MISSION STATEMENT

Achievement House Cyber Charter School students will experience an improved individual outcome, measured by academic achievement, in a personalized and rich learning environment that prepares them for success in a technology-driven world.

VISION STATEMENT

An Achievement House Cyber Charter School student is Valued as an Individual, Inspired to Innovate, and Prepared for the Future.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe that individual student growth is the highest priority. We believe each student is an individual to be treated with dignity and respect. We believe all individuals can be a successful learner. We believe that high moral, ethical, and academic standards encourage high achievement.

STAFF

We believe that our school community must be emotionally and intellectually safe and a positive environment in which to learn and lead. We believe that all individuals have unique gifts, talents, and intrinsic worth.

ADMINISTRATION

We believe that excellence is a journey and demands conscientious effort. We believe that all individuals have unique gifts, talents, and intrinsic worth.

PARENTS

We believe that all students and their families have a personal responsibility to take full advantage of the opportunities provided by Achievement House Charter School. We believe that active communication and participation between families and Achievement House Charter School is essential at all times in order to ensure the success of each student's individual goals. We believe that active parent and community involvement can serve as a catalyst for student achievement.

COMMUNITY

We believe the responsibility for life-long education is shared by the student, school, family, and community.

STEERING COMMITTEE

Name	Position	Building/Group
Angela Alderfer	Principal	Achievement House Cyber Charter
Donald Asplen	Chief School Administrator	Achievement House Cyber Charter
James Flick	Principal	Achievement House Cyber Charter
Anna Berzins	Teacher	Achievement House Cyber Charter
Neal Thomas	Principal	Achievement House Cyber Charter
Shana Harris	Other	Achievement House Cyber Charter School
Trina Knauff	Teacher	Achievement House Cyber Charter School
Jennifer Clement	Teacher	Achievement House Cyber Charter School
Kris Botes	Other	Achievement House Cyber Charter School
Arthur Forwood	Teacher	Achievement House Cyber Charter School
Jodi Byrne	District Level Leaders	Achievement House Cyber Charte
Ryan Schumm	Community Member	Charter Choices
Dr. Kim Rank	Other	Chester County IU

Name	Position	Building/Group
Emlyn Degannes	Teacher	Achievement House CyberCharter
Lentoya Ellison	Parent	Achievement House CyberCharter
Guy Ciarrocchi	Community Member	Achievement House CyberCharter
Alexander Cape	Student	Achievement House CyberCharter

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If individual student learning needs are identified and addressed via various instructional strategies and interventions, then students will realize their potentials and the benefits of striving to reach high expectations that lead to academic success.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction
If we consistently develop and regularly communicate high expectations and goals for students, staff, and school outcomes, emphasizing all staff members' roles and accountabilities, then student achievement will increase.	Essential Practices 2: Empower Leadership

ACTION PLAN AND STEPS

Evidence-based Strategy
Essential Practice 4

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%.
ELA	By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%.
Science	By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Begin planning and developing the implementation of student portfolios using Xello.	2023-08-01 - 2023-08-31	Jodi Byrne/Curriculum	Support from Curriculum Coach, Career Readiness instructor, guidance and office of the Principal.
Provide Professional Learning to all instructional staff and student support staff on how to set up, build, maintain, and support student portfolios in Xello.	2023-09-05 - 2023-08-31	Jodi Byrne/Curriculum	Support from Curriculum Coach, Career Readiness instructor, guidance and office of the Principal.
Students set up individual portfolios in Xello within their established Career or College Readiness courses.	2023-08-01 - 2023-09-30	College and Career Readiness	Xello access

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		teaching staff.	
Baseline MAPS testing for all students is completed.	2023-10-02 - 2023-10-13	Team captains	MAPs access, teaching and support staff.
Instructional and student support staff are trained on how to read and utilize MAPS data to standards of focus and anchors and to individualize instruction to meet these areas of focus and anchors.	2023-10-01 - 2023-11-10	Data team, curriculum team, MAPs partner	Professional learning and training.
Instructional and student support staff are trained on how to answer parent/guardian and student data and growth goal questions.	2023-10-01 - 2023-11-10	Data team, curriculum team, MAPs partner	Professional learning and training.
Individualized growth goals as measured by MAPS are mailed to parents/guardians and students with explanations of scores including individual growth goals.	2023-11-01 - 2023-11-30	Guidance	Growth goal scores, instructions on how to read, mailings.
Individualized growth goals as measured by MAPS test are placed within each student's portfolios and are reviewed with instructional or student support staff.	2023-11-01 - 2023-11-30	Guidance, Career readiness staff.	Portfolio
Math, English, and Science departments read MAPS data to determine focus for content standards and anchors and to compose formative assessment and instruction for future student growth.	2023-11-01 - 2023-11-30	Curriculum team, Curriculum POCs	MAPs data
Reading Specialist works with all departments to coach on literacy strategies and supplementing with use of evidence-based Achieve	2023-11-01 - 2024-02-29	Curriculum Team, Reading	Achieve 3000, Reading Plus

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
3000 and Dreambox Reading Plus.		Specialist, Curriculum POCs	
Instructional staff delivers instruction to focus on department identified standards of focus and anchors with strategies of personalized learning to promote identified areas of student growth.	2023-12-01 - 2024-02-29	Curriculum team	MAPs data
Instructional staff gathers classroom data to show evidence of growth in identified priority standards and anchors.	2023-12-01 - 2024-02-29	Curriculum team, CCIU, PATTAN	UDL strategies
Growth measuring MAPS testing for all students is completed.	2024-03-01 - 2024-03-30	Team Captains	MAPs software
Individualized MAPS growth reports are sent to all instructional and student support staff for reading, analysis, and continuing instructional development.	2024-03-01 - 2024-03-30	Curriculum team	MAPs software
Individualized MAPS growth reports are sent to parents/guardians and placed within each student's portfolios and are reviewed with instructional or student support staff.	2024-03-01 - 2024-05-31	Curriculum team, guidance	Student portfolios, instructions, mailings.

Anticipated Outcome

Students will create and have access to a portfolio which will house growth goals for MAPs.

Monitoring/Evaluation

All instructional staff and administration.

Evidence-based Strategy

Essential Practice 6

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional Learning	By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Academic Administration determines options for Subject Matter Experts and parameters for determining topics not pre-approved.	2023-07-20 - 2023-08-22	Academic Administrative staff	Research materials and discussion
Staff enroll in a Subject Matter Expert category and create a targeted vision statement and related SMART goals or (user story).	2023-08-23 - 2023-09-01	Administration, curriculum team	define SME, vet paths, vision statement training, SMART goals review and user story training
Staff are trained how to make a OneNote portfolio to store their SME	2023-08-23 -	Curriculum	OneNote

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
vision, goals, and evidence.	2023-09-01	team, Administration	
Staff creates a OneNote and begins to populate with SME vision, goals, and Professional Learning Plan.	2023-08-23 - 2023-09-30	Administration	OneNote
Presentation of Differentiated Supervision option given to Level II staff during pre-service with invitation for Level II staff to participate and model. Options may include: OneNote, MCIE, Certified Cyber Educator (asynch/synch), EL Certified, UDL, Data Certified, Nearpod, Microsoft Coaching, PBIS, or other approved option).	2023-08-23 - 2023-09-01	Principal, Assistant Principal, Special Education Director	Differentiated supervision policy and opportunity to opt in.
Level II staff presentations/modeling to show progress and methods using SME plan and learning portfolio as a yearly growth plan within the Danielson model of teacher practice and evidence.	2023-09-01 - 2023-09-30	Principal and supervisors	Differentiated supervision policy
Staff reviews personal SME goals and selected job-embedded learning plans and has opportunity to revise vision, goals, and/or user story.	2023-09-01 - 2024-05-31	Curriculum team, Principal and supervisors	SME info
Staff completes first quarter of evidence to include a OneNote portfolio with developing vision, goals, and planned school-approved job embedded professional learning path.	2023-10-01 - 2023-11-10	Instructional staff	OneNote
Evidence is collected (monthly) to show progress in SME work and is	2023-10-01 -	Instructional	SME, job-embedded work

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
shared with their supervisor. Must show monthly application of learning and progress throughout the school year.	2024-02-29	staff	
Staff shares the process and value of becoming a SME in areas of interest and/or how to strive to be an SME to encourage high expectations for students. This may be done during related classes or in a Future Ready Course.	2023-10-01 - 2024-02-29	Instructional staff	SME
Walkthroughs and Learning walks will be completed and progress towards goal/user story will be discussed.	2023-11-01 - 2024-05-31	Supervisory staff	walkthrough and learning walk templates
Staff completes second quarter of evidence to include a OneNote portfolio with developing vision, goals, school-approved job embedded professional learning path, and how they are beginning to implement new learning to meet targeted goals.	2024-01-01 - 2024-01-26	Instructional staff	OneNote portfolio
PLC's are established for small groups with similar SME areas of vision, goals, and professional learning paths.	2023-10-01 - 2024-05-31	Supervisory staff	PLC information and set up. Additional time each month to meet and discuss.
PLC groups present progress and evidence of practice to staff for modeling and to showcase building a culture of high expectations.	2024-02-01 - 2024-03-30	Curriculum team	PLC work
Staff completes third quarter of evidence to include a OneNote portfolio with developing vision and goals, school-approved job embedded professional learning path, and how they are implementing their learning to meet targeted goals.	2024-03-01 - 2024-03-30	Supervisory staff	OneNote

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Staff completes third quarter of evidence to include a OneNote portfolio with developing vision and goals, school-approved job embedded professional learning path, and how they are implementing their learning to meet targeted goals.	2024-05-01 - 2024-06-30	Supervisory staff	OneNote portfolio, evaluation tools

Anticipated Outcome

Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Monitoring/Evaluation

Supervisory staff, peer reviews, walkthroughs and learning walks.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Provide Professional Learning to all instructional staff and student support staff on how to set up, build, maintain, and support student portfolios in Xello.	09/05/2023 - 08/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Instructional and student support staff are trained on how to read and utilize MAPS data to standards of focus and anchors and to individualize instruction to meet these areas of focus and anchors.	10/01/2023 - 11/10/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Instructional and student support staff are trained on how to answer parent/guardian and student data and growth goal questions.	10/01/2023 - 11/10/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Math, English, and Science departments read MAPS data to determine focus for content standards and anchors and to compose formative assessment and instruction for future student growth.	11/01/2023 - 11/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Reading Specialist works with all departments to coach on literacy strategies and supplementing with use of evidence-based Achieve 3000 and Dreambox Reading Plus.	11/01/2023 - 02/29/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Instructional staff gathers classroom data to show evidence of growth in identified priority standards and anchors.	12/01/2023 - 02/29/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Individualized MAPS growth reports are sent to parents/guardians and placed within each student's portfolios and are reviewed with instructional or student support staff.	03/01/2024 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Staff enroll in a Subject Matter Expert category and create a targeted vision statement and related SMART goals or (user story).	08/23/2023 - 09/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Staff are trained how to make a OneNote portfolio to store their SME vision, goals, and evidence.	08/23/2023 - 09/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Presentation of Differentiated Supervision option given to Level II staff during pre-service with invitation for Level II staff to participate and model. Options may include: OneNote, MCIE, Certified Cyber Educator (asynch/synch), EL Certified, UDL, Data Certified, Nearpod, Microsoft Coaching, PBIS, or other approved option).	08/23/2023 - 09/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Level II staff presentations/modeling to show progress and methods using SME plan and learning portfolio as a yearly growth plan within the Danielson model of teacher practice and evidence.	09/01/2023 - 09/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Staff reviews personal SME goals and selected job-embedded learning plans and has opportunity to revise vision, goals, and/or user story.	09/01/2023 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	PLC's are established for small groups with similar SME areas of vision, goals, and professional learning paths.	10/01/2023 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	PLC groups present progress and evidence of practice to staff for modeling and to showcase building a culture of high expectations.	02/01/2024 - 03/30/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student group exceeded the standard demonstrating growth goal on the 2021-22 ELA/Literature PVAAS measure.

Black and students with disabilities subgroups increased the percentage of students who reached proficiency on the 2021-22 ELA/Literature state assessment from the 2020-21 ELA/Literature state assessment scores.

3.2% of Hispanic students reached proficiency on the 2021-22 Math PSSA, which is an increase of 3.2% from 2020-21 Math PSSA in this subgroup.

Observed growth with 8th graders in MAPs scores fall to spring 22-23 was projected for 2.7 with goal reached and surpassed with growth of 3.

All grades levels of SE observed growth were positive.

Observed growth with 9th graders in MAPs scores fall to spring 22-23 was projected for 2.2 with goal reached and surpassed with growth of 3.

Excellent success rate with alternate pathways to graduation through Act 158 coordinator and established plans to help

Challenges

All student group did not meet interim goals/improvement targets on the 2021-22 ELA/Literature, Math/Algebra or the Science/Biology state assessments.

All student group did not meet the interim goal/improvement target for the 4-year cohort graduation rate.

Black, students with disabilities, and economically disadvantaged subgroups all decreased the percentage of students who reached proficiency on the 2021-22 Math/Algebra state assessment from the 2020-21 Math/Algebra state assessment scores.

Raising growth measure from fall to spring MAPs test. Will need to ensure 90% of students take both tests and 55% show growth.

Raising growth measure from fall to spring MAPs test. Will need to ensure 90% of students take both tests and 60% show growth.

Raising growth measure from fall to spring MAPs test. Will need to ensure 90% of students take both tests and 57% show growth.

Continue to increase student participation in CRE and Act 339 by ensuring all students can show evidence.

Strengths

students earn certifications.

Average RIT score growth from fall to spring 23-24 was similar among all groups (between 1-2 points growth).

All grade levels of SE observed growth were positive.

Align curricular materials and lesson plans to the PA Standards

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

We have an Act 158 coordinator and introduced many options for students to become certified.

Observed growth with 8th graders in MAPs scores fall to spring 22-23 was projected for 2.9 with goal reached and surpassed with growth of 4

All grade levels of SE observed growth were positive.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve

Challenges

Non white students are scoring lower overall in MAPs exams averaging 3 points difference overall.

Identify and address individual student learning needs

Implement a multi-tiered system of supports for academics and behavior

Foster a culture of high expectations for success for all students, educators, families, and community members

Implement evidence-based strategies to engage families to support learning

Strengths

students, staff, and the school

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Identify and address individual student learning needs		✓
Foster a culture of high expectations for success for all students, educators, families, and community members		✓
Implement evidence-based strategies to engage families to support learning		
All student group did not meet interim goals/improvement targets on the 2021-22 ELA/Literature, Math/Algebra or the Science/Biology state assessments.		
All student group did not meet the interim goal/improvement target for the 4-year cohort graduation rate.		

ADDENDUM B: ACTION PLAN

Action Plan: Essential Practice 4

Action Steps	Anticipated Start/Completion Date
Begin planning and developing the implementation of student portfolios using Xello.	08/01/2023 - 08/31/2023

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
Support from Curriculum Coach, Career Readiness instructor, guidance and office of the Principal.		no	no

Action Steps	Anticipated Start/Completion Date
Provide Professional Learning to all instructional staff and student support staff on how to set up, build, maintain, and support student portfolios in Xello.	09/05/2023 - 08/31/2023

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
Support from Curriculum Coach, Career Readiness instructor, guidance and office of the Principal.		yes	yes

Action Steps	Anticipated Start/Completion Date
Students set up individual portfolios in Xello within their established Career or College Readiness courses.	08/01/2023 - 09/30/2023

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
Xello access		no	no

Action Steps	Anticipated Start/Completion Date
Baseline MAPS testing for all students is completed.	10/02/2023 - 10/13/2023

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
MAPs access, teaching and support staff.		no	no

Action Steps	Anticipated Start/Completion Date
Instructional and student support staff are trained on how to read and utilize MAPS data to standards of focus and anchors and to individualize instruction to meet these areas of focus and anchors.	10/01/2023 - 11/10/2023

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
Professional learning and training.		yes	yes

Action Steps	Anticipated Start/Completion Date
Instructional and student support staff are trained on how to answer parent/guardian and student data and growth goal questions.	10/01/2023 - 11/10/2023

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
Professional learning and training.		yes	yes

Action Steps	Anticipated Start/Completion Date
Individualized growth goals as measured by MAPS are mailed to parents/guardians and students with explanations of scores including individual growth goals.	11/01/2023 - 11/30/2023

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed	PD Step	Comm Step
Growth goal scores, instructions on how to read, mailings.	no	yes

Action Steps	Anticipated Start/Completion Date
Individualized growth goals as measured by MAPS test are placed within each student's portfolios and are reviewed with instructional or student support staff.	11/01/2023 - 11/30/2023

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
Portfolio		no	no

Action Steps	Anticipated Start/Completion Date
Math, English, and Science departments read MAPS data to determine focus for content standards and anchors and to compose formative assessment and instruction for future student growth.	11/01/2023 - 11/30/2023

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
MAPs data		yes	yes

Action Steps	Anticipated Start/Completion Date
Reading Specialist works with all departments to coach on literacy strategies and supplementing with use of evidence-based Achieve 3000 and Dreambox Reading Plus.	11/01/2023 - 02/29/2024

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
Achieve 3000, Reading Plus		yes	yes

Action Steps	Anticipated Start/Completion Date
Instructional staff delivers instruction to focus on department identified standards of focus and anchors with strategies of personalized learning to promote identified areas of student growth.	12/01/2023 - 02/29/2024

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
MAPs data		no	no

Action Steps	Anticipated Start/Completion Date
Instructional staff gathers classroom data to show evidence of growth in identified priority standards and anchors.	12/01/2023 - 02/29/2024

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
UDL strategies		yes	no

Action Steps	Anticipated Start/Completion Date
Growth measuring MAPS testing for all students is completed.	03/01/2024 - 03/30/2024

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
MAPs software		no	no

Action Steps	Anticipated Start/Completion Date
Individualized MAPS growth reports are sent to all instructional and student support staff for reading, analysis, and continuing instructional development.	03/01/2024 - 03/30/2024

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
MAPs software		no	no

Action Steps	Anticipated Start/Completion Date
Individualized MAPS growth reports are sent to parents/guardians and placed within each student's portfolios and are reviewed with instructional or student support staff.	03/01/2024 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
All instructional staff and administration.	Students will create and have access to a portfolio which will house growth goals for MAPs.

Material/Resources/Supports Needed		PD Step	Comm Step
Student portfolios, instructions, mailings.		yes	yes

Action Plan: Essential Practice 6

Action Steps	Anticipated Start/Completion Date
Academic Administration determines options for Subject Matter Experts and parameters for determining topics not pre-approved.	07/20/2023 - 08/22/2023

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed		PD Step	Comm Step
Research materials and discussion		no	no

Action Steps	Anticipated Start/Completion Date
Staff enroll in a Subject Matter Expert category and create a targeted vision statement and related SMART goals or (user story).	08/23/2023 - 09/01/2023

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed		PD Step	Comm Step
define SME, vet paths, vision statement training, SMART goals review and user story training		yes	yes

Action Steps	Anticipated Start/Completion Date
Staff are trained how to make a OneNote portfolio to store their SME vision, goals, and evidence.	08/23/2023 - 09/01/2023

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed		PD Step	Comm Step
OneNote		yes	yes

Action Steps	Anticipated Start/Completion Date
Staff creates a OneNote and begins to populate with SME vision, goals, and Professional Learning Plan.	08/23/2023 - 09/30/2023

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
OneNote	no	no

Action Steps	Anticipated Start/Completion Date
Presentation of Differentiated Supervision option given to Level II staff during pre-service with invitation for Level II staff to participate and model. Options may include: OneNote, MCIE, Certified Cyber Educator (asynch/synch), EL Certified, UDL, Data Certified, Nearpod, Microsoft Coaching, PBIS, or other approved option).	08/23/2023 - 09/01/2023

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed		PD Step	Comm Step
Differentiated supervision policy and opportunity to opt in.		yes	yes

Action Steps	Anticipated Start/Completion Date
Level II staff presentations/modeling to show progress and methods using SME plan and learning portfolio as a yearly growth plan within the Danielson model of teacher practice and evidence.	09/01/2023 - 09/30/2023

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
Differentiated supervision policy	yes	yes

Action Steps	Anticipated Start/Completion Date
Staff reviews personal SME goals and selected job-embedded learning plans and has opportunity to revise vision, goals, and/or user story.	09/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed		PD Step	Comm Step
SME info		yes	yes

Action Steps	Anticipated Start/Completion Date
Staff completes first quarter of evidence to include a OneNote portfolio with developing vision, goals, and planned school-approved job embedded professional learning path.	10/01/2023 - 11/10/2023

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed		PD Step	Comm Step
OneNote		no	no

Action Steps	Anticipated Start/Completion Date
Evidence is collected (monthly) to show progress in SME work and is shared with their supervisor. Must show monthly application of learning and progress throughout the school year.	10/01/2023 - 02/29/2024

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed		PD Step	Comm Step
SME, job-embedded work		no	no

Action Steps	Anticipated Start/Completion Date
Staff shares the process and value of becoming a SME in areas of interest and/or how to strive to be an SME to encourage high expectations for students. This may be done during related classes or in a Future Ready Course.	10/01/2023 - 02/29/2024

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
SME	no	no

Action Steps	Anticipated Start/Completion Date
Walkthroughs and Learning walks will be completed and progress towards goal/user story will be discussed.	11/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed		PD Step	Comm Step
walkthrough and learning walk templates		no	no

Action Steps	Anticipated Start/Completion Date
Staff completes second quarter of evidence to include a OneNote portfolio with developing vision, goals, school-approved job embedded professional learning path, and how they are beginning to implement new learning to meet targeted goals.	01/01/2024 - 01/26/2024

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
OneNote portfolio	no	no

Action Steps	Anticipated Start/Completion Date
PLC's are established for small groups with similar SME areas of vision, goals, and professional learning paths.	10/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
PLC information and set up. Additional time each month to meet and discuss.	yes	yes

Action Steps	Anticipated Start/Completion Date
PLC groups present progress and evidence of practice to staff for modeling and to showcase building a culture of high expectations.	02/01/2024 - 03/30/2024

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed		PD Step	Comm Step
PLC work		yes	yes

Action Steps	Anticipated Start/Completion Date
Staff completes third quarter of evidence to include a OneNote portfolio with developing vision and goals, school-approved job embedded professional learning path, and how they are implementing their learning to meet targeted goals.	03/01/2024 - 03/30/2024

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
OneNote	no	no

Action Steps	Anticipated Start/Completion Date
Staff completes third quarter of evidence to include a OneNote portfolio with developing vision and goals, school-approved job embedded professional learning path, and how they are implementing their learning to meet targeted goals.	05/01/2024 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Supervisory staff, peer reviews, walkthroughs and learning walks.	Staff will work towards Subject Matter Expert level in chosen field and implement skills and strategies into instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
OneNote portfolio, evaluation tools	no	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Provide Professional Learning to all instructional staff and student support staff on how to set up, build, maintain, and support student portfolios in Xello.	09/05/2023 - 08/31/2023
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline	Essential Practice 4	Instructional and student support staff are trained on how to read and utilize MAPS data to standards of focus and anchors and to individualize	10/01/2023 - 11/10/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)		instruction to meet these areas of focus and anchors.	
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Instructional and student support staff are trained on how to answer parent/guardian and student data and growth goal questions.	10/01/2023 - 11/10/2023
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of	Essential Practice 4	Math, English, and Science departments read MAPS data to	11/01/2023 - 11/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)		determine focus for content standards and anchors and to compose formative assessment and instruction for future student growth.	
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Reading Specialist works with all departments to coach on literacy strategies and supplementing with use of evidence-based Achieve 3000 and Dreambox Reading Plus.	11/01/2023 - 02/29/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Instructional staff gathers classroom data to show evidence of growth in identified priority standards and anchors.	12/01/2023 - 02/29/2024
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual	Essential Practice 4	Individualized MAPS growth reports are sent to parents/guardians and placed within each student's portfolios and are reviewed with instructional or student support staff.	03/01/2024 - 05/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)			
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Staff enroll in a Subject Matter Expert category and create a targeted vision statement and related SMART goals or (user story).	08/23/2023 - 09/01/2023
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Staff are trained how to make a OneNote portfolio to store their SME vision, goals, and evidence.	08/23/2023 - 09/01/2023
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Presentation of Differentiated Supervision option given to Level II staff during pre-service with invitation for Level II	08/23/2023 - 09/01/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		staff to participate and model. Options may include: OneNote, MCIE, Certified Cyber Educator (asynch/synch), EL Certified, UDL, Data Certified, Nearpod, Microsoft Coaching, PBIS, or other approved option).	
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Level II staff presentations/modeling to show progress and methods using SME plan and learning portfolio as a yearly growth plan within the Danielson model of teacher practice and evidence.	09/01/2023 - 09/30/2023
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three	Essential Practice 6	Staff reviews personal SME goals and selected job-embedded learning	09/01/2023 - 05/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)		plans and has opportunity to revise vision, goals, and/or user story.	
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	PLC's are established for small groups with similar SME areas of vision, goals, and professional learning paths.	10/01/2023 - 05/31/2024
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	PLC groups present progress and evidence of practice to staff for modeling and to showcase building a culture of high expectations.	02/01/2024 - 03/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
EP4 Xello	Instructional Staff	Xello

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Exit ticket	08/23/2023 - 09/01/2023	Admin, Curriculum team, college and career readiness teacher

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Indicator 13 Effective Practices in Transition Training

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Provide Professional Learning to all instructional staff and student support staff on how to set up, build, maintain, and support student portfolios in Xello.	2023-09-05 - 2023-08-31
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline	Essential Practice 4	Instructional and student support staff are trained on how to read and utilize MAPS data to standards of focus and anchors and to individualize	2023-10-01 - 2023-11-10

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)		instruction to meet these areas of focus and anchors.	
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Instructional and student support staff are trained on how to answer parent/guardian and student data and growth goal questions.	2023-10-01 - 2023-11-10
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of	Essential Practice 4	Individualized growth goals as measured by MAPS are mailed to	2023-11-01 - 2023-11-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)		parents/guardians and students with explanations of scores including individual growth goals.	
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Math, English, and Science departments read MAPS data to determine focus for content standards and anchors and to compose formative assessment and instruction for future student growth.	2023-11-01 - 2023-11-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)	Essential Practice 4	Reading Specialist works with all departments to coach on literacy strategies and supplementing with use of evidence-based Achieve 3000 and Dreambox Reading Plus.	2023-11-01 - 2024-02-29
By Quarter three, 60% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Math which is a 9% increase from the end of the 2022-23 growth of 51%. (Math) By Quarter three, 55% of AHCCS students will meet or exceed their individual growth targets as measured by their Quarter one MAPS growth goal baseline assessment in English which is a 9% increase from the end of the 2022-23 growth of 46%. (ELA) By Quarter three, 57% of AHCCS students will meet or exceed their individual	Essential Practice 4	Individualized MAPS growth reports are sent to parents/guardians and placed within each student's portfolios and are reviewed with instructional or student support staff.	2024-03-01 - 2024-05-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
growth targets as measured by their Quarter one MAPS growth goal baseline assessment in Science which is a 9% increase from the end of the 2022-23 growth of 48%. (Science)			
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Staff enroll in a Subject Matter Expert category and create a targeted vision statement and related SMART goals or (user story).	2023-08-23 - 2023-09-01
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Staff are trained how to make a OneNote portfolio to store their SME vision, goals, and evidence.	2023-08-23 - 2023-09-01
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Presentation of Differentiated Supervision option given to Level II staff during pre-service with invitation for Level II	2023-08-23 - 2023-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		staff to participate and model. Options may include: OneNote, MCIE, Certified Cyber Educator (asynch/synch), EL Certified, UDL, Data Certified, Nearpod, Microsoft Coaching, PBIS, or other approved option).	
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	Level II staff presentations/modeling to show progress and methods using SME plan and learning portfolio as a yearly growth plan within the Danielson model of teacher practice and evidence.	2023-09-01 - 2023-09-30
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with	Essential Practice 6	Staff reviews personal SME goals and selected job-embedded learning	2023-09-01 - 2024-05-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)		plans and has opportunity to revise vision, goals, and/or user story.	
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	PLC's are established for small groups with similar SME areas of vision, goals, and professional learning paths.	2023-10-01 - 2024-05-31
By May 31, 2024, 90% of staff will provide evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for all staff and students. This evidence will include at least three specific goals with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve established school outcomes. (Professional Learning)	Essential Practice 6	PLC groups present progress and evidence of practice to staff for modeling and to showcase building a culture of high expectations.	2024-02-01 - 2024-03-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
EP 4 Xello	Instructional staff	Xello

Anticipated Timeframe	Frequency	Delivery Method
08/23/2023 - 09/01/2023	1x	Presentation

Lead Person/Position
Admin, curriculum team, college and career readiness teacher

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline