Center for Student Learning CS at Pennsbury

ATSI Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Charter School		122090001
Address 1		
345 Lakeside Drive		
Address 2		
City	**State**	**Zip Code**
Levittown	PA	19054
Chief School Administrator		**Chief School Administrator Email**
Mr Peter Hackney		phackney@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
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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 students are meeting the growth standard in ELA and exceeding the statewide average.
Career Standards Benchmark All Student Group Meets Performance Standard	We are meeting 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.
Science / Biology All student groups Meets the Standard Demonstrating Growth	Our students are meeting the growth standard in Science / Biology and exceeding the statewide average.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance All Student Group Did Not Meet Performance Standard	Continued Improvement Needed
Science/Biology All Student Group Met Interim Goal/Improvement Target. Focus still needed in this area to work towards higher rates of proficiency.	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 Met Interim Goal/Improvement Target. Focus still needed in this area to work towards higher rates of proficiency.	Continued Improvement Needed

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

Strengths

Indicator English Language Arts / Science **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Although few of our student groups are meeting the statewide achievement expectation, our subgroups have a positive trend in improvement in ELA and have started to a post pandemic rebound in Science.
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.
We are meeting anticipated growth expectations in Science / Biology.

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.
For the 2023-2024 school year our Math / Algebra did not meet the interim target for growth. Our Algebra met the interim target and had moderate evidence of exceeding the growth standard. Our middle school PSSA scores specifically in the sixth grade were abnormally low. growth. This was the first year we had these students at our school.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Quarterly CDT data English/Language Arts	2024 CDT data indicates that four out of five tested grade levels are meeting or exceeding the standard for growth.

English Language Arts Summary

Strengths

Our educators are committed to delivering a strong standards aligned English curriculum.
Our teachers consistently implemented our assessment schedule, data feedback protocol, and data analysis protocols.

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.
Our ninth and sixth grade cohorts have the most influx of new students in our program. We need to strengthen academic support specifically in these grade levels.

Mathematics

Data	Comments/Notable Observations
Quarterly CDT data Math (MS)	2024 CDT data indicates that the seventh and 8th grade levels are meeting or the standard for growth. 2024 CDT data indicates that sixth grade is not meeting the standard for growth.
Quarterly CDT data Algebra I	2024 CDT data indicates that in the Algebra I course there is significant evidence that the LEA/district exceeded the growth standard.

Mathematics Summary

Strengths

Our educators are committed to delivering a strong standards aligned mathematics curriculum.
Our teachers consistently implemented our assessment schedule, data feedback protocol, and data analysis protocols.

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
Quarterly CDT data (MS)	2024 CDT data indicates that our 6th grade is meeting the standard for growth. Our 7th and 8th grade have significant evidence that the LEA/district exceeded the growth standard.
Quarterly CDT data (HS)	2024 CDT Biology data indicates that the standard for growth was met.

Science, Technology, and Engineering Education Summary

Strengths

Our educators are committed to delivering a strong standards aligned science curriculum.
Our teachers consistently implemented our assessment schedule, data feedback protocol, and data analysis protocols.

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

Bucks CCC-CSL Dual Enroll_MOU_2024-2025_final.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.
We participate in the In School Youth program for Juniors and Seniors in a partnership with the Bucks County Community College.

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.

We have incorporated the STEELS Science standards we will need to ensure continued monitoring of student progress and look for gaps that may be in our science curriculum.
Funding for the grant for the In School Youth program has diminished. The program is still accepting senior, but no longer accepts juniors. We will continue to try to build a strong partnership with BCCC and other organizations to support our students with career skills and development.

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
18.2% of learners who have been identified with a disability scored advanced and/or proficient on the Algebra 1 Keystone exam.	
14.2% of learners who have been identified with a disability scored advanced and/or proficient on the Biology Keystone exam.	
15% of learners who have been identified with a disability scored advanced and/or proficient on the Literature Keystone exam.	
46% 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
20.6% of learners who have been identified as economically disadvantaged scored advanced and/or proficient on the Algebra 1 Keystone exam.	

30% of learners who have been identified as economically disadvantaged scored advanced and/or proficient on the Biology Keystone exam.	
25.6% of learners who have been identified as economically disadvantaged scored advanced and/or proficient on the Literature Keystone exam.	
54% 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 will continue to utilize CDT data to further analysis during the next three years.

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 and small sample sizes, 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 better than 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.

Our Title one assistance allows the school to have an extra school counselor. This extra support helps to support at-risk students in numerous way.

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.

We are considering adding another part-time counselor to assist with college and career development specifically. This would bolster out Guidance Plan.
We have struggled with getting our student to utilize the Couslr application we purchased for supporting students. Increase student utilization of this application could serve to bolster the effectiveness of out Guidance 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	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.
We have a consistent system for collecting student academic data to inform instruction and to use in identifying gaps in our curriculum.
We have partnered with some local organizations such as Buck County Community College to better prepare our students for poste secondary success. We have a MOU for our dual enrollment program and also participate in the In School Youth program.

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 we need to continue to increase efficiency and strategic use to support our learners.
Our multi tiered system of support is in place but requires continued 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.	True
We are meeting anticipated growth expectations in English-Language Arts.	True
We are meeting anticipated growth expectations in Science / Biology.	False
Our educators are committed to delivering a strong standards aligned English curriculum.	False
Our educators are committed to delivering a strong standards aligned science curriculum.	False
Our educators are committed to delivering a strong standards aligned mathematics curriculum.	True
Our teachers consistently implemented our assessment schedule, data feedback protocol, and data analysis protocols.	False
Our teachers consistently implemented our assessment schedule, data feedback protocol, and data analysis protocols.	False
Our teachers consistently implemented our assessment schedule, data feedback protocol, and data analysis protocols.	False
We participate in the In School Youth program for Juniors and Seniors in a partnership with the Bucks County Community College.	False
Our Title one assistance allows the school to have an extra school counselor. This extra support helps to support at-risk students in numerous way.	False
We continue to create ways to connect curriculum and experiences for readiness to our student portfolios.	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 students are successful at participating in and completing portfolio reflections for the College and Career Readiness benchmark.	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

We have a consistent system for collecting student academic data to inform instruction and to use in identifying gaps in our curriculum.	False
We have partnered with some local organizations such as Buck County Community College to better prepare our students for poste secondary success. We have a MOU for our dual enrollment program and also participate in the In School Youth program.	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
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
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 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
For the 2023-2024 school year our Math / Algebra did not meet the interim target for growth. Our Algebra met the interim target and had moderate evidence of exceeding the growth standard. Our middle school PSSA scores specifically in the sixth grade were abnormally low. growth. This was the first year we had these students at our school.	False
Our ninth and sixth grade cohorts have the most influx of new students in our program. We need to strengthen academic support specifically in these grade levels.	False

We are considering adding another part-time counselor to assist with college and career development specifically. This would bolster out Guidance Plan.	False
We have struggled with getting our student to utilize the Couslr application we purchased for supporting students. Increase student utilization of this application could serve to bolster the effectiveness of out Guidance plan.	False
Our economically disadvantaged learners score slightly better than our students identified with disabilities.	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 and small sample sizes, 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
We have incorporated the STEELS Science standards we will need to ensure continued monitoring of student progress and look for gaps that may be in our science curriculum.	True
Funding for the grant for the In School Youth program has diminished. The program is still accepting senior, but no longer accepts juniors. We will continue to try to build a strong partnership with BCCC and other organizations to support our students with career skills and development.	False
Our positive behavior and intervention system is in place but we need to continue to increase efficiency and strategic use to support our learners.	True
Our multi tiered system of support is in place but requires continued 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.

The biggest challenge for us as a school is ensuring that students are in school (attendance) and then engaged with their learning prior to falling behind. Our overall attendance has slightly increased. We have identified that we need to continue to implement our attendance policy as a means to impact students sooner and continue to engage the parents expeditiously with respect to improving attendance. We have transitioned 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. The transition went very well, but we have identified that testing the CDTs three times a year

and having the PSSA's / Keystones is creating testing burnout and diminishing the accuracy of the assessments. We are restructuring our benchmarking and assessment schedule to create a more balanced schedule.

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.	We have implemented stricter attendance policies. We have made some increases to overall attendance. 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 evaluate our attendance policies and ensure enforcement of those policies. Many students enter our program with truancy issues. We need to ensure there are systems of support in place immediately when these student enter our system.	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, 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, 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 system to help them grow at a faster rate.		False

We have incorporated the STEELS Science standards we will need to ensure continued monitoring of student progress and look for gaps that may be in our science curriculum.		False
Our positive behavior and intervention system is in place but we need to continue to increase efficiency and strategic use to support our learners.		False
Our multi tiered system of support is in place but requires continued 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 and small sample sizes, 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 better than 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 students are meaningfully completing their Career Standards Benchmarks.	
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. Strides in this area have been made in our career pathways program, dual enrollment programming, and In School Youth program.
We have strong alignment to PA Standards and have strong systems in place to meet the learning needs of each individual student.	We have implemented STEELS standards into our science curriculum. We will continue to evaluate our science curriculums based upon these standards and our progress in meeting them. We are in the process of adding additional science course to our science curriculum to support in this area.
We build leadership capacity through encouraging and empowering our educators to take on leadership roles within our building.	We have promoted two of our teachers to leadership roles as Deans of Students. This has benefitted the students and teaching staff by providing an additional administrator for support. This has been in place for a year and we will continue with this new administrative structure.
We are meeting anticipated growth expectations in English-Language Arts.	

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, 2025 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, 2025, 60% of students will meet or exceed their individual growth targets as predicted for the Winter CDT in English Language Arts.	By March 30th, 2026, 75% of all students will meet or exceed individual growth goals based on the mid year common assessment in ELA.	By June 30th, 2026, 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 2026-2027 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 2026-2027 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, 2026 a baseline will be established for students with identified reading goals in reading fluency.	By December 30th, 2026 50% of all identified learners will meet their predicted growth goals in reading fluency.	By March 30th, 2027, 65% of all identified learners will meet their predicted growth goals in reading fluency.	By June 30th, 2027, 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 2027-2028 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	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	By the end of the 2027-2028 school year 80% of students will meet or exceed their individual growth goals in reading comprehension as measured by a change in their scores	

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
monitoring through end of year progress monitoring. (Grades 6-12)	monitoring through end of year progress monitoring. (Grades 6-12)	from the baseline progress monitoring through end of year progress monitoring. (Grades 6-12)	
By September 30th, 2027 a baseline will be established for students with identified reading goals in reading comprehension.	By December 30th, 2027 50% of all identified learners will meet their predicted growth goals in reading comprehension.	By March 30th, 2028 65% of all identified learners will meet their predicted growth goals in reading comprehension.	By June 30th, 2028, 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, 2025 a baseline will be established with 20% of students on track for proficiency as measured by the Fall CDT in mathematics.	By December 30, 2025, 60% of students will meet or exceed their individual growth targets as predicted for the Winter CDT in mathematics.	By March 30th, 2026, 75% of all students will meet or exceed individual growth goals based on the mid year common assessment in mathematics.	By June 30th, 2026, 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 2026-2027 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 2026-2027 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, 2026 a baseline will be established for students with identified mathematics goals in mathematical computation.	By December 30th, 2026 50% of all identified learners will meet their predicted growth goals in mathematical computation.	By March 30th, 2027, 70% of all identified learners will meet their predicted growth goals in mathematical computation	By June 30th, 2027, 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 2027-2028 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 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 2027-2028 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, 2027 a baseline will be established for students with identified mathematics goals in mathematical concepts and applications.	By December 30th, 2027 50% of all identified learners will meet their predicted growth goals in mathematical concepts and applications.	By March 30th, 2028, 70% of all identified learners will meet their predicted growth goals in mathematical concepts and applications.	By June 30th, 2028, 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:

- 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 2027-2028 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 2026-2027 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 2027-2028 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)
- By the end of the 2026-2027 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).

Action Step		Anticipated Start/Completion Date	
Job embedded 1 on 1 and PLC coaching sessions based on CDT data will be conducted with staff.		2025-08-25	2028-06-15
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.		2025-08-25	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Administrator Instructional Coach	Data conferencing Achieve 3000 documentation	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:
• 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)
• By the end of the 2026-2027 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).

Action Step		Anticipated Start/Completion Date	
Job embedded professional learning opportunities with CDT.		2025-08-25	2028-06-15
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 PD session.	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 SIF. The data will be monitored three times a year based on CDT administration.

Action Plan For: Progress Monitoring

Measurable Goals:
• By the end of the 2027-2028 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 2026-2027 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 2027-2028 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 2026-2027 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).

Action Step	Anticipated Start/Completion Date	
All special education students with academic goals will complete progress monitoring 1 time every 3 weeks	2025-09-08	2028-06-15
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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Other Expenditures	• 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.	37666	
Title II.A and Title IV.A Transfer Funds	• Progress Monitoring	Transferred to support the salary and benefits of the Counselor	14778	
Total Expenditures				52444

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.
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		
• 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	2025-08-25	2028-06-15

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	
• 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction	
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	
• 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 Training/Data Coaching

Action Step		
• Job embedded 1 on 1 and PLC coaching sessions based on Achieve 3000 data will be conducted with staff.		
Audience		
All ELA, Math, special education teachers and learning support staff.		
Topics to be Included		
Achieve 3000 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	2025-08-25	2028-06-15

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	
• 3d: Using Assessment in Instruction • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction	
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	
• 1e: Designing Coherent Instruction • 3d: Using Assessment in 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
• 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 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
• CSL ATSI PLAN Affirmations 24_25.pdf

Chief School Administrator	Date
Peter Hackney	2024-08-14
Building Principal Signature	**Date**
Peter Hackney	2024-07-14
School Improvement Facilitator Signature	**Date**
Chad Evans	2024-08-05