formalize local business partnerships to increase student internship/externship opportunities via its 339 Plan.

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
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	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
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?

The school implements a multi-tiered system of supports for academics and behavior.
The school implements evidence-based strategies to engage families to support learning.
The school implements an evidence-based system of schoolwide positive behavior interventions and supports.
The school uses multiple professional learning designs to support the learning needs of staff
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

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?

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.
Monitor and evaluate the impact of professional learning on staff practices and student learning
The school implements a multi-tiered system of supports for academics and behavior.
The school implements an evidence-based system of schoolwide positive behavior interventions and supports.
Align curricular materials and lesson plans to the PA Standards.

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
AGCS exceeded the statewide average in all assessment proficiency and growth categories.	False
AGCS increased the percentage of students scoring prof/adv on the Math and Science PSSA each of the last three years (post-pandemic)	False
AGCS had only 8% of total students across all tested grade levels score “below basic” on the ELA PSSA.	False
The school continues to increase student growth and proficiency rates on internal benchmark assessments in Reading across the tested grade levels.	False
The school decreased the number of students in the lowest quartile of performance by 19%.	False
AGCS has been recognized by the state for its implementation of school-wide PBIS programs.	False
AGCS exceeded the statewide performance standard for the Career Standard Benchmark.	True
AGCS exceeded the statewide 2023 four-year cohort graduation rate goal for the 2021-2022 school year (97%).	False
Less than 10% of students in grades K, 1, 4, 6, 7 and 8 scored in the lowest quartile of performance.	False
The school continues to increase student growth and proficiency rates on internal benchmark assessments in Mathematics across the tested grade levels.	False
The school decreased the number of students in the lowest quartile of performance by 31%.	False
100% of students scored Accomplished or Distinguished on the PBS assessment in the 2022-2023 school year.	False
88% of students scored Accomplished or Distinguished on the POE assessment in the 2022-2023 school year.	False
The proficiency rate for both 4th and 8th grade science has returned to and now exceeds the school’s pre-pandemic data value.	False
ELL subgroup increased its overall proficiency rate on the ELA PSSAs from the previous year and met the school’s interim target.	False
The school implements a multi-tiered system of supports for academics and behavior.	True
The school implements evidence-based strategies to engage families to support learning.	True
The school implements an evidence-based system of schoolwide positive behavior interventions and supports.	True
66% of students scored Accomplished or Distinguished on the IED assessment in the 2022-2023 school year.	False
98% of the class of 2023 graduated via one of the state’s proficiency pathways.	True
The school uses multiple professional learning designs to support the learning needs of staff	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
AGCS has comprehensive ELL Services program in place.	False

Students receiving special education services increased their growth measure from the previous year and met the state's 2030 goal target for PVAAS Science/Biology.	False
African American students increased their overall proficiency on the ELA/Literature assessments from the previous year.	False
Hispanic students increased their growth measure from the previous year and met the state's 2030 goal target for PVAAS Science/Biology.	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
Proficiency rates for 5th and 7th grade ELA and Math and 4th grade Math were less than the state-wide average.	False
Proficiency rates for the 5th Grade and 6th Grade ELA PSSA have declined over the last three years.	False
AGCS continues to have a significant number of students (37%) scoring "Below Basic" on the Math PSSA. This percentage has remained consistent over the past three years of testing data.	False
5th Grade students continue to struggle to meet higher levels of proficiency in the Exact Path benchmark assessments in Reading.	True
45% of students in 5th grade scores below the 50th percentile.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.	True
AGCS decreased in the percent of 12th graders obtaining one of the three options for the industry-based learning indicator. This will be addressed in the graduating class of 2024 as it has been included as an LEA graduation requirement.	True
5th Grade students continue to struggle to meet higher levels of proficiency in the Exact Path benchmark assessments in Mathematics.	False
Hiring and maintaining qualified teachers within the PLTW course curriculum has been a challenge due to the training requirements.	False
Expanding the high school PLTW course pathways has been challenging due to the training requirements.	False
Enrollment in the high school Engineering courses pathway has remained stagnant or decreased. AGCS needs to investigate measures to ensure awareness of the program and increase enrollment.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	True
The school implements a multi-tiered system of supports for academics and behavior.	True
The school implements an evidence-based system of schoolwide positive behavior interventions and supports.	True
AGCS did not meet its interim proficiency targets for any of the state assessment categories.	True

The school is often celebrated for its communication efforts with various stakeholders. One area of opportunity is to formalize the school's communication plan and develop enhanced brand awareness.	True
The school needs to continue to formalize local business partnerships to increase student internship/externship opportunities via its 339 Plan.	True
Align curricular materials and lesson plans to the PA Standards.	True
Economically disadvantaged subgroups' proficiency rate decreased from the previous year and did not meet the interim target.	False
AGCS did not meet the participation rate target (95%) for our Special Education student subgroup. This was part of our cyclical monitoring growth plan.	False
83% of special education students are scoring non-proficient on the PSSA ELA assessment.	False
71% of black or African American students are scoring non-proficient on the PSSA ELA assessment.	False

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.	It is difficult for AGCS to cultivate and maintain local business partnerships due to the expanded geographic region from which students come from that attend the school. ACGS requires student internship/externship work-based learning experiences as part of its local graduation requirements and struggles to find adequate placement opportunities across the county for students. The school also contends with each local school district in the area for partnerships.	True
AGCS decreased in the percent of 12th graders obtaining one of the three options for the industry-based learning indicator. This will be addressed in the graduating class of 2024 as it has been included as an LEA graduation requirement.	AGCS has incorporated the completion of a work-based learning experiences as a local graduation requirement beginning with the class of 2024. This local requirement is aimed at providing students with additional experiences when charting their post-secondary pathways and our school's industry-based learning indicator on the FRI.	False
5th Grade students continue to struggle to meet higher levels of proficiency in the Exact Path benchmark assessments in Reading.	Overall, the school's fifth graders have struggled over the years to meet grade level proficiency expectations. We continue to implement class-wide interventions and support programs to close the achievement gap and meet the school's interim benchmark targets on the FRI.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	AGCS offers a comprehensive professional development program that has adapted over the years to meet the needs and requests of its staff members. One area of growth is looking into how we can monitor and evaluate professional learning that takes place and its impact on student learning and the school environment.	False
The school implements a multi-tiered system of supports for academics and behavior.	AGCS has a comprehensive MTSS program for both academics and behavior. The school continues to work to align these two areas more closely when trying to address student needs and provide a more holistic view of the student. Additional focus on behavior interventions and the fidelity in which they are implemented is needed.	False
The school implements an evidence-based system of schoolwide positive behavior interventions and supports.	AGCS has a comprehensive MTSS program for both academics and behavior. Its established positive-behavior support interventions and supports are well organized and systematic throughout K-12. Additional	True

	focus on behavior interventions and the fidelity in which they are implemented is needed.	
Align curricular materials and lesson plans to the PA Standards.	AGCS continues to work through its curriculum management plan with regards writing and evaluating course curriculum across all subject areas. Pennsylvania recently adopted its own set of modified NGSS science standards titled the STEEL Standards. AGCS is currently training its teachers on the new standards and evaluating new curriculum materials that are better aligned to the new expectations.	False
The school is often celebrated for its communication efforts with various stakeholders. One area of opportunity is to formalize the school's communication plan and develop enhanced brand awareness.	To help raise awareness in the community about the school, AGCS will focus on formalizing its communication plan and brand awareness throughout the community.	True
The school needs to continue to formalize local business partnerships to increase student internship/externship opportunities via its 339 Plan.	AGCS will develop a formalized Chapter 339 plan outlining student support systems and college and career readiness opportunities at AGCS.	False
AGCS did not meet its interim proficiency targets for any of the state assessment categories.	AGCS students across subgroups have demonstrated meeting their growth targets in PVAAS, however, they have not met the state's established interim proficiency targets.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The school implements a multi-tiered system of supports for academics and behavior.	
The school implements evidence-based strategies to engage families to support learning.	
The school implements an evidence-based system of schoolwide positive behavior interventions and supports.	
AGCS exceeded the statewide performance standard for the Career Standard Benchmark.	
98% of the class of 2023 graduated via one of the state's proficiency pathways.	
The school uses multiple professional learning designs to support the learning needs of staff	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	AGCS will ensure that all students are engaged in rigorous, standards aligned, academic curriculum and learning experiences designed to foster college and career readiness skills.
	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.

	AGCS will build and extend the school's brand to ensure community awareness, participation, and to forge relationships with various stakeholders and groups.
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Goal Setting

Priority: AGCS will ensure that all students are engaged in rigorous, standards aligned, academic curriculum and learning experiences designed to foster college and career readiness skills.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By 2025, implement standards-aligned (STEELs) framework and coaching plan in Science for grades K-12.			
Measurable Goal Nickname (35 Character Max)			
STEEL Standards			
Target Year 1	Target Year 2	Target Year 3	
Creation of STEELs Framework and Coaching Plan	Stakeholder groups will reconvene to reflect and modify the framework and coaching plan as needed.	By 2025, implement standards-aligned (STEELs) framework and coaching plan in Science for grades K-12.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A professional development plan for staff will be established related to the STEEL standards.	STEEL standards will be implemented across grade level/content areas.	Implementation will be analyzed and student data will be reviewed to adjust implementation plans.	Creation of STEELs Framework and Coaching Plan

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
By 2027, AGCS will have created and implemented a cohesive, multi-year, multimodal professional development plan.			
Measurable Goal Nickname (35 Character Max)			
Professional Development and Training of Staff			
Target Year 1	Target Year 2	Target Year 3	
AGCS will create a K-12 Professional Learning Committee to conduct interviews, needs assessments, and data review	AGCS will identify sub components/groups to be addressed in the professional learning plan and processes related to professional learning	By 2027, AGCS will have created and implemented a cohesive, multi-year, multimodal professional development plan.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A committee of stakeholders will be created to conduct a	The committee will identify exemplar structures and best practices in adult learning theory	The committee will finalize a professional learning structure(s).	AGCS will create a K-12 Professional Learning Committee to conduct

needs assessments and review data.			interviews, needs assessments, and data review
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Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By 2027, the K-5 reporting document will be aligned to the PA Core Standards and presented in a parent family format.			
Measurable Goal Nickname (35 Character Max)			
Student Progress and Reporting			
Target Year 1	Target Year 2	Target Year 3	
Develop a K-5 Reporting Committee to review existing reporting documents; create revised reporting document.	Implement the updated reporting document, aligned to standards, for instructional staff.	By 2027, the K-5 reporting document will be aligned to the PA Core Standards and presented in a parent family format.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Develop a K-5 Reporting Committee to review existing reporting documents.	Analyze current reporting document for strengths and areas of improvement.	Recommendations for revisions.	Develop a K-5 Reporting Committee to review existing reporting documents.

Priority: 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.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By 2027, AGCS will meet and sustain fidelity at all 3 tiers of behavioral interventions as measured by the PA PBIS Tiered Fidelity Inventory.			
Measurable Goal Nickname (35 Character Max)			
Fidelity of Behavioral Interventions			
Target Year 1	Target Year 2	Target Year 3	
Sustain fidelity at Tiers 1 & 2.	Obtain fidelity at Tier 3 and sustain fidelity at Tiers 1 & 2.	By 2027, AGCS will meet and sustain fidelity at all 3 tiers of behavioral interventions as measured by the PA PBIS Tiered Fidelity Inventory.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Increase Fidelity at K-6	Pilot Tier 2 Interventions and fidelity monitoring for grades 7-12	Obtain K-12 baseline for Tier 2 fidelity.	Sustain fidelity at Tiers 1 & 2.
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Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
By 2027, AGCS will implement an Behavior Intervention Coaching Tool as a Tiered Intervention for enhanced classroom management.			
Measurable Goal Nickname (35 Character Max)			
Behavior Intervention Coaching Tool			
Target Year 1	Target Year 2	Target Year 3	
AGCS will explore research-based class-wide behavior intervention options and implement a pilot training	AGCS will expand the pilot training and develop entrance and exit criteria for the intervention. Develop indicator of effectiveness.	By 2027, AGCS will implement an Behavior Intervention Coaching Tool as a Tiered Intervention for enhanced classroom management.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify Key Team Members for Implementation and 2-3 interventions to explore	Select and Pilot an intervention with 1-2 teachers	Obtain feedback on pilot and make adjustments for implementation	AGCS will explore research-based class-wide behavior intervention options and implement a pilot training

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
AGCS will review its current student support services programs and develop its comprehensive Chapter 339 plan for the Pennsylvania Department of Education.			
Measurable Goal Nickname (35 Character Max)			
Chapter 339 Plan			
Target Year 1	Target Year 2	Target Year 3	
AGCS will submit its comprehensive Chapter 339 plan to the PA Department of Education.	AGCS will reflect and update its plan to meet the changing needs of its students.	AGCS will review its current student support services programs and develop its comprehensive Chapter 339 plan for the Pennsylvania Department of Education.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Develop 339 Planning Team and Identify Chapter 339 requirements.	Review existing programs and supports in place and develop Draft Plan for State submission	Present Draft Plan to Administrative Team for Review	AGCS will submit its comprehensive Chapter 339 plan to the PA Department of Education.
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Priority: AGCS will build and extend the school's brand to ensure community awareness, participation, and to forge relationships with various stakeholders and groups.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
Establish clear brand guidelines for the school to promote awareness and consistency in brand messaging.			
Measurable Goal Nickname (35 Character Max)			
Brand Awareness			
Target Year 1	Target Year 2	Target Year 3	
Complete the brand awareness workshop facilitated by the CCIU.	Development of a clear and concise brand guidelines document to drive brand awareness.	Establish clear brand guidelines for the school to promote awareness and consistency in brand messaging.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
None	None	None	Complete the brand awareness workshop facilitated by the CCIU.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
AGCS will create a comprehensive family orientation and onboarding program for new students enrolling in the school throughout the school year.			
Measurable Goal Nickname (35 Character Max)			
Orientation and Onboarding			
Target Year 1	Target Year 2	Target Year 3	
Evaluation of current and prospective practices will be conducted.	AGCS will create a comprehensive family orientation and onboarding program for new students enrolling in the school throughout the school year.	AGCS will create a comprehensive family orientation and onboarding program for new students enrolling in the school throughout the school year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Community is aware of the goal via the strategic plan and board meetings.	Committee interest surveys are distributed to school community.	Interest surveys are distributed and focus group sessions are held.	Evaluation of current and prospective practices will be conducted.
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Action Plan

Measurable Goals

STEEL Standards	Professional Development and Training of Staff
Fidelity of Behavioral Interventions	Behavior Intervention Coaching Tool
Chapter 339 Plan	Brand Awareness
Student Progress and Reporting	Orientation and Onboarding

Action Plan For: Professional Development and Training of Staff

Measurable Goals:
<ul style="list-style-type: none"> By 2027, AGCS will have created and implemented a cohesive, multi-year, multimodal professional development plan.

Action Step		Anticipated Start/Completion Date	
Identify Professional Learning Committee members and develop a plan of action.		2024-08-01	2024-11-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Google forms	No	Yes
Action Step		Anticipated Start/Completion Date	
Conduct needs assessments, interviews, surveys and review data.		2024-11-01	2025-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Google forms, needs assessment questions, surveys, interview schedule	No	Yes
Action Step		Anticipated Start/Completion Date	
Review exemplar professional learning delivery structures and research on adult learning theory.		2025-03-01	2025-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Exemplar professional development plans, supporting literature	No	No
Action Step		Anticipated Start/Completion Date	
Finalize professional learning plan structure including (induction, coaching cycle, professional improvement plans, on-boarding, PLC's, off-site workshops, mentoring, etc.).		2025-06-15	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Best practices in professional learning delivery	No	No
Action Step		Anticipated Start/Completion Date	

Review of mandated trainings and strategic goals (PD), divisional and school goals. Identify long-range plan/schedule of trainings.		2025-11-30	2026-02-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	State mandated checklist, PDE SAS, Strategic goals	No	No
Action Step		Anticipated Start/Completion Date	
Create a multi-year calendar of professional learning and processes for requesting and participating in professional development events aligned to the new teacher induction plan.		2026-02-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	N/A	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multi-year Staff Professional Development	Committee reviews quarterly progress for the duration of the plan.

Action Plan For: Behavior Intervention Coaching Tool

Measurable Goals:
<ul style="list-style-type: none"> By 2027, AGCS will implement an Behavior Intervention Coaching Tool as a Tiered Intervention for enhanced classroom management.

Action Step		Anticipated Start/Completion Date	
Identify list/resources of class-wide Tier 2 interventions for behavior management coaching and present findings to Administration.		2024-08-30	2024-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services	Coordination with Administrators and Principals	No	No
Action Step		Anticipated Start/Completion Date	
Pilot class-wide intervention, identify indicator of success for expansion of program and necessary resources		2024-11-01	2025-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services	Intervention list/options, measures/rubrics, training	Yes	No
Action Step		Anticipated Start/Completion Date	
Implement expanded pilot program and make adjustments K-6		2025-08-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Student Services, Principals	Program guidelines, interventions, rubrics, training	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Expand intervention program to grade 7-12.		2026-08-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services, Principals	Program guidelines, interventions, rubrics, training	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Development of Coaching Tools and framework incorporated into Comprehensive Plan.	Annual Feedback from Test Group, Monitoring of Behavior Referrals

Action Plan For: Brand Awareness

Measurable Goals:
<ul style="list-style-type: none"> Establish clear brand guidelines for the school to promote awareness and consistency in brand messaging.

Action Step	Anticipated Start/Completion Date		
Schedule branding workshop with CCIU from communications review initiative.	2025-01-01	2025-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer	CCIU Communications review plan	Yes	No
Action Step	Anticipated Start/Completion Date		
Collect and review all communication and branding materials for review	2025-06-30	2025-08-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Webmaster	Current communication templates, brand color template	No	No
Action Step	Anticipated Start/Completion Date		
Review and revise current letterhead, presentations, and other templates used throughout the school	2025-08-30	2025-11-01	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Webmaster	Letterhead, presentations, and other templates	No	No
Action Step	Anticipated Start/Completion Date		

Review and update the school's apparel shops and third-party vendors		2025-08-30	2025-11-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Special Programs Coordinator	Current vendor lists and website storefronts	No	No
Action Step		Anticipated Start/Completion Date	
Establish brand and logo guidelines aligned to the mission/vision of the school		2025-11-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer	Logos, templates, website, Google Doc	No	Yes
Action Step		Anticipated Start/Completion Date	
Ensure consistency of the brand usage throughout the organization		2026-06-30	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Head of School	Communication examples	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Development of a clear and concise brand guidelines document to drive brand awareness.	Ongoing evaluation of messages, logo usage, presentations, and alignment to the school mission/vision.

Action Plan For: Chapter 339 Plan

Measurable Goals:
<ul style="list-style-type: none"> AGCS will review its current student support services programs and develop its comprehensive Chapter 339 plan for the Pennsylvania Department of Education.

Action Step		Anticipated Start/Completion Date	
Review State Requirements for Chapter 339 Plan and develop planning team of key stakeholders		2024-07-01	2024-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services	State requirements, PA Code Chpt 339, school exemplars, templates	No	No
Action Step		Anticipated Start/Completion Date	
Develop a draft 339 plan for feedback and review		2024-10-01	2024-12-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services	339 planning template, exemplars	No	No
Action Step		Anticipated Start/Completion Date	
Present 339 Plan to Administrative and Strategic Teams for review and feedback		2025-01-01	2025-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services	339 planning template, presentation slides	No	No
Action Step		Anticipated Start/Completion Date	
Submit board approved 339 Plan to PDE		2025-03-01	2025-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services	339 final draft document	No	Yes
Action Step		Anticipated Start/Completion Date	
Implement and ongoing monitoring of 339 plan		2024-04-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services, Counselors, Principals	Approved 339 plan	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Published Chapter 339 Plan	Monitoring through completion of Action Plan Steps

Action Plan For: Fidelity of Behavioral Interventions

Measurable Goals:
<ul style="list-style-type: none"> By 2027, AGCS will meet and sustain fidelity at all 3 tiers of behavioral interventions as measured by the PA PBIS Tiered Fidelity Inventory.

Action Step		Anticipated Start/Completion Date	
Obtain Baseline for Fidelity of Tier 2 interventions for K-6 with goal on improving fidelity of interventions for the 24-25 school year.		2024-08-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services	Tier 2 fidelity tools	No	Yes

Action Step		Anticipated Start/Completion Date	
Train Staff on Tier 1 PBIS and SEL integrated framework of behavioral expectations and redefined behavioral code of conduct		2024-08-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Tier 1 Matrix and Student Code of Conduct	Yes	No
Action Step		Anticipated Start/Completion Date	
Develop and refine entrance and exit criteria for Tier 2 interventions 7-12 and fidelity monitoring tool.		2024-08-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CST Teams	Intervention Manual	Yes	No
Action Step		Anticipated Start/Completion Date	
Obtain baseline for Tier 3 Fidelity and obtain fidelity. Monitor Tier 2 fidelity for K-12 interventions		2026-06-30	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CST Teams	Intervention Manual	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Recognized for Tier 1 fidelity for the previous school year; A minimum of 80% participation rate of certified staff on the Self-Assessment Survey; 70% Tiered Fidelity Inventory- Tier 1, 2, and 3- average with a completed walk through.	Sustain Fidelity at all 3 tiers

Action Plan For: STEEL Standards

Measurable Goals:
<ul style="list-style-type: none"> By 2025, implement standards-aligned (STEELs) framework and coaching plan in Science for grades K-12.

Action Step		Anticipated Start/Completion Date	
Create "Science Leadership Team" across teachers/staff in grades K-12.		2024-07-01	2024-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Google forms	No	Yes

Action Step		Anticipated Start/Completion Date	
Partner with CCIU to facilitate on-going training for Science Leadership Team		2024-09-01	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	IES contract with CCIU	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Update the schools curricular review process/management plan to determine standards-aligned programming with relation to science courses and materials		2025-03-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Curriculum Management Plan, Sample Resources	No	Yes
Action Step		Anticipated Start/Completion Date	
The Science Leadership Team will analyze the STEEL standards relative to current practices and curriculum frameworks.		2025-03-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Attendance at PD (CCIU, PaTTAN); SAS Hub Resources	No	No
Action Step		Anticipated Start/Completion Date	
Develop a program implementation plan for staff with the adoption of new core resource.		2025-06-01	2025-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Vendor professional development; in-house professional development	Yes	No
Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)		
Standards-aligned STEELs framework	Monthly review by the Dept. of Curriculum & Instruction		

Action Plan For: Orientation and Onboarding

Measurable Goals:
<ul style="list-style-type: none"> AGCS will create a comprehensive family orientation and onboarding program for new students enrolling in the school throughout the school year.

Action Step	Anticipated Start/Completion Date
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Form orientation committee of various stakeholders throughout grade level divisions		2024-08-30	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer	Google forms, Zoom	No	Yes
Action Step		Anticipated Start/Completion Date	
Review other private school and charter school orientation and onboarding programs.		2024-10-01	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Committee	Private and charter school orientation program overviews, GoogleDocs, Zoom	No	No
Action Step		Anticipated Start/Completion Date	
Distribute survey to existing parents/students to collect their impressions and feedback from their orientation/onboarding		2025-01-02	2025-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Committee	Google Forms, email distribution lists, conference room, Zoom	No	Yes
Action Step		Anticipated Start/Completion Date	
Develop a clear, comprehensive, and ongoing orientation/onboarding program across grade levels.		2025-03-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Principals, Committee	Google Docs, Zoom	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Comprehensive timeline of key orientation and onboarding events/actions to support students and families.	Feedback will be collected from students/families each year that go through the orientation/onboarding and grade level transitions.

Action Plan For: Student Progress and Reporting

Measurable Goals:
<ul style="list-style-type: none"> By 2027, the K-5 reporting document will be aligned to the PA Core Standards and presented in a parent family format.

Action Step	Anticipated Start/Completion Date
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Create a K-5 committee of teachers and admin to serve as the driving force for the work associated with student reporting.		2025-01-01	2025-04-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Google forms	No	Yes
Action Step		Anticipated Start/Completion Date	
Committee will develop a timeline and short term goals, in order to meet completion date		2025-04-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Sample/exemplar timelines to guide discussions and goals.	No	No
Action Step		Anticipated Start/Completion Date	
Utilize subcommittees to provide feedback on current reporting documents.		2025-06-30	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Google forms	No	Yes
Action Step		Anticipated Start/Completion Date	
Compile recommendations and finalize the vision for the final reporting document.		2026-01-01	2026-04-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Sample/exemplar products to guide work on final product determination	No	No
Action Step		Anticipated Start/Completion Date	
Develop grade level report cards to be implemented in the 26-27SY.		2026-04-01	2026-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum and Assessment Coordinator	PA Core Standards, SAS, SIS	No	No
Action Step		Anticipated Start/Completion Date	
Staff Training Plan for implementation of new reporting document.		2026-08-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	PowerSchool SIS	Yes	No
Action Step		Anticipated Start/Completion Date	

Reconvene Committee to create vision for parent training and support in understanding K-5 reporting document.		2027-06-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Sample/exemplar products to guide work on final product determination	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Grade level (K-5) reporting document aligned to PA Core Standards.	Quarterly meetings with Committee to review timeline and progress towards interim goals.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Behavior Intervention Coaching Tool	Pilot class-wide intervention, identify indicator of success for expansion of program and necessary resources
Behavior Intervention Coaching Tool	Implement expanded pilot program and make adjustments K-6
Behavior Intervention Coaching Tool	Expand intervention program to grade 7-12.
Brand Awareness	Schedule branding workshop with CCIU from communications review initiative.
Fidelity of Behavioral Interventions	Train Staff on Tier 1 PBIS and SEL integrated framework of behavioral expectations and redefined behavioral code of conduct
Fidelity of Behavioral Interventions	Develop and refine entrance and exit criteria for Tier 2 interventions 7-12 and fidelity monitoring tool.
STEEL Standards	Partner with CCIU to facilitate on-going training for Science Leadership Team
STEEL Standards	Develop a program implementation plan for staff with the adoption of new core resource.
Student Progress and Reporting	Staff Training Plan for implementation of new reporting document.

CCIU Brand Awareness Workshop

Action Step		
<ul style="list-style-type: none"> Schedule branding workshop with CCIU from communications review initiative. 		
Audience		
Communications Coordinator, Webmaster, Chief Academic Officer, School Principals		
Topics to be Included		
Brand awareness strategy		
Evidence of Learning		
Reflection summaries, sign in/out sheets		
Lead Person/Position	Anticipated Start	Anticipated Completion
CCIU Consultant	2025-01-01	2025-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

STEEL Standards Implementation and Training

Action Step		
<ul style="list-style-type: none"> Partner with CCIU to facilitate on-going training for Science Leadership Team Develop a program implementation plan for staff with the adoption of new core resource. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 4d: Participating in a Professional Community 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On-going
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 4d: Participating in a Professional Community 3c: Engaging Students in Learning 	

<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction
This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Summer workshops
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4d: Participating in a Professional Community • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Learning walk	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 4d: Participating in a Professional Community • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	Based on IU/PATTAN Calendar
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	

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Staff Training on New Student Progress Reporting Measures

Action Step		
<ul style="list-style-type: none"> Staff Training Plan for implementation of new reporting document. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Tier 1 PBIS and SEL Integrated Framework Training

Action Step		
<ul style="list-style-type: none"> Train Staff on Tier 1 PBIS and SEL integrated framework of behavioral expectations and redefined behavioral code of conduct 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2d: Managing Student Behavior 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Tier 2 Intervention Criteria

Action Step		
<ul style="list-style-type: none"> Develop and refine entrance and exit criteria for Tier 2 interventions 7-12 and fidelity monitoring tool. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly staff meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2c: Managing Classroom Procedures • 4b: Maintaining Accurate Records • 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	

Pilot Program

Action Step		
<ul style="list-style-type: none"> • Pilot class-wide intervention, identify indicator of success for expansion of program and necessary resources 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

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	
<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 4b: Maintaining Accurate Records • 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Pilot Program

Action Step

<ul style="list-style-type: none"> Pilot class-wide intervention, identify indicator of success for expansion of program and necessary resources 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

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	
<ul style="list-style-type: none"> 4b: Maintaining Accurate Records 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Expanded Pilot Program

Action Step		
<ul style="list-style-type: none"> Implement expanded pilot program and make adjustments K-6 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
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Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Expanded Pilot Program

Action Step		
<ul style="list-style-type: none"> • Implement expanded pilot program and make adjustments K-6 		
Audience		
Selected K-6 staff meeting coaching criteria		
Topics to be Included		
Classroom Structure Instruction Management Behavior Management Classroom Climate		
Evidence of Learning		
Intervention Rubric		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Student Services	2025-09-01	2026-06-30

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	
<ul style="list-style-type: none"> • 2d: Managing Student Behavior • 4b: Maintaining Accurate Records • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Upper School Intervention Program

Action Step
<ul style="list-style-type: none"> • Expand intervention program to grade 7-12.

Audience		
Selected 7-12 staff meeting coaching criteria		
Topics to be Included		
Classroom Structure Instruction Management Behavior Management Classroom Climate		
Evidence of Learning		
Intervention Rubric		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Student Services	2026-08-01	2027-06-30

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	
<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Upper School Intervention Program

Action Step		
<ul style="list-style-type: none"> • Expand intervention program to grade 7-12. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

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
<ul style="list-style-type: none">• 2b: Establishing a Culture for Learning• 2a: Creating an Environment of Respect and Rapport• 2d: Managing Student Behavior• 4b: Maintaining Accurate Records
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Communications Activities

Orientation and Onboarding Committee Interest					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Form orientation committee of various stakeholders throughout grade level divisions 	Current students and parents	Requesting interest in participating in the committee	Chief Academic Officer	08/30/2024	09/30/2024
Communications					
Type of Communication			Frequency		
Email			Twice prior to closing interest survey		
Posting on district website			Once		

Orientation and Onboarding Survey Distribution

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Distribute survey to existing parents/students to collect their impressions and feedback from their orientation/onboarding 	Current students and parents	Requesting feedback on their own orientation/onboarding experience with AGCS	Chief Academic Officer	01/01/2025	03/01/2025

Communications

Type of Communication	Frequency
Email	Three times prior to closing the feedback survey

Steel Standards Committee					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Create "Science Leadership Team" across teachers/staff in grades K-12. 	K-12 Science Teachers	Sharing of long range goals, expectations, calendar of events/meetings for participation on the Science Leadership Team	Director of Teaching and Learning	08/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Email			Bi-monthly		
Presentation			Shared via email and action plan milestones		
Other			Calendar invites with meeting minutes from committee work		

Steel Standards Training Opportunities

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Partner with CCIU to facilitate on-going training for Science Leadership Team 	Science committee, CCIU	Long range planning, goals PD Logistics, yearly contract Curricular resources	Director of Teaching and Learning	08/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Email			A milestone points in the action plan		
Webinar			Virtual meetings per the CIU training schedule.		

Curriculum Management Plan Update					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Update the schools curricular review process/management plan to determine standards-aligned programming with relation to science courses and materials 	Administration, teachers, School Board	Curricular review process and updates Standards-aligned updates (STEELs) Science PSSA changes	Director of Teaching and Learning	10/01/2024	04/30/2025
Communications					
Type of Communication			Frequency		
Email			Monthly updates to administration and teachers		
Presentation			August/September each year to the School Board		

Professional Development Plan Committee

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identify Professional Learning Committee members and develop a plan of action. 	All Staff, Board, Strategic Planning Members	Sharing of long range goals and expectations, Calendar of events/meetings for participation on the Professional Learning Committee	Director of Teaching and Learning	09/01/2024	12/01/2024

Communications

Type of Communication	Frequency
Email	Survey email to collect interest in committee participation
Email	Bi-monthly to committee members after established

Professional Development Needs Assessment

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Staff, Board, Administration, Strategic Planning Committee	Purpose of needs assessment Survey input Interview participation Data collection, review, analysis	Director of Teaching and Learning	12/01/2024	05/01/2025

Communications

Type of Communication	Frequency
Email	Email survey seeking committee participation
Presentation	After needs assessment data is collected a presentation will be given to the committee, administration, and School Board.

Student Progress and Reporting Committee

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Staff, Board, Strategic Planning Members	Sharing of long range goals and expectations Calendar of events/meetings for participation on the K-5 Grading and Reporting Committee	Director of Teaching and Learning	12/01/2024	03/01/2025

Communications

Type of Communication	Frequency
Email	Winter 2025 seeking committee participation

Student Progress and Reporting Feedback

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Utilize subcommittees to provide feedback on current reporting documents. Reconvene Committee to create vision for parent training and support in understanding K-5 reporting document. 	K-5 Grading and Reporting Committee	Role of subcommittees Process for gathering feedback, input Schedule of events, pd, workshops associated with each subcommittee Goal of committee work (multi-year PD plan for families) Schedule of meeting dates Division of work	Director of Teaching and Learning	06/01/2025	06/01/2027

Communications

Type of Communication	Frequency
Email	Once, Summer 2025
Email	Quarterly

PDE 339 Plan Presentation					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Submit board approved 339 Plan to PDE 	Administration, School Board	PDE 339 Plan Components Approval Process	Director of Student Services	02/01/2025	03/31/2025
Communications					
Type of Communication			Frequency		
Presentation			Once, scheduled School Board Meeting		

Brand and Logo Guidelines

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Establish brand and logo guidelines aligned to the mission/vision of the school 	All staff, school board, PTO	Branding expectations, guidelines, and usage requirements	Chief Academic Officer	06/01/2025	06/30/2025
Communications					
Type of Communication			Frequency		
Email			Once, brand guidelines		
Presentation			Once, school board meeting		
Posting on district website			Once, section on branding guidelines added to school website		

Expanding Intervention Pilot K-6

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-6 Instructional Staff	Coaching Tool Process to receive coaching Implementation Process	Director of Student Services	06/30/2025	09/01/2025

Communications

Type of Communication	Frequency
Email	Once
Presentation	Once

Expanding Intervention Pilot to 7-12

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	7-12 Instructional Staff	Coaching Tool Process to receive coaching Implementation Process	Director of Student Services	06/30/2026	09/01/2026

Communications

Type of Communication	Frequency
Email	Once
Presentation	Once

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">AGCS Board Minutes - April 2024.pdf

Chief School Administrator	Date
Kristen Bishop	2024-06-03
Building Principal Signature	Date
Jen Weaver	2024-06-03
School Improvement Facilitator Signature	Date