Propel CS-Homestead

CSI Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Propel CS-Homestead, K-12		103020002
Address 1		
129 East 10th Avenue		
Address 2		
City	**State**	**Zip Code**
Homestead	Pennsylvania	15120
Chief School Administrator		**Chief School Administrator Email**
Dr. Tina Chekan		tchekan@propelschools.org
Single Point of Contact Name		
Krystle Yanoff		
Single Point of Contact Email		
krystleyanoff@propelschools.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
412-464-2604		1011
Principal Name		
Krystle Yanoff		
Principal Email		
krystleyanoff@propelschools.org		
Principal Phone Number		**Principal Extension**
412-709-1763		1011
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Vicki Ryan		vicki.ryan@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tina Chekan	Superintendent/CEO	Propel CS	tchekan@propelschools.org
Krystle Yanoff	Principal, K-8	Propel CS-Homestead	krystleyanoff@propelschools.org
Angela Taylor	Principal, 9-12	Propel CS-Andrew Street	angelataylor@propelschools.org
Meghan Penzelik	Administrator	Propel CS-Homestead	meghanpenzelik@propelschools.org
Tom Young	Teacher	Propel CS-Andrew Street	tyoung@propelschools.org
Nichole Martin	Teacher	Propel CS-Andrew Street	nicholemartin@propelschools.org
Cameron Jones	Student	Propel CS-Andrew Street	cameronjones@student.propelschools.org
Alex Slaughter	District Level Leaders	Propel CS	alexslaughter@propelschools.org
Kimberly Hoerr	District Level Leaders	Propel CS	khorr@propelschools.org
Anthony Teti	District Level Leaders	Propel CS	ateti@propelschools.org
Cheyeanne Perez	Teacher	Propel CS - Andrew Street	cheyeanneperez@propelschools.org
James Morgan	Teacher	Propel CS - Andrew Street	jamesmorgan@propelschools.org
Sara Foster	Parent	Parent	sarafoster@propelschools.org
Mayor John Burwell	Community Member	Mayor of Homestead	
Larry Ciarelli	Teacher	Propel CS-Homestead	larryciarelli@propelschools.org
Jessica Johnson	Teacher	Propel CS-Homestead	jjohnson@propelschools.org
Alyssa Oddis	Teacher	Propel CS-Homestead	alyssaoddis@propelschools.org
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Chester Stoney	Administrator	Propel CS-Andrew Street	chesterstoney@propelschools.org
Stephanie Edwards	Administrator	Propel CS-Andrew Street	stephanieedwards@propelschools.org
Christian Miranda	Administrator	Propel CS-Homestead	christianmiranda@propelschools.org

LEA Profile

Propel Homestead Charter sustains two schools, the K-8 building (Homestead) and the 9-12 building (Andrew Street). This unique combination of schools, under one charter, warrants that our stakeholders involved in this process represent both schools. Parents considered for the steering committee have children attending both schools. Community members are well-established leaders among their Homestead neighborhoods. In terms of our educators chosen for the steering committee, school leaders considered years of service, as well as, the daily actions and mindset of the of individuals. In our attempts to ensure a diverse group of stakeholders, we chose educators with varying levels of experience and content background. Our group is comprised of educators in math, reading, english and special education. All the stakeholders, who were chosen, have a belief that the students we serve can and will achieve at high levels. In addition, they understand the needs of the students and families we serve.

Mission and Vision

Mission

Propel Schools is dedicated to the mission of catalyzing the transformation of public education so that all children have access to high performing public schools.

Vision

To be a premier education destination of choice.

Educational Values

Students

- By June 2027, the percentage of students testing proficient in ELA (on the CDTs) will be 38%. - By June 2027, the percentage of students testing proficient in Math (on the CDTs) will be 15% - By June 2027, the percentage of students who are not considered chronically truant will be 63%. - By June 2027, 45% of students will show growth in either ELA or Math based on the CDTs. - By June 2027, the percentage of students in kindergarten through grade 2 that are proficient on DIBELS will be 70%

Staff

-Develop and utilize systems to identify, analyze, and track individual student data to address learning needs. -Develop and implement academic and behavior support systems that are multi-tiered and individualized. -Create and implement opportunities to engage with the school community.

Administration

-Align curriculum, instruction, and assessment to the standards, so then our educators will be able to meet individual student learning needs so that students can access the grade level standards. -Provide a framework to identify student needs early, then educators will respond urgently and appropriately to adjust instruction to improve academic and behavioral performance of all students. -Implement an aligned system and procedures for instructional coaching so that educators and scholars will grow and develop.

Parents

-Sustain an awareness and/or understanding of individual student progress by attending family-educator conferences. -Communicating frequently with educators regarding the needs and circumstances of scholars. -Attend events and actively participate in all facets fo the school community.

Community

-Sustain an awareness of school initiatives and partnerships by participating in the school-community council. -Encourage and advocate for the support of families and students in executing school initiatives.

Other (Optional)

Omit selected.

Future Ready PA Index

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

True K	**True** 1	**True** 2	**True** 3	**True** 4	**True** 5	**True** 6
True 7	**True** 8	**True** 9	**True** 10	**True** 11	**True** 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
According to Future Ready Index, for the 22-23 school year, 29% of scholars demonstrated proficiency or advanced in ELA.	All student groups exceed the standard demonstrating growth (85.5).
According to Future Ready Index, for the 22-23 school year, 41.7% of scholars demonstrated proficiency or advanced in Science.	All student groups exceed the standard demonstrating growth (89.7).
According to Future Ready Index, for the 22-23 school year, 100% of scholars met requirements for CEW completion.	
According to Future Ready Index, for the 21-22 school year, 96.9% of scholars met requirements for graduation.	The 22-23 and 23-24 graduation rates were 100%.

Challenges

Indicator	Comments/Notable Observations
According to Future Ready Index, for the 22-23 school year, 6.1% of scholars demonstrated proficiency or advanced in math.	All student groups exceed the standard demonstrating growth (83.3).
According to the Future Ready Index, for the 22-23 school year, 54.5% of scholars demonstrated regular attendance.	This is a minor increase from the 2021-2022 school year.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	**Comments/Notable Observations**
According to Future Ready Index, for the 22-23 school year, 24.6% of African American scholars demonstrate proficiency in ELA.	The African American student group grew in percent passing from the 2021-2022 school year in ELA.

ESSA Student Subgroups African-American/Black	
Indicator According to Future Ready Index, for the 22-23 school year, 34% of African American scholars demonstrate proficiency in science. **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** The African American student group grew in percent passing from the 2021-2022 school year in science.
Indicator According to Future Ready Index, for the 22-23 school year, 28.5% of economically disadvantaged scholars demonstrated proficiency in ELA. **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** The economically disadvanted student group grew in percent passing from the 2021-2022 school year in ELA.
Indicator According to Future Ready Index, for the 22-23 school year, 40.4% of economically disadvantaged scholars demonstrated proficiency in science. **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** The economically disadvanted student group grew in percent passing from the 2021-2022 school year in science.

Challenges

Indicator According to Future Ready Index, for the 22-23 school year, 4.4% of African American scholars demonstrate proficiency in math. **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** The African American student group grew in percent passing from the 2021-2022 school year in math.
Indicator According to Future Ready Index, for the 22-23 school year, 8.3% of students with disabilities demonstrated proficiency in ELA. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** The students with disabilities student group declined in percent passing from the 2021-2022 school year in ELA.
Indicator According to Future Ready Index, for the 22-23 school year, 2.1% of students with disabilities demonstrated proficiency in math. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** The students with disabilities student group declined in percent passing from the 2021-2022 school year in math.
Indicator According to Future Ready Index, for the 22-23 school year, 6.4% of economically disadvantaged scholars demonstrated proficiency in math. **ESSA Student Subgroups**	**Comments/Notable Observations** The economically disadvanted student group grew in percent passing from the 2021-2022 school year in math.

Economically Disadvantaged	

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

According to Future Ready Index, for the 22-23 school year, 100% of scholars met requirements for CEW completion.
According to Future Ready Index, for the 22-23 school year, 100% of scholars met requirements for graduation.
According to Future Ready Index, for the 22-23 school year, 29% of scholars demonstrated proficiency or advanced in ELA.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

According to the Future Ready Index, for the 22-23 school year, 54.5% of scholars demonstrated regular attendance.
According to Future Ready Index, for the 22-23 school year, 6.1% of scholars demonstrated proficiency or advanced in math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
On the classroom diagnostic assessment for ELA for grades 9-11, 22.5% of scholars demonstrated proficiency in ELA for the 2023-2024 school year.	This number is lower than originally projected.
On the classroom diagnostic assessment for ELA for grades 9-10, 25.3% of scholars were on track for proficiency for the 2023-2024 school year.	The number of scholars close to reaching proficiency is promising.
On the IXL skill assessments for ELA for grades 9-11, 70% of scholars demonstrated proficiency in the skills assessed.	There is clear evidence that interventions are being implemented to address unfinished learning on ELA skills.
On the classroom diagnostic assessment for ELA for grades 3-8, 22.5% of scholars demonstrated proficiency in ELA for the 2023-2024 school year.	This number is lower than originally projected.
On the classroom diagnostic assessment for ELA for grades 3-8, 22.5% of scholars were on track for proficiency for the 2023-2024 school year.	The number of scholars close to reaching proficiency is promising.
On the IXL skill assessments for ELA for grades K-8, scholars demonstrated proficiency in 80.5% of the skills assessed.	There is clear evidence that interventions are being implemented to address unfinished learning on ELA skills.
On the DIBELS assessment for ELA for grades K-6, 45.5% of scholars met or exceeded benchmark goals on the end of year assessment for the 2023-2024 school year.	The ultimate goal is for 100% of scholars to meet their benchmark goals.
On the DIBELS assessment for ELA for grades 7-8, 45.5% of scholars met or exceeded benchmark goals on the end of year assessment for oral reading fuency for the 2023-2024 school year.	The ultimate goal is for 100% of scholars to meet their benchmark goals.
On the DIBELS assessment for ELA for grades 7-8, 69.5% of scholars met or exceeded benchmark goals on the end of year assessment for reading accuracy for the 2023-2024 school year.	There was a large improvement in scholars abilities to read with accuraacy from the beginning of the school year to the end of the school year.

English Language Arts Summary

Strengths

A large number of scholars are within 100 points of meeting grade-level proficiency on the CDT for ELA in grades 3-12.
When interventions are used consistently, there is demonstrated growth in deficit skils areas for ELA across grades 3-12.

Challenges

More intentionally leveraging intervention platforms to address scholar skill deficits in ELA across grades 3-12.
A large number of scholars in grades 3-12 are not demonstrating grade-level proficiency in ELA.

Mathematics

Data	Comments/Notable Observations

On the classroom diagnostic assessment for math for grade 9, 6.3% of scholars demonstrated proficiency in math for the 2023-2024 school year.	This number is considerably lower than originally projected.
On the classroom diagnostic assessment for math for grade 9, 25% of scholars were on track for proficiency for the 2023-2024 school year.	The number of scholars close to reaching proficiency is promising.
On the IXL skill assessments for math for grades 9-11, scholars demonstrated proficiency on 50% of the skills assessed.	Skill mastery on IXL is typically foundational skills that are identfied as deficits during benchmark testing.
On the classroom diagnostic assessment for math for grades 3-8, 3.0% of scholars demonstrated proficiency in math for the 2023-2024 school year.	This number is considerably lower than originally projected.
On the classroom diagnostic assessment for math for grades 3-8, 21% of scholars were on track for proficiency for the 2023-2024 school year.	The number of scholars close to reaching proficiency is promising.
On the IXL skill assessments for math for grades K-8, scholars demonstrated proficiency in 90.5% of the skills assessed.	Skill mastery on IXL is typically foundational skills that are identfied as deficits during benchmark testing.

Mathematics Summary

Strengths

When interventions are used consistently, there is demonstrated growth in deficit skils areas for math across grades 3-12.
A large number of scholars are within 100 points of meeting grade-level proficiency on the CDT for math in grades 3-12.

Challenges

Many necessary interventions are currentlly focusing on skill deficits that are below grade-level resulting in low grade-level proficiency.
A large number of scholars in grades 3-12 are not demonstrating grade-level proficiency in math.

Science, Technology, and Engineering Education

Data	**Comments/Notable Observations**
On the classroom diagnostic assessment for science for grades 9-10, 14.6% of scholars demonstrated proficiency in science for the 2023-2024 school year.	This number is considerably lower than originally projected.
On the classroom diagnostic assessment for math for grades 9-10, 26.9% of scholars were on track for proficiency for the 2023-2024 school year.	The number of scholars close to reaching proficiency is promising.
On the classroom diagnostic assessment for science for grades 3-8, 25.6% of scholars demonstrated proficiency in science for the 2023-2024 school year.	Scores were lower than originally projected due to teacher turnover.
On the classroom diagnostic assessment for science for grades 3-8, 30% of scholars were on track for proficiency for the 2023-2024 school year.	The number of scholars close to reaching proficiency is promising.
On the IXL skill assessments for science for grades K-8, scholars demonstrated proficiency in 85% of the skills assessed.	Skill mastery on IXL is typically foundational skills that are identfied as deficits during benchmark testing.

Science, Technology, and Engineering Education Summary

Strengths

When interventions are used consistently, there is demonstrated growth in deficit skils areas for science across grades 3-12.
A large number of scholars are within 100 points of meeting grade-level proficiency on the CDT for science in grades 3-12.

Challenges

Many necessary interventions are currentlly focusing on skill deficits that are below grade-level resulting in low grade-level proficiency.
A large number of scholars in grades 3-12 are not demonstrating grade-level proficiency in science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
In the 23-24 school year, scholars in grade 12 acquired over $7,000,000 in scholarships.	Scholarship awards increased from the 22-23 school year.
In the 23-24 school year, 100% of scholars in grade 12 were accepted to college.	The college acceptance rate was maintained from the 22-23 school year.
In the 23-24 school year, 100% of scholars who required an industry credential recieved a CPR certification.	The industry credential completion rate was maintained from the 22-23 school year.
Naviance demonstrates 100% collection of career artifacts for grades 5 and 8.	Naviance artifact collection rates were maintained from the 22-23 school year.

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

Community College of Allegheny County

Agreement Type

Dual Credit

Program/Course Area

Courses Determined Each Semester

Uploaded Files

Dual Enrollment Agreement Point Park SEB Draft 1.docx

CONTRACT-MOU DUAL ENROLLMENT CCAC.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.

In the 23-24 school year, scholars in grade 12 acquired over $7,000,000 in scholarships.
In the 23-24 school year, 100% of scholars in grade 12 were accepted to college.
In the 23-24 school year, 100% of scholars who required an industry credential recieved a CPR certification.
Naviance demonstrates 100% collection of career artifacts for grades 5 and 8.

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.

Contacting parents of juniors and seniors to make them aware of opportunities that are available through the articulation agreements.

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
For the CDT Reading Benchmark for grades 3-8, 2% of scholars identified as having a disabiity demonstrated proficiency.	This is a lower proficiency rate than the overall student population.
For the CDT math Benchmark for grades 3-8, 4% of scholars identified as having a disabiity demonstrated proficiency.	This proficiency is on par with the proficiency levels demonstrated by the overall student population.
For the CDT science Benchmark for grades 3-8, 5% of scholars identified as having a disabiity demonstrated proficiency.	This is a lower proficiency rate than the overall student population.
For the CDT Reading Benchmark for grades 9-11, 10% of scholars identified as having a disabiity demonstrated proficiency.	This is a lower proficiency rate than the overall student population.
For the CDT math Benchmark for grades 9-11, 0% of scholars identified as having a disabiity demonstrated proficiency.	This is a lower proficiency rate than the overall student population.
For the CDT science Benchmark for grades 9-11, 5.6% of scholars identified as having a disabiity demonstrated proficiency.	This is a lower proficiency rate than the overall student population.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
The data system that we use does not designate the economically disadvantaged student population given that 88% of our student population is designated.	We will use the data for the overall student population to make decisions for the economically disadvantaged population.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	For the CDT Reading Benchmark for grades 3-8, 20% of scholars identified as black demonstrated proficiency.
Black	For the CDT math Benchmark for grades 3-8, 2% of scholars identified as black demonstrated proficiency.
Black	For the CDT science Benchmark for grades 3-8, 23% of scholars identified as black demonstrated proficiency.
Black	For the CDT Reading Benchmark for grades 9-10, 22% of scholars identified as black demonstrated proficiency.
Black	For the CDT math Benchmark for grade 9, 5.8% of scholars identified as black demonstrated proficiency.
Black	For the CDT science Benchmark for grades 9-10, 12.1% of scholars identified as black demonstrated proficiency.

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.

While proficiency is lacking, demonstrated growth for all subgroups is significant across all grade-levels.
The special education population demonstrates similar proficiency in math for scholars in grades 3-8.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The ineffective use of human capital/co-teaching models in the special education department impacts performance of the special education population.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
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	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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	Operational
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	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Collectively shape the vision for continuous improvement of teaching and learning
Continuously monitor implementation of the school improvement plan and adjust as needed
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

EP 5: Provide frequent, timely, and systematic feedback and support on instructional practices
EP 6: Foster a culture of high expectations for success for all students, educators, families, and community members
EP 13: Implement a multi-tiered system of supports for academics and behavior

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
According to Future Ready Index, for the 22-23 school year, 100% of scholars met requirements for CEW completion.	False
According to Future Ready Index, for the 22-23 school year, 100% of scholars met requirements for graduation.	False
According to Future Ready Index, for the 22-23 school year, 29% of scholars demonstrated proficiency or advanced in ELA.	False
A large number of scholars are within 100 points of meeting grade-level proficiency on the CDT for ELA in grades 3-12.	False
When interventions are used consistently, there is demonstrated growth in deficit skils areas for ELA across grades 3-12.	True
When interventions are used consistently, there is demonstrated growth in deficit skils areas for math across grades 3-12.	True
A large number of scholars are within 100 points of meeting grade-level proficiency on the CDT for math in grades 3-12.	False
When interventions are used consistently, there is demonstrated growth in deficit skils areas for science across grades 3-12.	False
A large number of scholars are within 100 points of meeting grade-level proficiency on the CDT for science in grades 3-12.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Collectively shape the vision for continuous improvement of teaching and learning	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
In the 23-24 school year, scholars in grade 12 acquired over $7,000,000 in scholarships.	False
In the 23-24 school year, 100% of scholars in grade 12 were accepted to college.	False
In the 23-24 school year, 100% of scholars who required an industry credential recieved a CPR certification.	False
Naviance demonstrates 100% collection of career artifacts for grades 5 and 8.	False
While proficiency is lacking, demonstrated growth for all subgroups is significant across all grade-levels.	True
The special education population demonstrates similar proficiency in math for scholars in grades 3-8.	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
According to the Future Ready Index, for the 22-23 school year, 54.5% of scholars demonstrated regular attendance.	False
According to Future Ready Index, for the 22-23 school year, 6.1% of scholars demonstrated proficiency or advanced in math.	False

More intentionally leveraging intervention platforms to address scholar skill deficits in ELA across grades 3-12.	False
A large number of scholars in grades 3-12 are not demonstrating grade-level proficiency in ELA.	False
Many necessary interventions are currentlly focusing on skill deficits that are below grade-level resulting in low grade-level proficiency.	False
A large number of scholars in grades 3-12 are not demonstrating grade-level proficiency in math.	False
Many necessary interventions are currentlly focusing on skill deficits that are below grade-level resulting in low grade-level proficiency.	False
A large number of scholars in grades 3-12 are not demonstrating grade-level proficiency in science.	False
Contacting parents of juniors and seniors to make them aware of opportunities that are available through the articulation agreements.	False
EP 5: Provide frequent, timely, and systematic feedback and support on instructional practices	True
EP 6: Foster a culture of high expectations for success for all students, educators, families, and community members	True
EP 13: Implement a multi-tiered system of supports for academics and behavior	True
The ineffective use of human capital/co-teaching models in the special education department impacts performance of the special education population.	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
EP 5: Provide frequent, timely, and systematic feedback and support on instructional practices	When conducting our facilitated self-assessment we realized we could impact student learning by effectively addressing instructional coaching.	True
EP 6: Foster a culture of high expectations for success for all students, educators, families, and community members	When conducting our facilitated self-assessment we realized we could impact student success by improving community/family partnerships and bolstering attendance initiatives.	True
EP 13: Implement a multi-tiered system of supports for academics and behavior	When conducting our facilitated self-assessment we realized we could impact student achievement by effectively addressing unfinished learning.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	A variety of assessments enables us to better match skill deficits with interventions to effectively bridge gaps in learning.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Aligned, coordinated, and evidence-based curriculums supports scholar learning with grade-level standards.
When interventions are used consistently, there is demonstrated growth in deficit skils areas for ELA across grades 3-12.	We will continue to build on this strength with continued focus on the MTSS process to address tier 2 and 3 deficits.
When interventions are used consistently, there is demonstrated growth in deficit skils areas for math across grades 3-12.	We will continue to build on this strength with continued focus on the MTSS process to address tier 2 and 3 deficits.
While proficiency is lacking, demonstrated growth for all subgroups is significant across all grade-levels.	We will continue to build on this strength with continued focus on the MTSS process to address tier 2 and 3 deficits.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If building administrators provide consistent instrutional feedback in coaching cycles throughout the year, then effective instruction will increase in Tier 1 classrooms and will support all students' learning.
	If we define high expectations and high support for all stakeholders and commit to those expectations through a system of accountability for all then student attendance will increase.
	If we implement a multi-tiered system of support for students, then invididual scholar learning gaps will be addressed and scholar growth will be reflected in CDTs and PVAAS.

Goal Setting

Priority: If building administrators provide consistent instrutional feedback in coaching cycles throughout the year, then effective instruction will increase in Tier 1 classrooms and will support all students' learning.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
In the 26-27 school year, 38% of scholars will demonstrate proficiency on the ELA CDTs.			
Measurable Goal Nickname (35 Character Max)			
Instructional Coaching			
Target Year 1	**Target Year 2**	**Target Year 3**	
In the 24-25 school year, 28% of scholars will demonstrate proficiency on the ELA CDTs.	In the 25-26 school year, 33% of scholars will demonstrate proficiency on the ELA CDTs.	In the 26-27 school year, 38% of scholars will demonstrate proficiency on the ELA CDTs.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
In the 24-25 school year, 20% of scholars will demonstrate proficiency on the ELA CDTs combined.	No quarter goal due to non-testing.	In the 24-25 school year, 24% of scholars will demonstrate proficiency on the ELA CDTs.	In the 24-25 school year, 28% of scholars will demonstrate proficiency on the ELA CDTs.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
In the 26-27 school year, 15% of scholars will demonstrate proficiency on the math CDTs.			
Measurable Goal Nickname (35 Character Max)			
Instructional Coaching			
Target Year 1	**Target Year 2**	**Target Year 3**	
In the 24-25 school year, 11% of scholars will demonstrate proficiency on the math CDTs.	In the 25-26 school year, 13% of scholars will demonstrate proficiency on the math CDTs.	In the 26-27 school year, 15% of scholars will demonstrate proficiency on the math CDTs.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
In the 24-25 school year, 5% of scholars will demonstrate proficiency on the math CDTs.	No quarter goal due to non-testing.	In the 24-25 school year, 8% of scholars will demonstrate proficiency on the math CDTs.	In the 24-25 school year, 11% of scholars will demonstrate proficiency on the math CDTs.

Priority: If we define high expectations and high support for all stakeholders and commit to those expectations through a system of accountability for all then student attendance will increase.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
In the 2026-2027 school year, 63% of scholars will attend school regularly.			
Measurable Goal Nickname (35 Character Max)			
High Expectations for All			
Target Year 1	**Target Year 2**	**Target Year 3**	
In the 2024-2025 school year, 57% of scholars will attend school regularly.	In the 2025-2026 school year, 60% of scholars will attend school regularly.	In the 2026-2027 school year, 63% of scholars will attend school regularly.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
In the 2024-2025 school year, 65% of scholars will attend school regularly.	In the 2024-2025 school year, 63% of scholars will attend school regularly.	In the 2024-2025 school year, 60% of scholars will attend school regularly.	In the 2024-2025 school year, 57% of scholars will attend school regularly.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target Year 1	**Target Year 2**	**Target Year 3**	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Priority: If we implement a multi-tiered system of support for students, then invididual scholar learning gaps will be addressed and scholar growth will be reflected in CDTs and PVAAS.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
In the 2026-2027 school year, 55% of scholars will demonstrate growth on the CDT assessments from fall to spring.			
Measurable Goal Nickname (35 Character Max)			
MTSS			
Target Year 1	**Target Year 2**	**Target Year 3**	

In the 2024-2025 school year, 45% of scholars will demonstrate growth on the CDT assessments from fall to spring.	In the 2025-2026 school year, 50% of scholars will demonstrate growth on the CDT assessments from fall to spring.	In the 2026-2027 school year, 55% of scholars will demonstrate growth on the CDT assessments from fall to spring.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
No quarter goal due to non-testing.	In the 2024-2025 school year, 45% of scholars will demonstrate growth on the CDT assessments from fall to winter.	In the 2024-2025 school year, 45% of scholars will demonstrate growth on the CDT assessments from winter to spring.	In the 2024-2025 school year, 45% of scholars will demonstrate growth on the CDT assessments from fall to spring.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
In the 2026-2027 school year, 70% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.			
Measurable Goal Nickname (35 Character Max)			
MTSS			
Target Year 1	**Target Year 2**	**Target Year 3**	
In the 2024-2025 school year, 60% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	In the 2025-2026 school year, 65% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	In the 2026-2027 school year, 70% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
In the 2024-2025 school year, 40% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	No quarter goal due to non-testing.	In the 2024-2025 school year, 50% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	In the 2024-2025 school year, 60% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.

Action Plan

Measurable Goals

Instructional Coaching	High Expectations for All
Instructional Coaching	
MTSS	MTSS

Action Plan For: Instructional Coaching

Measurable Goals:
• In the 26-27 school year, 38% of scholars will demonstrate proficiency on the ELA CDTs. • In the 26-27 school year, 15% of scholars will demonstrate proficiency on the math CDTs.

Action Step		**Anticipated Start/Completion Date**	
9-12, Leaders finalize goal setting document and inspection procedures		2024-07-01	2024-08-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership Teams	SMART Goal Setting Tools	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Educators create their goals and professional development plan based on prior year's data and then share with building and network leaders		2024-08-05	2024-08-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Staff and Building Leadership Teams	SMART Goal Setting Tools, September CDT data, IXL data, JumpRope Data	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Leaders gather teacher goal dependent baseline data		2024-09-02	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership Teams, Academic Team	SMART Goal Setting Tools, September CDT data, IXL data, JumpRope Data, SchoolMint Grow	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Staff wide meeting time to revisit goals and professional development plan using CDT and other classroom data		2024-10-01	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Staff, Admin, Academic Team, Residency & Inductions	SMART Goal Setting Tools, September CDT data, IXL data, JumpRope Data	No	No

Action Step		**Anticipated Start/Completion Date**	
9-12, Leaders and staff will progress monitor goals as part of the formal observation coaching cycle		2024-11-04	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership Teams	SMART Goal Setting Tools, September CDT data, IXL data, JumpRope Data, SchoolMint Grow	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Leaders and staff will progress monitor goals as part of the formal observation coaching cycle		2025-04-01	2025-05-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Staff, Building Leadership Teams	SMART Goal Setting Tools, CDT data, IXL data, JumpRope Data, SchoolMint Grow	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Staff wide meeting time to revisit goals and professional development plan using CDT and other classroom data.		2025-01-06	2025-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Staff, Building Leadership Teams, Academic Teams	SMART Goal Setting Tools September and November CDT data, IXL data, JumpRope Data	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Leaders will progress monitor staff goals with staff		2025-02-03	2025-03-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership Teams	SMART Goal Setting Tools, September CDT data, IXL data, JumpRope Data, SchoolMint Grow	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Create a system for coaching that aligns various districft and school departments (academic team, induction, school-based coaches, and administrators) (Product = outline of whose job is whose)		2024-07-01	2024-08-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals District Leaders	Coaching Cycle Outline	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Meet with district team to update coaching cycles based on quarter one observation data.		2024-09-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals District Leaders	Coaching Tracker	No	No
Action Step		**Anticipated Start/Completion Date**	

K-8: Meet with district team to update coaching cycles based on quarter two observation data.		2024-12-02	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals District Leaders	Coaching Tracker	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Meet with district team to update coaching cycles based on quarter three observation data.		2025-03-01	2025-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Princpals District Leaders	Coaching Tracker	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Meet with district team to update coaching alignment for the following year.		2025-06-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Princpals District Leaders	Coaching Tracker	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Educators will be tiered for support by conducting an initial informal to collect baseline data about educator need (Educators who demonstrate high need will participate in 2-4 peer observation learning cycles)		2024-09-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Coaching Tracker	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Develop peer observation tool.		2024-08-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Developed Peer Observation Tol	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Implement cycle 1 of peer observations.		2024-10-01	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Teachers	Peer Observation Tool	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Implement cycle 2 of peer observations.		2024-12-02	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Princpals Teachers	Peer Observation Tool	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Implement cycle 3 of peer observations.		2025-02-03	2025-02-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals Teachers	Peer Observation Tool	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Implement cycle 4 of peer observations.		2025-04-01	2025-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Teahers	Peer Observation Tool	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: All staff will create their own SMART goals for instructional improvement based on data that will be logged and tracked in SchoolMint. Goals will be adjusted when growth is demonstrated.		2024-09-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	SMART Goal Template SchoolMint Access	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Finalize template for SMART goal setting document.		2024-08-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	n/a	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Administrators/Coaches will gather baseline data for each educator as related to their individual SMART goal.		2024-10-01	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals District Leaders	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Educators design their own professional development plan, in alignment with established SMART goals using data. (fluid- can evolve to include coaching cycles from the district team).		2024-11-01	2024-11-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	PD Plan Template	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Administrators will hold conferences with each educator to progress monitor SMART goals and professional development implementation.		2024-12-02	2025-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Teachers	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	

K-8: Educators will update SMART goal data and adjust professional development plans as needed.		2025-01-01	2025-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	PD Plan Template SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Administrators hold conferences with each educators to assess SMART goal success criteria.		2025-04-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Teachers	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Develop a coaching and observation plan for the 2024-2025 school year (timelines, coaching assignments, etc).		2024-08-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals District Leaders	Coaching Outline	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: All educators will recieve an informal on domain 2.		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Conduct tiered coaching meetings to discuss observations, collected data, provide feedback, and monitor goal improvement.		2024-10-01	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals District Leaders	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Provide targeted and differentiated professional development opportunities based on feedback and support needs that are identified through coaching and observations.		2024-09-02	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Developed PD Materials	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: All educators will receive an informal on SMART Goal Area.		2024-11-01	2024-11-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals District Leaders	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Conduct tiered coaching meetings to discuss observations, collected data, provide feedback, and monitor goal improvement.		2024-12-02	2024-12-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals District Leaders	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Provide targeted and differentiated professional development opportunities based on feedback and support needs that are identified through coaching and observations.		2024-11-01	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Developed PD Materials	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: All educators will receive a formal observation.		2024-12-02	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: All educators will receive an informal on domain 2 and 3.		2025-02-03	2025-02-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals District Leaders	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Conduct tiered coaching meetings to discuss observations, collected data, provide feedback, and monitor goal improvement.		2025-02-03	2025-03-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals District Leaders	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Provide targeted and differentiated professional development opportunities based on feedback and support needs that are identified through coaching and observations.		2025-02-03	2025-03-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Developed PD Materials	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Level 1 educators will recieve an additional informal based on need.		2025-03-17	2025-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals District Leaders	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Conduct tiered coaching meetings to discuss observations, collected data, provide feedback, and monitor goal improvement.		2025-03-17	2025-04-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals District Leaders	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Provide targeted and differentiated professional development opportunities based on feedback and support needs that are identified through coaching and observations.		2025-03-03	2025-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Developed PD Materials	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Level 1 educators will recieve a formal observation.		2025-04-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	SchoolMint	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: All scholars in grades 6-8 will conduct student-led conferences at the Fall Conferences .		2024-11-01	2024-11-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Scholars Teachers	Conference Tracker SLC Template SLC Letters SLC Schedule SLC Rubric	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: All scholars in grades 6-8 will conduct student-led conferences at the Spring Conferences.		2025-03-03	2025-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Scholars Teachers	Conference Tracker SLC Template SLC Letters SLC Schedule SLC Rubric	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Implement school-wide professional development on the Danielson Framework.		2024-08-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Danielson Framework	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Student Achievement, 28% proficiency in ELA and 11% proficiency in Math	Building Leadership teams, Academic Team, Network Staff, Monthly, Propel Coaching Cycle

Action Plan For: Instructional Coaching

Measurable Goals:
• In the 26-27 school year, 38% of scholars will demonstrate proficiency on the ELA CDTs.

Action Step		**Anticipated Start/Completion Date**	
9-12, Meet with Academic, Residency & Induction teams to determine tiered coaching cycles of educators		2024-07-01	2024-08-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership Teams, Academic Team	Coaching Cycle document	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Create peer to peer coaching protocols & processes		2024-07-15	2024-08-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership Teams, MTSS Team	Peer to Peer Observation tools	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Leaders create a professional development plan for monthly instructional foci based in the Danielson Framework for Teaching		2024-07-01	2024-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership Teams	Danielson Framework for Teaching	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Provide teachers with inhouse professional development on the Danielson Framework for Teaching		2024-08-05	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Staff	Danielson Framework for Teaching	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Building Leaders create and communicate a coaching schedule		2024-08-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership Teams, Academic Team, Residency and Induction Teams	Calendars	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Leaders work with staff to set up peer to peer observation and coaching protocols & processes		2024-08-08	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Staff	Peer to Peer coaching documents	No	No

Action Step		Anticipated Start/Completion Date	
9-12, Leaders implement the agreed upon, network aligned, tiered system for coaching & follow the coaching schedule including weekly leader accountability meetings using SchoolMint Grow data		2024-08-19	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership Teams, Academic Team, Residency and Induction Teams	SchoolMint Grow	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Leaders conduct aligned tiered coaching meetings with staff to discuss observations, collected data, provide feedback, and monitor goal improvement on an as appropriate basis		2024-08-19	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership teams, Staff	SchoolMint Grow, Observation data	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Staff conduct monthly peer to peer observations and content team meetings to progress monitor peer to peer coaching data, review & analyze observation data, and review instructional focii		2024-09-09	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Staff	Peer to Peer Observation Tools	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Provide targeted and differentiated professional development opportunities based on data and feedback that support needs as identified through coaching and observations.		2024-09-02	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Academic Team, Residency and Induction Team	SchoolMint Grow, Danielson Framework, Coaching Communication Tools, Other PD resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Student Achievement, 28% proficiency in ELA and 11% proficiency in Math	Building Leadership teams, Academic Team, Network Staff, Monthly, Propel Coaching Cycle

Action Plan For: MTSS

Measurable Goals:
• In the 2026-2027 school year, 55% of scholars will demonstrate growth on the CDT assessments from fall to spring.

- In the 2026-2027 school year, 70% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.

Action Step		**Anticipated Start/Completion Date**	
9-12, Collaborate to create clear MTSS definitions, procedures & protocols document		2024-07-01	2024-08-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, District MTSS team, Academic Team,	Panorama, District MTSS guidance	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Create or locate a menu of tiered intervention options		2024-07-01	2024-08-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, District MTSS team, Academic Team,	Panorama, District MTSS guidance	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Norm MTSS definitions, procedures & protocols with staff, focusing on common language and understanding of tiers and when a scholar would move in and out of them, rigor, differentiation, scaffolding, and building wide roles/responsibilities		2024-08-02	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Stafff	MTSS definitions, procedures & protocols document	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Staff are trained on tier 2 intervention implementation		2024-08-02	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, MTSS Team, Staff	MTSS tier 2 interventions options document	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Create a PD plan for PLC time related to highest leveraged Tier II interventions to be implemented.		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, MTSS Team, Staff	MTSS definitions, procedures & protocols, and tier 2 intervention options document	No	No

Action Step		**Anticipated Start/Completion Date**	
9-12, Teachers consistently include specific tier 2 interventions for specific scholars in their weekly plans, interventions and scholars are identified through analyzing student work		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Staff	Lesson Plan Template	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Scholars take Benchmark/Diagnostic tests		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Staff, Academic Team	CDT program, IXL program, other diagnostic testing software	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, MTSS8: Leaders conduct regular observations of the classroom environment, focusing on tiered supports, and meet with teachers to review the data		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership	SchoolMint Grow	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Support staff meet monthly to discuss building trends and address gaps/inconsistencies		2024-09-02	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Grade Level Lead Teachers, Staff	Scholar work, Panorama, Jumprope, Behavior Data, Attendance Data	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, MTSS team meets monthly to present school wide trends to all staff		2024-09-20	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Grade Level Leads, MTSS Team, Staff	Panorama, Jumprope, Behavior Data, Attendnace Data	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Teachers utilize Panorama, Jumprope, CDT, Attendance, and Behavior data to determine scholars in need of tier 2 & 3 supports and create plans for addressing scholar need		2024-09-30	2024-10-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Building Leadership, Grade Level Leads, Academic Team, MTSS Team, Staff	CDT & other test data, Panorama, Jumprope, Behavior Data,	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Scholars and teachers conference to review scholar data and goals in preparation from scholar led conferences, and progress monitor tier 2 & 3 plans		2024-11-04	2024-11-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, GLL, Staff, Scholars	CDT & other test data, Panorama, Jumprope, Behavior Data, Attendnace Data, Scholar led conferences documentation	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Scholars take Benchmark/Diagnostic tests		2024-12-02	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Academic Team, Staff	CDT program, IXL program, other diagnostic testing software	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Teachers utilize Panorama, Jumprope, CDT, Attendance, and Behavior data to progress monitor the plans for tier 2 & 3 scholars		2024-12-02	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Staff, Academic Team, MTSS Team	CDT & other test data, Panorama, Jumprope, Behavior Data,	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Teachers utilize Panorama, Jumprope, Attendance, and Behavior data to progress monitor the plans for tier 2 & 3 scholars and remove/add scholars as needed		2025-02-03	2025-02-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, GLL, MTSS Team	CDT & other test data, Panorama, Jumprope, Behavior Data,	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Scholars take Benchmark/Diagnostic tests		2025-03-03	2025-03-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Academic Team	CDT program, IXL program, other diagnostic testing software	No	Yes
Action Step		**Anticipated Start/Completion Date**	

9-12, Scholars and teachers conference to review scholar data and goals in preparation from scholar led conferences and progress monitor the plans for tier 2 & 3 scholars		2025-03-03	2025-03-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
GLL, Staff, Scholars, Building Administration	CDT & other test data, Panorama, Jumprope, Behavior Data, Attendnace Data	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Teachers utilize Panorama, Jumprope, Attendance, and Behavior data to progress monitor the plans for tier 2 & 3 scholars and remove/add scholars as needed		2025-03-31	2024-05-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, GLL, MTSS Team	CDT & other test data, Panorama, Jumprope, Behavior Data,	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Develop or select a goal-setting template.		2024-07-15	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	n/a	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Educators will hold data conferences with homeroom scholars using baseline data to set goals for upcoming benchmarks and assessments (to occur during Panther Time).		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	Goal Setting Template	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Educators will hold data conferences with homeroom scholars using beginning of the year data to set goals for upcoming benchmarks and assessments.		2024-11-01	2024-11-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	Goal Setting Template	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Educators will hold data conferences with homeroom scholars using middle of the year data to set goals for upcoming benchmarks and assessments.		2025-02-03	2025-02-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	Goal Setting Template	No	Yes
Action Step		**Anticipated Start/Completion Date**	

K-8: Educators will hold data conferences with homeroom scholars using end of the year data to discuss growth during the school year.		2025-04-01	2025-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	Goal Setting Template	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Update lesson plan template to include identification of data, flexible grouping, and center based instruction to address scholar deficits.		2024-07-15	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Lesson Plan Template	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Educators will establish and teach flexible group procedures to scholars.		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	N/A	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Conversations with educators around flexible instruction will occur during after school FLEX meetings to determine if student learning gaps are being addressed.		2024-10-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Teachers	N/A	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Build a master schedule that includes a 30 minute data block (Panther time).		2024-07-15	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Master Schedule	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Hold monthly MTSS meetings to re-establish enrichment, intervention, and support groups as well as update intervention plans in Panorama.		2024-08-26	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
All Staff	Scholar Data from Panorama	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	

K-8: Scholars will complete baseline data assessments in their assigned intervention groups and then post assessments at the end of the intervention to track growth.		2024-09-02	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers Scholars	Panorama	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Educators will participate in professional development to learn how to effectively use intervention platforms using benchmark data to support scholar deficiencies.		2024-08-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Teachers	IXL PD Slides Spring Math PD	Yes	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Establish a CICO intervention cycle to be used for behavioral and SEL supports as a tier 2 intervention.		2024-08-19	2024-09-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Panorama	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Train the support team on the implementation of the CICO cycle.		2024-08-19	2024-09-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Support Staff	Panorama	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increase in Student Growth, 45% of scholars show significant growth on CDTs	Building Leadership, MTSS Team, Grade Level Leads, Weekly, Academic and Behavior Data Analysis

Action Plan For: Communities in Schools Model

Measurable Goals:
• In the 2026-2027 school year, 63% of scholars will attend school regularly.

Action Step	**Anticipated Start/Completion Date**

K-8: Create a system of procedures to address attendance proactively.		2024-08-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Re-Engagement Specialist	Attendance Tracker	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Analyze attendance data to identify trends, patterns, and areas of concerns.		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Re-Engagement Specialist	Attendance Data (Skyward/ Panorama)	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Foster a positive and welcoming school environment where students feel safe, valued, ane engaged by updating signage and decor for entries, common spaces, and hallways.		2024-07-15	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Administrative Assistant	Purchased Signage and Decor	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Implement weekly and monthly attendance incentives (competitions) with pre-planned certificates and awards.		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Re-Engagement Specialist	Attendance Tracker Attendance Certificates	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Weekly grade-band house competition for points toward house parties.		2024-08-19	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Re-Engagement Specialists	House Tracker	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Monthly house competition for a food based incentive.		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Re-EngagementSpecialists	Purchased Food for Incentives	No	Yes
Action Step		**Anticipated Start/Completion Date**	

K-8: Monthly individual perfect attendance awards for certificates with dress down passes.		2024-09-02	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Re-Engagement Specialist	Attendance Certificates Dress Down Passes	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Trimester school level house competitions for field trip incentives.		2024-11-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Re-Engagement Specialists	Field Trip Funds Partnerships with Local Organizations	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Trimester individual perfect attendance awards for certificates with dress down and lunch provided.		2024-11-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Re-Engagement Specialist CSC	Award Certificates Dress Down Passes Purchased Food	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Yearly individual perfect attendance awards for a end of year field trip.		2025-05-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Re-Engagements Specialist CSC	Attendance Certificates Field Trip Funds Partnerships with Local Organizations	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Identify and provide targeted interventions and support services for scholars who are at risk of chronic absenteeism before the end of September.		2024-08-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Re-Engagement Specialist	N/A	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Send attendance letters at 3, 6, 10, and 20 days of absence.		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Re-Engagement Specialist	Attendance Letter Template (Skyward)	No	No
Action Step		**Anticipated Start/Completion Date**	

K-8: Conduct home visits for scholars who demonstrate consistent patterns of absenteeism.		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Re-Engagement Specialist	Skyward	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Complete SAIPs for scholars who demonstrate consistent absenteeism and hold/log SAIP meetings to include guardians and scholars.		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Re-Engagement Specialist	Skyward	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: File citations for scholars who are chonically absent and attend court hearings as scheduled .		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Re-Engagement Specialist	N/A	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Biweekly attendance meetings with the reengagement specialist to review data and track progress (tardies, absences, reasons for absence, etc).		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Re-Engagement Specialist Principals	Meeting Tempalte	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Implement mandatory re-entry meetings using an outlined template for all scholars who receive suspension.		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Support Staff	Re-Entry Meeting Template	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Create re-entry meeting template and method for tracking.		2024-08-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Suspension Tracker	No	No
Action Step		**Anticipated Start/Completion Date**	

K-8: Implement trimester academic award ceremonies (during celebrations of learning).		2024-11-01	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals Administrative Assistant Community Site Coordinator Creative Arts Coordinator	Award Certificates	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Implement family orientation with all new families.		2024-08-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Orientation Slides	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: All educators will create and share monthly grade-level newsletters with families. Required content will be outlined.		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	Newsletter Template	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Implement monthly community events, at least one per trimeser focuses on academics and ensuring that each content area is addressed.		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Comunity Site Coordinator Principals	N/A	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Create a monthly plan for events based on a content rotation.		2024-07-15	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Community Site Coordinator Principals	Events Plan	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Educators will participate in targeted professional development around the creation of mastery based rubrics for learning goals.		2024-08-19	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Developed PD Materials	Yes	No
Action Step		**Anticipated Start/Completion Date**	

K-8: Educators will create and implement quality rubrics with high expectations for academic mastery for a miminum of two assignments per week (evidence = graded and can see the rubric).		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	N/A	No	Yes
Action Step		**Anticipated Start/Completion Date**	
K-8: Administrators will progress monitor monthly by checking copliance for entered grades and viewing rubrics as attached to lesson plans.		2024-08-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	JumpRope	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Convene scholar and staff focus groups quarterly with at least 30% scholar participation and 75% staff participation to gather input in regard to academic rigor and effective use of rubrics.		2024-11-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Focus Group Survey	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Create a system of procedures to address attendance proactively including weekly and monthly incentives and fulfilling the truancy reduction tool kit		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Attendance Specialist, Counselors, Building Leadership	Attendance Protocols and Roles document	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Analyze attendance data to identify and report trends, patterns, and areas of concerns at monthly grade level meetings (GLM), at monthly MTSS meetings, and at monthly attendance meetings		2024-09-02	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Attendance Specialist, Grade Level Leads	GLM trackers, Attendance Tracker, Daily Attendance Rate Email	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Foster a positive and welcoming school environment where scholars feel safe, valued, and engaged by increasing scholar choice in academic programming		2024-08-15	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Counselors, Academic Team	Course Catalogue, Scorecards, Scholar Surveys	No	Yes
Action Step		**Anticipated Start/Completion Date**	

9-12, Foster a positive and welcoming school environment where scholars feel safe, valued, and engaged by increasing scholar choice in extracurricular programming		2024-09-09	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Whole Building, Academic Team, Scholar Opportunities Team, Afterschool team, Scholar Representatives	Habits/PBIS, Scholar Surveys	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Analyze attendance data to identify and provide targeted interventions and support services for scholars who are at risk of chronic absenteeism, bi weekly accountability meetings		2024-10-01	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Attendance Specialist, Counselors, Propel Partners in Wellness, Scholars	GLM trackers, Attendance Tracker, Daily Attendance Rate Email, Student Attendance Improvement Plans	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Support Staff planned and implemented 2 community focused events		2024-08-15	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Community Schools Liaison, Counselors	Event Planning Document, Family Survey, Community Partnerships	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Monthly Content teams incorporate 3-4 community partners into lessons, speakers and workshops could include, career days, arts days		2024-10-07	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Educators, Community Schools Liaison, Academic Team	Event Planning Document, Lesson Plans, Community Partners,	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Community schools coordinator will hold monthly family events following the Student, Family, Communities in Schools Model		2024-09-02	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Community schools liaison	Communities in Schools Model	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Honors Ceremony for 1st semester honor roll		2025-01-13	2025-02-07
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Counselors, Events Planner Pathway, Building Leadership	JumpRope 1st Semester Data, Event Planning Document, Food, Decorations, Certificates,	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, College and Career Counselor will hold a college readiness family night for juniors		2025-01-06	2025-02-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
College and Career Counselor, Community Schools Liaison	Event Planning Document, Flyers from Communications, College Partners	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, College and Career Counselor holds a FAFSA night for senior families		2025-03-03	2025-05-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
College and Career Counselor	Event Planning Document, FASFA information, College Partners	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Job shadowing partnerships are researched and created by Counselors, Community Schools Liaison and Community Partners		2024-09-16	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Counselors	Community Partners List, Meeting Times with Partners	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Job shadowing opportunities are available to sophomores and juniors		2025-01-06	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Counselors	Community Partners List, Meeting Times with Partners	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, All families have been contacted by administration or support staff, new families receive orientation information		2024-07-15	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Counselors, School Resource Officer, Attendance Specialist, Admin Assistant, Enrollment Team	Skyward, Scholars	No	Yes
Action Step		**Anticipated Start/Completion Date**	

9-12, Create a tiered system of communication for "hard to reach" families		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Attendance Specialist, School Resource Officer, Admin Assistant	Skyward, Propel Vans, Scholars, Families	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Implement the agreed upon tiered system of communication for "hard to reach" families.		2024-10-01	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Attendance Specialist, School Resource Officer, Admin Assistant	Skyward, Propel Vans, Scholars, Families	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, All educators will create and share bi weekly updates with families.		2024-09-02	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Educators	Platform for sharing information with families (dojo, remind or similar),	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Honors ceremony for second semester honors		2025-06-02	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Events Planner Pathway	Certificates, Flyers, Decorations, Food	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Educators will participate in targeted professional development around the creation of mastery based rubrics for learning goals and how to backwards map from most rigorous display of learning		2024-08-05	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Academic Team, Induction and Residency Team,	Standards Based Grading (SBG) guidance document, exemplar rubrics	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Educators will create and implement quality rubrics with high expectations for academic mastery weekly		2024-09-09	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Educators, Academic Team, Building Leadership	Rubrics and SBG resources	No	No

Action Step		Anticipated Start/Completion Date	
9-12, Administrators will progress monitor monthly by checking compliance for entered grades and viewing rubrics as attached to the lesson plans.		2024-09-09	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Academic Team, Induction and Residency Team	Lesson Planning document, rubrics, standards	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Convene scholar and staff focus groups quarterly with at least 30% scholar participation and 75% staff participation. Focus groups will be asked questions about school culture/climate, academics, and extracurricular opportunities.		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Counselors, Scholars	Focus Group guiding questions document	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Convene scholar and staff focus groups quarterly with at least 30% scholar participation and 75% staff participation. Focus groups will be asked questions about school culture/climate, academics, and extracurricular opportunities.		2024-12-02	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Counselors, Scholars	Focus Group Guiding Questions Document	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Implement mandatory re-entry meetings for all scholars who receive a suspension		2024-08-16	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership	Re-entry and informal hearing documentation and communication home	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Teachers receive training on standards based grading best practices		2024-08-05	2024-08-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Academic Team, Induction and Residency Teams	District's Standards Based Grading guiding document and resources	No	No
Action Step		**Anticipated Start/Completion Date**	
9-12, Teachers create a SBG reassessment process visual for their courses and dedicate class time to explaining it to the scholars in their course		2024-08-05	2024-08-23

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Educators	District's SBG guidance document, flipchart paper, reassessment resources	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Standards based grading information will be available to parents and stakeholders at monthly community events and SLCs		2024-08-15	2025-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Counselors	Parent facing standards based grading documentation	No	Yes
Action Step		**Anticipated Start/Completion Date**	
9-12, Convene scholar and staff focus groups quarterly with at least 30% scholar participation and 75% staff participation. Focus groups will be asked questions about school culture/climate, academics, and extracurricular opportunities.		2025-03-03	2025-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Leadership, Counselors	Focus Group guiding questions	No	No
Action Step		**Anticipated Start/Completion Date**	
K-8: Share data collected at staff FLEX meetings with staff so that they can intentionally plan their next steps.		2024-09-02	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	N/A	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase Regular Attendance to 57%	Building Leadership, Attendance Specialist, Community Schools Liasion, bi-weekly, Attendance and Family engagement data analysis

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Salary for Attendance Specialist	• MTSS • Communities in Schools Model	Salary	3	47000
Benefits for Attendance Specialist	• MTSS • Communities in Schools Model	Benefits	3	10000
Salary for School Counselor	• MTSS • Communities in Schools Model	Salary	3	18000

Total Expenditures				75000

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
Instruction	• Instructional Coaching • Instructional Coaching • MTSS • Communities in Schools Model	Educator Salaries	323039
Other Expenditures	• Instructional Coaching • Instructional Coaching • MTSS • Communities in Schools Model	Homeless Set Aside	500
Title II.A and Title IV.A Transfer Funds	• Instructional Coaching • Instructional Coaching • MTSS • Communities in Schools Model	Educator Benefits	53066
Total Expenditures			376605

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Instructional Coaching	K-8: Implement school-wide professional development on the Danielson Framework.
MTSS	K-8: Hold monthly MTSS meetings to re-establish enrichment, intervention, and support groups as well as update intervention plans in Panorama.
MTSS	K-8: Scholars will complete baseline data assessments in their assigned intervention groups and then post assessments at the end of the intervention to track growth.
MTSS	K-8: Educators will participate in professional development to learn how to effectively use intervention platforms using benchmark data to support scholar deficiencies.
MTSS	K-8: Train the support team on the implementation of the CICO cycle.
Communities in Schools Model	K-8: Educators will participate in targeted professional development around the creation of mastery based rubrics for learning goals.

Danielson Framework

Action Step		
• K-8: Implement school-wide professional development on the Danielson Framework.		
Audience		
General Education Teachers Special Education Teachers Paraprofessionals		
Topics to be Included		
Overview of the Framework Strategies to Integrate the Framework into Teaching Practice Using the Framework for Self-Assessment and Professional Growth Aligning the Framework with School or District Goals Examples of Evidence for Each Domain		
Evidence of Learning		
Self-Reflection Staff Peformance on Observations Coaching Assessments Where Educators Share Observations and Insights		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principals	2024-08-05	2024-08-14

Learning Format

Type of Activities	Frequency
Inservice day	Inital Tranining in August Refreshers Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

MTSS Plan

Action Step		
• K-8: Hold monthly MTSS meetings to re-establish enrichment, intervention, and support groups as well as update intervention plans in Panorama.		
Audience		
All Staff		
Topics to be Included		
Purpose of MTSS Framework Overview Data-Based Decision Making Data Block Structures MTSS Meeting Template and Structures Roles and Responsibilities of Team Members Aligning MTSS with SChool Goals and Initiatives		
Evidence of Learning		
Pre and Post Assessment Results Panorama Plan Review Accountability Checks from the Leadership Team Effective Completion and Logging of MTSS Meetings		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principals	2024-08-26	2025-05-30

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Last Week of Every Month
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Progress Monitoring

Action Step		
• K-8: Scholars will complete baseline data assessments in their assigned intervention groups and then post assessments at the end of the intervention to track growth.		
Audience		
Educators Paraprofessionals		
Topics to be Included		
Progress monitoring tools and frequency Interpreting Data Proper Logging and Tracking of Data		
Evidence of Learning		
Progress Monitoring Data Consistently and Accurately Logged in Panorama		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principals Lead Educators	2024-09-02	2025-05-30

Learning Format

Type of Activities	**Frequency**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Tri-Monthly

Observation and Practice Framework Met in this Plan
• 3e: Demonstrating Flexibility and Responsiveness
This Step Meets the Requirements of State Required Trainings

Intervention Platforms

Action Step		
• K-8: Educators will participate in professional development to learn how to effectively use intervention platforms using benchmark data to support scholar deficiencies.		
Audience		
Educators Paraprofessionals		
Topics to be Included		
Effective Use of IXL and Springmath as intervention plans to address learning deficits		
Evidence of Learning		
Educators will know how to use IXL/ SpringMath to assess scholars Educators will know how to use IXL / SpringMath assessments to assign lessons		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Lead Educators	2024-09-02	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly; As Needed
Observation and Practice Framework Met in this Plan	
• 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

CICO Cycle

Action Step		
• K-8: Train the support team on the implementation of the CICO cycle.		
Audience		
Support Staff (counselor, PPIW, Re-Engagement Specialist, Community Coordinator, Emotional Support Paraprofessional, SAP Team Members)		
Topics to be Included		
What is the CICO Cycle? How to Implement the CICO Cycle		
Evidence of Learning		
Staff Will Know How to Implement the CICO Cycle		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
SAP/ Support Team Lead	2024-08-01	2024-08-30

Learning Format

Type of Activities	Frequency
Inservice day	One Session; Revisit at Support Team Meetings
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	

Mastery Based Rubrics

Action Step		
• K-8: Educators will participate in targeted professional development around the creation of mastery based rubrics for learning goals.		
Audience		
Educators		
Topics to be Included		
Overview of Mastery Based Rubrics Definition and Purpose of Rubrics Steps to Create Rubrics Alignment of Rubrics with Standards Integration of Rubrics into Lesson Planning Evaluation fo Student Work with Rubrics		
Evidence of Learning		
Rubric Development Sample Assessments Educator Reflections		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Lead Educators Principals	2024-08-05	2025-05-30

Learning Format

Type of Activities	Frequency
Inservice day	Once in August
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly During Coaching Meetings
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Peer Observations

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• K-8: Implement cycle 1 of peer observations. • K-8: Implement cycle 2 of peer observations. • K-8: Implement cycle 3 of peer observations. • K-8: Implement cycle 4 of peer observations.	Teachers	Peer Observation Expectations and Schedules	Administration	08/01/2024	06/04/2025

Communications

Type of Communication	Frequency
Email	Quarterly

MTSS- Tier 2 Interventions

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• 9-12, Teachers consistently include specific tier 2 interventions for specific scholars in their weekly plans, interventions and scholars are identified through analyzing student work • 9-12, Teachers utilize Panorama, Jumprope, CDT, Attendance, and Behavior data to determine scholars in need of tier 2 & 3 supports and create plans for addressing scholar need • 9-12, Teachers utilize Panorama, Jumprope, Attendance, and Behavior data to progress monitor the plans for tier 2 & 3 scholars and remove/add scholars as needed • 9-12, Teachers utilize Panorama, Jumprope, Attendance, and Behavior data to progress monitor the plans for tier 2 & 3 scholars and remove/add scholars as needed	Scholars and Families	Tier 2 & 3 interventions, supports, and progress	Teacher and Administrators	09/23/2024	06/13/2025

Communications

Type of Communication	Frequency
Other	Bi-weekly
Email	Bi-weekly

MTSS- Benchmark Tests

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• 9-12, Scholars take Benchmark/Diagnostic tests • 9-12, Scholars take Benchmark/Diagnostic tests • 9-12, Scholars take Benchmark/Diagnostic tests	Scholars and Families	CDT/Keystone testing information and scholar specific data analysis, scholar specific SMART goals	Teachers, Administrators	08/26/2024	05/23/2025

Communications

Type of Communication	Frequency
Other	3x a year
Email	3x a year

MTSS & High Expectations for All- Conferences

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• 9-12, Scholars and teachers conference to review scholar data and goals in preparation from scholar led conferences, and progress monitor tier 2 & 3 plans • 9-12, Scholars and teachers conference to review scholar data and goals in preparation from scholar led conferences and progress monitor the plans for tier 2 & 3 scholars • 9-12, Teachers create a SBG reassessment process visual for their courses and dedicate class time to explaining it to the scholars in their course • 9-12, Standards based grading information will be available to parents and stakeholders at monthly community events and SLCs	Scholars and Families	Scholar SMART goals, scholar academic, behavior, and attendance data, standards based grading information	Teachers, Counselors, Administration	11/04/2024	03/28/2025

Communications

Type of Communication	Frequency
Other	2x a year
Email	2x a year

MTSS & High Expectations for All- Attendance					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• 9-12, Create a system of procedures to address attendance proactively including weekly and monthly incentives and fulfilling the truancy reduction tool kit • 9-12, Analyze attendance data to identify and provide targeted interventions and support services for scholars who are at risk of chronic absenteeism, bi weekly accountability meetings	Scholars, Families, and community partners	Attendance incentives, scholar specific attendance data, truancy tool kit steps, student attendance improvement plans requirements.	Attendance Specialist	09/23/2024	06/13/2025

Communications	
Type of Communication	**Frequency**
Other	Daily
Letter	as needed

High Expectations for All- Academic Programming					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• 9-12, Foster a positive and welcoming school environment where scholars feel safe, valued, and engaged by increasing scholar choice in academic programming • 9-12, Monthly Content teams incorporate 3-4 community partners into lessons, speakers and workshops could include, career days, arts days • 9-12, All educators will create and share bi weekly updates with families.	Scholars, Families, and community partners	course catalog, curriculum updates, local partnerships	College & Career Counselor, Teachers	01/06/2025	06/13/2025

Communications	
Type of Communication	**Frequency**
Email	Bi-weekly
Other	Monthly

High Expectations for All- Extracurricular & Community Events

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• 9-12, Foster a positive and welcoming school environment where scholars feel safe, valued, and engaged by increasing scholar choice in extracurricular programming • 9-12, Support Staff planned and implemented 2 community focused events • 9-12, Community schools coordinator will hold monthly family events following the Student, Family, Communities in Schools Model • 9-12, Honors Ceremony for 1st semester honor roll • 9-12, College and Career Counselor will hold a college readiness family night for juniors • 9-12, College and Career Counselor holds a FAFSA night for senior families • 9-12, Job shadowing partnerships are researched and created by Counselors, Community Schools Liaison and Community Partners • 9-12, Job shadowing opportunities are available to sophomores and juniors • 9-12, All families have been contacted by administration or support staff, new families receive orientation information • 9-12, Honors ceremony for second semester honors	Scholars, Families, Community Partners	School orientation information, Club & behavioral incentive information, community choice events, college and career readiness information, FAFSA information, Honor Roll celebration, job shadowing opportunities,	Community schools liaison, counselors, administration	09/09/2024	06/13/2025

Communications

Type of Communication	Frequency
Newsletter	weekly

High Expectations for All- Re-entry meetings

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Scholars and Families	Scholar specific SMART goals, behavior plans, SAP	Administration	08/19/2024	06/13/2025

Communications

Type of Communication	Frequency
Other	as needed
Letter	as needed

High Expectations for All- Hard to Reach Families

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• 9-12, Create a tiered system of communication for "hard to reach" families • 9-12, Implement the agreed upon tiered system of communication for "hard to reach" families.	Families	Attendance improvement plans, SAP, truancy information,	Attendance Specialist	09/30/2024	06/13/2025

Communications

Type of Communication	Frequency
Other	as needed

Individual Professional Development

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• K-8: All staff will create their own SMART goals for instructional improvement based on data that will be logged and tracked in SchoolMint. Goals will be adjusted when growth is demonstrated. • K-8: Educators design their own professional development plan, in alignment with established SMART goals using data. (fluid- can evolve to include coaching cycles from the district team).	Educators	SMART Goal Template PD Plan Template PD Plan Expectations	Administrators	08/01/2024	10/31/2024

Communications

Type of Communication	Frequency
Presentation	August PD October Flex Meeting
Email	Bi Weekly for 6 weeks beginning September 1st

Student-Led Conferences

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• K-8: All scholars in grades 6-8 will conduct student-led conferences at the Fall Conferences . • K-8: All scholars in grades 6-8 will conduct student-led conferences at the Spring Conferences.	Scholars Families Middle School Staff	Scholar-led conference templates and expectations for gardes 6-8	Administrators/ Lead Educators	11/01/2024	03/14/2025

Communications

Type of Communication	Frequency
Email	Monthly
Other	Google Classroom Posting Twice, October and February

Scholar Data Conferences

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• K-8: Educators will hold data conferences with homeroom scholars using baseline data to set goals for upcoming benchmarks and assessments (to occur during Panther Time). • K-8: Educators will hold data conferences with homeroom scholars using beginning of the year data to set goals for upcoming benchmarks and assessments. • K-8: Educators will hold data conferences with homeroom scholars using middle of the year data to set goals for upcoming benchmarks and assessments. • K-8: Educators will hold data conferences with homeroom scholars using end of the year data to discuss growth during the school year.	Homeroom Educators	Goal Setting Template and Expectations	Administrators	08/08/2024	05/30/2025

Communications

Type of Communication	Frequency
Email	Quarterly
Presentation	August PD

MTSS and Data

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• K-8: Educators will establish and teach flexible group procedures to scholars. • K-8: Hold monthly MTSS meetings to re-establish enrichment, intervention, and support groups as well as update intervention plans in Panorama. • K-8: Scholars will complete baseline data assessments in their assigned intervention groups and then post assessments at the end of the intervention to track growth. • K-8: Share data collected at staff FLEX meetings with staff so that they can intentionally plan their next steps.	All Staff	Flexible Group Procedures Panther Time Meeting Procedures Progress Monitoring for Growth	Administrators	08/08/2024	08/14/2024

Communications

Type of Communication	Frequency
Presentation	August PD

Positive Scholar Incentives

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• K-8: Implement weekly and monthly attendance incentives (competitions) with pre-planned certificates and awards. • K-8: Monthly house competition for a food based incentive. • K-8: Monthly individual perfect attendance awards for certificates with dress down passes. • K-8: Trimester school level house competitions for field trip incentives. • K-8: Trimester individual perfect attendance awards for certificates with dress down and lunch provided. • K-8: Yearly individual perfect attendance awards for a end of year field trip.	All Staff Scholars Families	Monthly Attendance Incentives Trimesterly Attendance Incentives Yearly Attendance Incentives Monthly Behavior/ Habit Based Incentives	Administrators Lead Educators	08/08/2024	05/30/2025

Communications

Type of Communication	Frequency
Email	Monthly
Other	Monthly Posting on Dojo

Positive Communication with Families

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• K-8: Implement trimester academic award ceremonies (during celebrations of learning). • K-8: Implement family orientation with all new families. • K-8: All educators will create and share monthly grade-level newsletters with families. Required content will be outlined. • K-8: Implement monthly community events, at least one per trimeser focuses on academics and ensuring that each content area is addressed.	Staff Families	Award Ceremonies Celebrations of Learning Family Orientation for New Scholars Monthly Community Events Newsletter Template	Administrators Community School Coordinator Educators	08/15/2024	06/13/2025

Communications

Type of Communication	Frequency
Email	For each event
Newsletter	Monthly
Other	Posts on Dojo Weekly

Staff Input					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• K-8: Convene scholar and staff focus groups quarterly with at least 30% scholar participation and 75% staff participation to gather input in regard to academic rigor and effective use of rubrics.	Staff	School Procedures and Processes	Administrators	11/01/2024	05/30/2025

Communications	
Type of Communication	**Frequency**
Other	In Person Focus Group, once per quarter

Rubrics					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• K-8: Educators will create and implement quality rubrics with high expectations for academic mastery for a miminum of two assignments per week (evidence = graded and can see the rubric).	Educators	Rubric Creation and Expectations	Administrators Lead Educators	08/08/2024	10/31/2024
Communications					
Type of Communication			**Frequency**		
Presentation			August PD October Flex		

Approvals & Signatures

Uploaded Files
• Homestead.Affirmation.Statement.pdf

Chief School Administrator	**Date**
Dr. Tina Chekan	2024-08-21
Building Principal Signature	**Date**
Krystle E. Yanoff	2024-08-20
School Improvement Facilitator Signature	**Date**
Vicki L. Ryan	2024-08-20