

Pacific Crest Online Academy - School Growth Plan

2024-2025

2024-2025 SMARTIE Goal #1

By the end of the 24-25 School year, students meeting adequate monthly progress according to their Written Student Learning Plan will increase from 70% to 100% or will show significant growth as compared to the prior grading period.

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
WSLP Academic Growth Equity Group Students with Disabilities Highly Capable Low Income English Language Learners All	WSLP teachers will team to streamline the process of tracking, diagnosing, addressing and responding to a lack of student progress. Instructional staff will offer intentional office hours or targeted 1:1 assistance for struggling students.	Student course grades, iReady scores, SBA scores.	Start: End: 90-day benchmark will be 1st-Semester grades. WSLP's must be monitored and followed up with meetings monthly for students not making adequate progress. Each month that a student does not make adequate progress, WSLP teacher will assign intervention steps to address whatever skills gap may be causing the lack of progress.

2024-2025 SMARTIE Goal #2

Pacific Crest Online will IMPLEMENT a Multi-Tiered System of Support for Social Emotional needs of students by the end of the 24-25 school year, resulting in an increase in both student attendance and student achievement.

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Multi-Tiered System of Support Equity Group Students with Disabilities Low Income All English Language Learners	Streamline on-boarding process and procedure with roles. (must include timely reaction to incoming students) PBIS framework - PCOA students are: Responsible, Engaged, Advocates, Leaders Utilize school supports for student success.(Communities in Schools, Social Workers, etc)	Student survey data, attendance data.	Start: End: 90-day benchmark: Semester 1 attendance data and subjective engagement data from staff PBIS team meets monthly to assess student behaviors, staff reactions and effectiveness of positive behavior supports.

2024-2025 SMARTIE Goal #3

PCOA will increase student, parent and community engagement from 50% to 100% by the end of the 24-25 school year as measured by district and school family engagement surveys.

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
PCOA student, parent and community engagement All English Language Learners Low Income Equity Group Students with Disabilities Highly Capable	Evening events via zoom - "how to's" In-person events for students and/or parents Calendar and weekly bulletin including area sports and events Website and social media content - updated weekly	Student and parent survey data.	90-day benchmark: Semester 1 Attendance and grades will indicate level of engagement. Mid-year survey will guide action or re-action for 2nd semester.