

Profile and Plan Essentials

LEA Type		AUN
Center for Student Learning Charter School		122090001
Address 1		
345 Lakeside Drive		
Address 2		
City	State	Zip Code
Levittown	PENNSYLVANIA	19054
Chief School Administrator		Chief School Administrator Email
Dr. Charles Bonner		cbonner@cslcharter.org
Single Point of Contact Name		
Peter Hackney		
Single Point of Contact Email		
phackney@cslcharter.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
2159329106		137
Principal Name		
Peter Hackney		
Principal Email		
phackney@cslcharter.org		
Principal Phone Number		Principal Extension
2152697390		
School Improvement Facilitator Name		School Improvement Facilitator Email
Chad Evans		cevans@bucksiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jack Whelan	Teacher	Center for student learning charter school	jwhelan@cslcharter.org
Heather Lambert	Teacher	Center for student learning charter school	hlambert@cslcharter.org
Hilary Donahue	Teacher	Center for student learning charter school	hdonahue@cslcharter.org
James Lill	Community Member	BCIU	jlill@bucksiu.org
Chris Mohapp	Teacher	Center for student learning charter school	cmohapp@cslcharter.org
Chad Evans	Community Member	BCIU	cevans@bucksiu.org
Peter Hackney	Principal	Center for student learning charter school	phackney@cslcharter.org
Christen Cartolaro	District Level Leaders	Center for student learning charter school	ccartolaro@cslcharter.org
Heather Humienny	Board Member	CSL School Board President	hhumienny@cslcharter.org
Sonya Derry	Parent	Community Member/Parent	sonyaderry@yahoo.com
Nevaeh Derry	Student	CSL Student	nderry@cslcharter.org
Patricia Manning	Parent	Community Member/Parent	disneypat216@verizon.net
Luke Manning	Student	CSL Student	lmanning@cslcharter.org
Melissa Leiby	Parent	Community Member/Parent	mrsleiby@gmail.com
James Leiby	Student	CSL Student	jleiby@cslcharter.org
Carrie Ferris	Parent	Community Member/Parent	carrieferris85@yahoo.com
Natalie Ferris	Student	CSL Student	nferris@cslcharter.org
Nick Jobes	Student	CSL Student	njobes@cslcharter.org
Lynn Martin	Parent	Community Member/Parent	blushinivy@yahoo.com
Michelle Jobes	Parent	Community Member/Parent	michellejobesrt@gmail.com
Marissa Santucci	Student	CSL Student	msantucci@cslcharter.org
Autumn McKnight	Student	CSL Student	aumcknight@cslcharter.org
Lillian Rumsey	Student	CSL Student	lrumsey@cslcharter.org
Jennifer Chetaru	Parent	Community Member/Parent	jenniferchetaru@hotmail.com
Caleb Orlando	Student	CSL Student	corlando@cslcharter.org
Kristan Orlando	Parent	Community Member/Parent	kristan.orlando@gmail.com

LEA Profile

The **Center for Student Learning Charter School at Pennsbury** (CSL) was opened to students in 2002 as a State-approved educational program that is a public alternative to their home school district. Throughout each year of operation, CSL has continued to grow in enrollment, facility, and educational programs. During this growth, CSL has always maintained a mission to serve at-risk students who would benefit from a learning environment focusing on providing a program centered on meeting students at their academic level and thus providing them with a learning environment that is more personal. CSL attempts to maintain an average class size of fifteen students, enabling us to provide the supports needed for every student to succeed. All of our teaching staff are appropriately PA Certified teachers.

Students who will benefit from CSL's program have experienced limited success in their current academic setting. This lack of success may be directly related to poor school attendance, large class sizes, multiple discipline referrals, academic failures, and/or patterns of disruptive behavior.

The Center for Student Learning Charter School at Pennsbury is a school of choice available to any resident of the Commonwealth of Pennsylvania. There is no tuition cost to the student's family. Transportation is provided by the student's home school district, if the student resides in a transporting district within a 10 mile radius.

Mission and Vision

Mission

The mission of the Board of Trustees is that the Center for Student Learning will provide a superior model for the education of students who are not experiencing success in their home school environment. The targeted population for the Center for Student Learning is at-risk students who are having difficulty achieving success in the middle school or high school environment. Students who will benefit from the CSL program will exhibit any or all of the following characteristics: poor school attendance, multiple discipline referrals, multiple subject failures, and/or patterns of disruptive behavior. These characteristics may result from unique learning needs, environmental factors, and/or medical or behavioral restrictions. The founding coalition also envisions the middle school component of the CSL program as providing a proactive approach to meeting the needs of middle school at-risk learners before they develop the characteristics listed above.

Vision

The philosophy of the Center for Student Learning program is to meet the needs of the individual student. Specific curricula, methodologies, and activities that are referenced in this application are intended to provide a representative description of appropriate curricula, methodologies, and activities. Other curricula, methodologies and activities may be used as appropriate when necessary to meet the need of the individual learner. CSL : Gives every child access to a rich, well-rounded, and rigorous curriculum Provides every child with the appropriate amount of support to grow academically and socially. Utilizes technology to foster independence in learning and ownership of academic outcomes. Creates a safe and consistent setting that allows for exploration and personal growth. Empowers families and students to define attainable goals and create pathways to achieve their goals. Prepares students with college and career readiness skills Prepares students to become productive community members

Educational Values

Students

Lifelong Learning is the pursuit of knowledge and a commitment to achievement of potential. Each person should be encouraged to achieve his or her full potential and ability and to respect the achievements of others. Each person should be encouraged to develop critical thinking, creative imagination, interpersonal and vocational skills, and basic competencies in the various forms of disciplined inquiry. Each person should be equipped with the tools to critically examine world-views, especially those dominant in his or her background and school community.

- Respect for Self and Others Each person is unique and that uniqueness should be encouraged to develop self-respect and dignity. Each person has freedom of will, is responsible for his or her own conduct and will be encouraged to take responsibility for that conduct and to recognize the need for truthfulness and integrity. Each person should welcome opportunities for learning and allow others to learn. Each person differs in his or her readiness and ability to learn and has the right to be given access to available knowledge at a level appropriate to his or her developmental needs and interests. Each person has the right to learn in an environment free from harassment and discrimination. Each person should strive to work cooperatively and to resolve conflict peacefully while respecting differences and valuing the other person.
- Respecting the Rules of the Learning Community Each person should respect the rules and demonstrate appropriateness of behavior. We have created a 'Financial Literacy' elective course, revolving around PA Community Responsibility anchors, in order to help prepare students for issues they will face in everyday life.
- Strategies of Conflict Resolution will be used to combat coercion and confrontation. We are a Bully Free School. We utilize the services of NOVA, (Network of Victim Assistance), the Bucks County Intermediate Unit, the Council of Southeast PA, the Peace Center, and other outside agencies for student and staff presentations. We will utilize our certified Counselors to mediate small group sessions. We have created a 'Financial Literacy' elective course, revolving around PA Community Responsibility anchors, in order to help prepare students for issues they will face in everyday life. We will continue to integrate the Restorative Practices approach to discipline. We are working with the Bucks County Intermediate Unit to develop a School Wide Positive Behavior Support System. We are developing age appropriate behavior expectations, through the use of a matrix, for both the middle school and high school.

Staff

- Lifelong Learning is the pursuit of knowledge and a commitment to achievement of potential. Each person should be encouraged to achieve his or her full potential and ability and to respect the achievements of others. Each person should be encouraged to develop critical thinking, creative imagination, interpersonal and vocational skills, and basic competencies in the various forms of disciplined inquiry. Each person should be equipped with the tools to critically examine world-views, especially those dominant in his or her background and school community.
- Respect for Self and Others Each person is unique and that uniqueness should be encouraged to develop self-respect and

dignity. Each person has freedom of will, is responsible for his or her own conduct and will be encouraged to take responsibility for that conduct and to recognize the need for truthfulness and integrity. Each person should welcome opportunities for learning and allow others to learn. Each person differs in his or her readiness and ability to learn and has the right to be given access to available knowledge at a level appropriate to his or her developmental needs and interests. Each person has the right to learn in an environment free from harassment and discrimination. Each person should strive to work cooperatively and to resolve conflict peacefully while respecting differences and valuing the other person. · Respecting the Rules of the Learning Community Each person should respect the rules and demonstrate appropriateness of behavior. We have created a 'Financial Literacy' elective course, revolving around PA Community Responsibility anchors, in order to help prepare students for issues they will face in everyday life. · Strategies of Conflict Resolution will be used to combat coercion and confrontation. We are a Bully Free School. We utilize the services of NOVA, (Network of Victim Assistance), the Bucks County Intermediate Unit, the Council of Southeast PA, the Peace Center, and other outside agencies for student and staff presentations. We will utilize our certified Counselors to mediate small group sessions. We have created a 'Financial Literacy' elective course, revolving around PA Community Responsibility anchors, in order to help prepare students for issues they will face in everyday life. We will continue to integrate the Restorative Practices approach to discipline. We are working with the Bucks County Intermediate Unit to develop a School Wide Positive Behavior Support System. We are developing age appropriate behavior expectations, through the use of a matrix, for both the middle school and high school.

Administration

To Implement, monitor, and enforce the shared values of the school.

Parents

To understand and model the shared values of the school.

Community

To understand the shared values of the school and provide a culture that supports the shared values for our students.

Other (Optional)

Omit selected.

Future Ready PA Index

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

False K	False 1	False 2	False 3	False 4	False 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
English Language Arts/ Literature All student groups Meets the Standard Demonstrating Growth	Our growth standard for ELA was at the statewide average and above the statewide growth standard
Career Standards Benchmark All Student Group Meets Performance Standard	We are above the statewide average and just below the statewide performance standard.
Percent Graduation 4 year cohort	While we are below the statewide average and goals, our graduation rates are above our pre-pandemic levels.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance All Student Group Did Not Meet Performance Standard	Continued Improvement Needed
Science/Biology All Student Group Did Not Meet the Standard Demonstrating Growth	Continued Improvement Needed
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	Continued Improvement Needed
English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	Continued Improvement Needed

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

Strengths

Indicator	Comments/Notable Observations
English Language Arts/ Mathematics/ Science ESSA Student Subgroups Economically Disadvantaged	Although few of our student groups are meeting the statewide achievement expectation, our subgroups have a positive trend in improvement.

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Attendance ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Our students with disabilities are attending schools at a disparate rate compared to their peers.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our students are meaningfully completing their Career Standards Benchmarks.
We are meeting anticipated growth expectations in English-Language Arts.

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.

Our average daily attendance does not meet the statewide average and/or the statewide performance standard.
ELA Proficient and Advanced Keystone. Our percent proficient and advanced does not meet the statewide average and/or the statewide performance standard.

Algebra Proficient and Advanced Keystone. Our percent proficient and advanced does not meet the statewide average and/or the statewide performance standard.

Biology Proficient and Advanced Keystone. Our percent proficient and advanced does not meet the statewide average and/or the statewide performance standard.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS PSSA English/Language Arts (Grade 8) likely met the growth index	Mid year data indicates about 44% of all learners made or exceeded anticipated growth. 32% did not grow but also did not recede.

English Language Arts Summary

Strengths

Our educators are committed to delivering a strong standards aligned English curriculum.

Challenges

Our learners often arrive with reading and language based academic deficits and we need to strengthen our intervention and support system to help them grow at a faster rate.

Mathematics

Data	Comments/Notable Observations
Quarterly Assessments (MS)	Grade 6 (67%), Grade 7 (53%), Grade 8 (55%) average proficiency through three MP (of learners who took all three assessments)
Quarterly Assessments (HS)	Concepts of Algebra (68%), Algebra 1A (67%), Algebra 1B (73%) average proficiency through three MP (of learners who took all three assessments)
PVAAS data	PVAAS data indicates that our middle school learners are making projected growth goals however they are falling short of the midline.

Mathematics Summary

Strengths

Our educators are committed to delivering a strong standards aligned mathematics curriculum.

Challenges

Our learners often arrive with mathematics based academic deficits and we need to strengthen our intervention and support system to help them grow at a faster rate.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
MS Science Quarterly Assessments	Grade 7 (78%), Grade 8 (68%), average proficiency through three MP (of learners who took all three assessments)
HS Science Quarterly Assessments	Micro Biology (71%), Macro Biology (56%) average proficiency through three MP (of learners who took all three assessments)
PVAAS data	PVAAS data indicates that our middle school learners are making projected growth goals however they are falling short of the midline.

Science, Technology, and Engineering Education Summary

Strengths

Our educators are committed to delivering a strong standards aligned science curriculum.

Challenges

Our learners often arrive with science based academic deficits and we need to strengthen our intervention and support system to help them grow at a faster rate.

Related Academics

Career Readiness

Data	Comments/Notable Observations
All student grounds scored 100% for the Career Standards Benchmark	Our career portfolio is healthy and being utilized by students to help them develop individualized plans for life after graduation.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Bucks County Community College

Agreement Type

Program/Course Area

Math, English, Science

Uploaded Files

BCCC Dual Enroll 22-23 signed_c403b8ec.pdf

Summary**Strengths**

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our students are successful at participating in and completing portfolio reflections for the College and Career Readiness benchmark.
--

We continue to create ways to connect curriculum and experiences for readiness to our student portfolios.

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.

With the potential of newly approved Science standards during our three year implementation, we will need to ensure alignment to the new science standards.

With the potential of newly approved Health and Physical Education standards during our three year implementation, we will need to ensure alignment to the new PA HPE standards.
--

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
20% of learners (2/10 students) who have been identified with a disability scored advanced and/or proficient on the Algebra 1 Keystone exam.	
12.4% of learners (3/21 students) who have been identified with a disability scored advanced and/or proficient on the Biology Keystone exam.	
10.2% of learners (2/18 students) who have been identified with a disability scored advanced and/or proficient on the Literature Keystone exam.	
50% of our learners identified with disabilities have made progress based on their ELA benchmarking (Achieve 3000)	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
28.6% of learners (6/21 students) who have been identified as economically disadvantaged scored advanced and/or proficient on the Algebra 1 Keystone exam.	

27.3% of learners (8/29 students) who have been identified as economically disadvantaged scored advanced and/or proficient on the Algebra 1 Keystone exam.	
22.6% of learners (6/31 students) who have been identified as economically disadvantaged scored advanced and/or proficient on the Literature Keystone exam.	
38% of our students identified as economically disadvantaged made progress on their ELA benchmark (Achieve 3000)	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	Our white student population is increasing their achievement and growth both on state level and local assessments however they still remain below historical levels as well as expected achievement. We have used Exact Path data in the past and will utilize CDT data to further analysis during the 23-24 school year.

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.

Our subgroup data is often in alignment with our general scoring data, although this is representative of the low percentage of our population who is a part of those subgroups.
Our students in the identified subgroups are making progress based on our ELA benchmarking assessments.

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.

When we consider our subgroup data, the percentages are often indicative of one or two students as opposed to a "group" of students. Our role continues to meet the need of each individual student learner, as opposed to a category when there is often only one student who meets the state definition of that subgroup.
Our economically disadvantaged learners score slightly disproportionately as do our students identified with disabilities.
While our white student population improved achievement and growth their proficiency is still not meeting historical and/or statewide expectations.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

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.

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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

We have strong alignment to PA Standards and have strong systems in place to meet the learning needs of each individual student.
--

We build leadership capacity through encouraging and empowering our educators to take on leadership roles within our building.
--

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?

Our positive behavior and intervention system is in place but is not as efficient or as effective as it needs to be to support our learners.
--

Our multi tiered system of support is in place but requires strengthening especially as it relates to supporting learners who arrive at our school with academic and credit deficits.

While we continue to make strides to engage our families in meaningful ways this continues to be an area of challenge for us.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Our students are meaningfully completing their Career Standards Benchmarks.	False
We are meeting anticipated growth expectations in English-Language Arts.	False
Our educators are committed to delivering a strong standards aligned English curriculum.	False
Our students in the identified subgroups are making progress based on our ELA benchmarking assessments.	False
Our subgroup data is often in alignment with our general scoring data, although this is representative of the low percentage of our population who is a part of those subgroups.	False
Our educators are committed to delivering a strong standards aligned science curriculum.	False
We continue to create ways to connect curriculum and experiences for readiness to our student portfolios.	False
Our students are successful at participating in and completing portfolio reflections for the College and Career Readiness benchmark.	True
Our educators are committed to delivering a strong standards aligned mathematics curriculum.	True
We have strong alignment to PA Standards and have strong systems in place to meet the learning needs of each individual student.	True
We build leadership capacity through encouraging and empowering our educators to take on leadership roles within our building.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity 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
Our average daily attendance does not meet the statewide average and/or the statewide performance standard.	True
ELA Proficient and Advanced Keystone. Our percent proficient and advanced does not meet the statewide average and/or the statewide performance standard.	True

Algebra Proficient and Advanced Keystone. Our percent proficient and advanced does not meet the statewide average and/or the statewide performance standard.	True
Biology Proficient and Advanced Keystone. Our percent proficient and advanced does not meet the statewide average and/or the statewide performance standard.	True
Our learners often arrive with mathematics based academic deficits and we need to strengthen our intervention and support system to help them grow at a faster rate.	True
With the potential of newly approved Science standards during our three year implementation, we will need to ensure alignment to the new science standards.	True
Our learners often arrive with reading and language based academic deficits and we need to strengthen our intervention and support system to help them grow at a faster rate.	True
Our economically disadvantaged learners score slightly disproportionately as do our students identified with disabilities.	True
Our learners often arrive with science based academic deficits and we need to strengthen our intervention and support system to help them grow at a faster rate.	True
While our white student population improved achievement and growth their proficiency is still not meeting historical and/or statewide expectations.	True
When we consider our subgroup data, the percentages are often indicative of one or two students as opposed to a "group" of students. Our role continues to meet the need of each individual student learner, as opposed to a category when there is often only one student who meets the state definition of that subgroup.	True
With the potential of newly approved Health and Physical Education standards during our three year implementation, we will need to ensure alignment to the new PA HPE standards.	False
Our positive behavior and intervention system is in place but is not as efficient or as effective as it needs to be to support our learners.	True
Our multi tiered system of support is in place but requires strengthening especially as it relates to supporting learners who arrive at our school with academic and credit deficits.	True
While we continue to make strides to engage our families in meaningful ways this continues to be an area of challenge for us.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

With the absence of meaningful academic data from statewide assessments it has been challenging to pinpoint specific areas of need as it relates to academics. The biggest challenge for us as a school throughout the pandemic is ensuring that students are in school (attendance)

and then engaged with their learning prior to falling behind. We have identified that we need to follow our attendance policy more rigorously as a means to impact students sooner and engage the parents faster with respect to improving attendance. We have also identified the need to begin "planning" earlier with learners and their families as it relates to credit recovery. We will be transitioning to the use of CDT data to have better local assessment data to design instruction and establish a sense of the challenges across the system within the core content areas.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Our average daily attendance does not meet the statewide average and/or the statewide performance standard.	The pandemic has challenged us as it relates to attendance. We have recognized the need to re-norm around attendance with our learners and families. In attempting to provide grace, we may have needed to be firmer in our expectations. At the same time, we also must ensure that we are reasonable and supportive in providing different access points to learning for our learners when they miss considerable time. We also will need to explore our attendance policies and enforcement of those policies.	False
ELA Proficient and Advanced Keystone. Our percent proficient and advanced does not meet the statewide average and/or the statewide performance standard.	While our students continue to improve their academic progress post pandemic, we have been identified to support our students with disabilities in making stronger progress. Some of that has been addressed with additional staffing, however we will focus on strengthening core instruction and interventions when necessary even with students with disabilities.	True
Algebra Proficient and Advanced Keystone. Our percent proficient and advanced does not meet the statewide average and/or the statewide performance standard.	While our students continue to improve their academic progress post pandemic, we have been identified to support our students with disabilities in making stronger progress. Some of that has been addressed with additional staffing, however we will focus on strengthening core instruction and interventions when necessary even with students with disabilities.	True
Biology Proficient and Advanced Keystone. Our percent proficient and advanced does not meet the statewide average and/or the statewide performance standard.		False
Our learners often arrive with mathematics based academic deficits and we need to strengthen our intervention and support		False

system to help them grow at a faster rate.		
With the potential of newly approved Science standards during our three year implementation, we will need to ensure alignment to the new science standards.		False
Our positive behavior and intervention system is in place but is not as efficient or as effective as it needs to be to support our learners.		False
Our multi tiered system of support is in place but requires strengthening especially as it relates to supporting learners who arrive at our school with academic and credit deficits.	One of the challenges we continue to face is ensuring that students who enter our school significantly behind in credits, have a pathway to graduation that is fair and reasonable. We continue to strive to keep students on track but must also ensure that we are giving them the correct pathways to be successful once they enter behind. When students who are already "behind" in credits, start to slip in their coursework it can often feel impossible. We need to ensure we are meeting students needs in both ways.	False
While we continue to make strides to engage our families in meaningful ways this continues to be an area of challenge for us.		False
Our learners often arrive with reading and language based academic deficits and we need to strengthen our intervention and support system to help them grow at a faster rate.		False
While our white student population improved achievement and growth their proficiency is still not meeting historical and/or statewide expectations.		False
When we consider our subgroup data, the percentages are often indicative of one or two students as opposed to a "group" of students. Our role continues to meet the need of each individual student learner, as opposed to a category when there is often only one student who meets the state definition of that subgroup.		False
Our economically disadvantaged learners score slightly disproportionately as do our students identified with disabilities.		False
Our learners often arrive with science based academic deficits and we need to strengthen our intervention and support system to help them grow at a faster rate.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our educators are committed to delivering a strong standards aligned mathematics curriculum.	
Our students are successful at participating in and completing portfolio reflections for the College and Career Readiness benchmark.	As our students are able to be successful on their college and career planning, we would best serve students by further integrating college and career and work opportunities both into the curriculum and the planning.
We have strong alignment to PA Standards and have strong systems in place to meet the learning needs of each individual student.	
We build leadership capacity through encouraging and empowering our educators to take on leadership roles within our building.	We will need to continue to leverage our small community and seek ways for them to serve without "burning them out". The past two years has been a challenge in that regard and we have looked for additional ways to leverage our staff.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we strengthen core instruction, tiered interventions, and utilize progress monitoring to impact instructional decision making, student achievement and learning in English-Language Arts will improve.
	If we strengthen core instruction, tiered interventions, and utilize progress monitoring to impact instructional decision making, student achievement and learning in Mathematics will improve.

Goal Setting

Priority: If we strengthen core instruction, tiered interventions, and utilize progress monitoring to impact instructional decision making, student achievement and learning in English-Language Arts will improve.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year 80% of all students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year English/Language Arts assessment (grades 6-10)			
Measurable Goal Nickname (35 Character Max)			
ELA Growth Goals All Students			
Target Year 1	Target Year 2	Target Year 3	
80% of all students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year English/Language Arts assessment (grades 6-10)	80% of all students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year English/Language Arts assessment (grades 6-10)	By the end of the 2025-2026 school year 80% of all students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year English/Language Arts assessment (grades 6-10)	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30th, 2024 a baseline will be established with 20% of students on track for proficiency as measured by the Fall CDT in English Language Arts.	By December 30, 2024, 60% of students will meet or exceed their individual growth targets as predicted for the Winter CDT in English Language Arts.	By March 30th, 2025, 75% of all students will meet or exceed individual growth goals based on the mid year common assessment in ELA.	By June 30th, 2025, 80% of students will meet or exceed their individual growth targets as predicted for the Spring CDT in English Language Arts.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in reading fluency as measured by

a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12).			
Measurable Goal Nickname (35 Character Max)			
Growth on Reading Fluency Progress			
Target Year 1	Target Year 2	Target Year 3	
80% of students will meet or exceed their individual growth goals in reading fluency as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12)	80% of students will meet or exceed their individual growth goals in reading fluency as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12)	By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in reading fluency as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12).	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30th, 2024 a baseline will be established for students with identified reading goals in reading fluency.	By December 30th, 2024 50% of all identified learners will meet their predicted growth goals in reading fluency.	By March 30th, 2025, 65% of all identified learners will meet their predicted growth goals in reading fluency.	By June 30th, 2025, 80% of all identified learners will meet their predicted growth goals in reading fluency.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in reading comprehension as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12)			
Measurable Goal Nickname (35 Character Max)			
Growth on Reading Comprehension Progress			
Target Year 1	Target Year 2	Target Year 3	
80% of students will meet or exceed their individual growth goals in reading comprehension as measured by a change in their scores from the baseline progress monitoring through end of year	80% of students will meet or exceed their individual growth goals in reading comprehension as measured by a change in their scores from the baseline progress monitoring through end of year	By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in reading comprehension as measured by a change in their scores from the baseline progress monitoring through	

progress monitoring. (Grades 6-12)	progress monitoring. (Grades 6-12)	end of year progress monitoring. (Grades 6-12)	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30th, 2024 a baseline will be established for students with identified reading goals in reading comprehension.	By December 30th, 2024 50% of all identified learners will meet their predicted growth goals in reading comprehension.	By March 30th, 2025 65% of all identified learners will meet their predicted growth goals in reading comprehension.	By June 30th, 2025, 80% of all identified learners will meet their predicted growth goals in reading comprehension.

Priority: If we strengthen core instruction, tiered interventions, and utilize progress monitoring to impact instructional decision making, student achievement and learning in Mathematics will improve.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year mathematics assessment. (Grades 6-12)			
Measurable Goal Nickname (35 Character Max)			
Growth on Mathematics All Student Groups			
Target Year 1	Target Year 2	Target Year 3	
80% of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year mathematics assessment. (Grades 6-12)	80% of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year mathematics assessment. (Grades 6-12)	By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year mathematics assessment. (Grades 6-12)	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30th, 2024 a baseline will be established with 20% of students on track for proficiency as measured by the Fall CDT in mathematics.	By December 30, 2024, 60% of students will meet or exceed their individual growth targets as predicted for the Winter CDT in mathematics.	By March 30th, 2025, 75% of all students will meet or exceed individual growth goals based on the mid year common assessment in mathematics.	By June 30th, 2025, 80% of students will meet or exceed their individual growth targets as predicted for the Spring CDT in mathematics

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12).			
Measurable Goal Nickname (35 Character Max)			
Growth on Mathematical Computation Progress			
Target Year 1	Target Year 2	Target Year 3	
80% of students will meet or exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12)	80% of students will meet or exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12)	By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12).	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30th, 2024 a baseline will be established for students with identified mathematics goals in mathematical computation.	By December 30th, 2024 50% of all identified learners will meet their predicted growth goals in mathematical computation.	By March 30th, 2025, 70% of all identified learners will meet their predicted growth goals in mathematical computation	By June 30th, 2025, 80% of all identified learners will meet their predicted growth goals in mathematical computation.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12)			
Measurable Goal Nickname (35 Character Max)			
Growth on Mathematical Application Progress			
Target Year 1	Target Year 2	Target Year 3	
80% of students will meet or	80% of students will meet or	By the end of the 2025-2026 school	

exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12)	exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12)	year 80% of students will meet or exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12)	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30th, 2024 a baseline will be established for students with identified mathematics goals in mathematical concepts and applications.	By December 30th, 2024 50% of all identified learners will meet their predicted growth goals in mathematical concepts and applications.	By March 30th, 2025, 70% of all identified learners will meet their predicted growth goals in mathematical concepts and applications.	By June 30th, 2025, 80% of all identified learners will meet their predicted growth goals in mathematical concepts and applications.

Action Plan

Measurable Goals

ELA Growth Goals All Students	Growth on Reading Fluency Progress
Growth on Reading Comprehension Progress	Growth on Mathematics All Student Groups
Growth on Mathematical Computation Progress	Growth on Mathematical Application Progress

Action Plan For: Data Coaching

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12) By the end of the 2025-2026 school year 80% of all students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year English/Language Arts assessment (grades 6-10) By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12). By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in reading fluency as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12). By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in reading comprehension as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12) By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year mathematics assessment. (Grades 6-12)

Action Step		Anticipated Start/Completion Date	
Job embedded 1 on 1 and PLC coaching sessions based on CDT data will be conducted with staff.		2024-08-26	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administrator Instructional Coach	Data conferencing CDT software documentation	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Job embedded 1 on 1 and PLC coaching sessions based on Achieve 3000 data will be conducted with staff.		2024-08-26	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administrator Instructional Coach	Data conferencing Achieve 3000 documentation	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Job embedded 1 on 1 and PLC coaching sessions based on Study Island data will be conducted with staff.		2024-08-26	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administrator Instructional Coach	Data conferencing Study Island Core	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teacher / coach / department data conferencing documentation.	Building administrator and instructional coach will collaborate. The plan and its implementation shall be regularly monitored quarterly as required under ESSA §§ 1114(b)(3). Chad Evans is our school's ATSI SIF.

Action Plan For: CDT Training/Coaching

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2025-2026 school year 80% of all students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year English/Language Arts assessment (grades 6-10) By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline CDT assessment to the end of the year mathematics assessment. (Grades 6-12)

Action Step		Anticipated Start/Completion Date	
Job embedded professional learning opportunities with CDT.		2024-08-26	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administrators Instructional Coach	CDT program on chromebooks Professional development for staff on CDT implementation and data gathering.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data embedded within CDT for quarterly reports. Data use to inform instructional practices. Reflection and feedback from	Administrators, instructional coach, and special education coordinator will collaborate to collect data and information. CDT reports will be pulled. The plan and its implementation shall be regularly monitored as required under ESSA §§ 1114(b)(3). Chad Evans is our school's ATSI

PD session.	SIF. The data will be monitored three times a year based on CDT administration.
-------------	---

Action Plan For: Progress Monitoring

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12) By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in math computation as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12). By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in reading fluency as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12). By the end of the 2025-2026 school year 80% of students will meet or exceed their individual growth goals in reading comprehension as measured by a change in their scores from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12)

Action Step		Anticipated Start/Completion Date	
All special education students with academic goals will complete progress monitoring 1 time every 3 weeks		2024-08-26	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators, Special Education Coordinator	AIMS Web progress monitoring materials	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Individual student growth data for quarterly reports. Reflection and feedback from PLC sessions.	Administrators, instructional coach, and special education coordinator will collaborate to collect data and information. AIMS Web progress monitoring reports will be pulled. The plan and its implementation shall be regularly monitored as required under ESSA §§ 1114(b)(3). Chad Evans is our school's ATSI SIF. The data will be monitored every three weeks.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	<ul style="list-style-type: none">• CDT Training/Coaching• Progress Monitoring	Additional school counselor to support the students both academically and emotionally. School counselor also helps to monitor progress of the special needs students and ensures additional academic supports are in place when needed.	39027.00
Other Expenditures	<ul style="list-style-type: none">• Progress Monitoring	\$100 is dedicated to funding the supplies for homeless students	100.00
Total Expenditures			39127

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Coaching	Job embedded 1 on 1 and PLC coaching sessions based on CDT data will be conducted with staff.
Data Coaching	Job embedded 1 on 1 and PLC coaching sessions based on Achieve 3000 data will be conducted with staff.
Data Coaching	Job embedded 1 on 1 and PLC coaching sessions based on Study Island data will be conducted with staff.
CDT Training/Coaching	Job embedded professional learning opportunities with CDT.
Progress Monitoring	All special education students with academic goals will complete progress monitoring 1 time every 3 weeks

CDT Training/Data Coaching

Action Step		
<ul style="list-style-type: none"> Job embedded 1 on 1 and PLC coaching sessions based on CDT data will be conducted with staff. Job embedded professional learning opportunities with CDT. 		
Audience		
All ELA, Math, special education teachers and learning support staff.		
Topics to be Included		
Classroom Diagnostic Tools Data Coaching Grouping Differentiation Data-Driven instructional practices		
Evidence of Learning		
Attendance and participation in Professional Learning Community Data Sessions. Use of data to inform instruction in classroom as evinced by observations / instructional coaching meetings.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administrator Instructional Coach	2024-08-26	2025-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

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

Achieve 3000 & Study Island Training/Data Coaching

Action Step		
<ul style="list-style-type: none"> Job embedded 1 on 1 and PLC coaching sessions based on Achieve 3000 data will be conducted with staff. Job embedded 1 on 1 and PLC coaching sessions based on Study Island data will be conducted with staff. 		
Audience		
All ELA, Math, special education teachers and learning support staff.		
Topics to be Included		
Achieve 3000 & Study Island Data Coaching Student Grouping Differentiation Data-Driven instructional practices		
Evidence of Learning		
Attendance and participation in Professional Learning Community Data Sessions. Use of data to inform instruction in classroom as evinced by observations / instructional coaching meetings.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administrator Instructional Coach	2024-08-26	2025-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 3d: Using Assessment in Instruction• 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Data Coaching

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Job embedded 1 on 1 and PLC coaching sessions based on CDT data will be conducted with staff. Job embedded 1 on 1 and PLC coaching sessions based on Achieve 3000 data will be conducted with staff. Job embedded 1 on 1 and PLC coaching sessions based on Study Island data will be conducted with staff. Job embedded professional learning opportunities with CDT. All special education students with academic goals will complete progress monitoring 1 time every 3 weeks 	School Community (Students, Parents, and Families) All Building Staff	Data-driven instructional practices Student Feedback CDT program details Study Island Program Details	Building Administrator	08/26/2024	06/30/2025

Communications

Type of Communication	Frequency
Newsletter	Quarterly
Email	Quarterly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Peter Hackney	2024-07-29
School Improvement Facilitator Signature	Date
Chad Evans	2024-08-05