Achievement House School Plan – Template

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	Achievement House Cyber Charter School	School/Branch	
Address 1	102 Pickering Way		
Address 2			

City	Exton	State	Pa	Zip Code	19341

Principal Name	Neal Thomas		
Principal Email	nthomas@achievementcharter.com		
Principal Phone Number	484-368-4671	Ext	
Superintendent/CEO/Executive Director Name	Don Asplen		
Superintendent/CEO/Executive Director Email	dasplen@achievementcharter.com		
School Improvement Facilitator Name	Wanda Suarez		
School Improvement Facilitator Email	wandasuarez@ccres.org		

B. Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Organization	Email
Erica Kolat	Data Analyst	PDE	ericak@cciu.org
Carrie Fronaphfel	Statewide Specialist	PDE	carrie.frohnapfel@aiu3.net
Kelly Compton	Statewide Specialist	PDE	kellyco@cciu.org
Dawn Hayes	ELA Specialist	PDE	dawnhay@cciu.org
Wanda Suarez	SIF	PDE	wandasuarez@ccres.org
Emlynn Degannes	Community Member/School Contractor	AHCCS	edegannes@achievementcharter.com
Heather Robinson	Student Liaison	AHCCS	hrobinson@achievementcharter.com
Shana Harris	Mentor	AHCCS	sharris@achievementcharter.com
Lentoya Ellison	Mentor	AHCCS	lellison@achievementcharter.com
Nick Squeri	SE Teacher	AHCCS	nsqueri@achievementcharter.com
Beth Anne Stork	SE Coordinator	AHCCS	bstork@achievementcharter.com

Angela Alderfer	MS Science Teacher	AHCCS	aalderfer@achievementcharter.com
Anna Berzins	SE Teacher	AHCCS	aberzins@achievementcharter.com
Arthur Forwood	Health and PE Teacher	AHCCS	aforwood@achievementcharter.com
Kris Botes	Guidance Counselor	AHCCS	kbotes@achievementcharter.com
Don Asplen	CEO	AHCCS	dasplen@achievementcharter.com
Declan French	Curriculum Coordinator	AHCCS	dfrench@achievementcharter.com
James Flick	Dean of Students	AHCCS	jflick@achievementcharter.com
Neal Thomas	Principal	AHCCS	nthomas@achievementcharter.com
Eleena Jackson	Parent	AHCCS	
Fredricka Holland-Guy	Parent	AHCCS	
Gage Sims	Student	AHCCS	

C. Vision for Learning

Vision- What is your school's vision? (i.e., A picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission, including measures of success for students.)

An Achievement House Cyber Charter School student is Valued as an individual, inspired to Innovate and Prepared for the future.

II. Set- Complete a Needs Assessment

A.   Future Ready PA Index:

Review of the School Level Performance

Strengths
Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
EP#11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	*Parent surveys commend the "many layers of support for their children" at AH. 92.3% of focus groups and steering committee rate "My child's school meets the specific academic non-academic needs of my child (for example, behavioral and social-emotional needs)." From EP Rating: AH directs much of its*

	resources and staff at identifying individual student's needs. The counseling, special education, family coaches, and teaching staff emphasizes the addressing of each student's academic, social, and emotional needs. Differentiated instruction is the requirement for teachers at all levels and subjects. Classroom visits emphasize differentiation and student involvement. Data on student progress is shared regularly.
EP#6. Foster a culture of high expectations for success for all students, educators, families, and community members	Educator surveys commend the leadership team on taking steps to create a sense of community. 93.8% of participants in focus groups and steering committee agree that "The Achievement House Cyber Charter School leadership team works to create a sense of community in this school." From EP ratings: the school has in place many support systems for supporting teachers whether novice, new to AH, new to cyber-education, such as a mentoring and induction program. Many informal structures exist for staff to encourage, assist and support one-another according to surveys, focus groups, and the steering committee.

Challenges

Based on the overall school level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
Essential Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Survey information gathered from both educators and students show this area is challenging. Some examples include the following needs: Collaboration time with other teachers (Question 4- ~27% less than 30 minutes a week) to go over assessment data to make instructional decisions (Question 2C- ~50% less than once or twice a year), Students discuss connections between reading and real life situations (Question 14B - ~40% less than once or twice a month) or apply math to situations in life outside of school (Question 15A - ~46% less than once or twice a month).
Essential Practice 14: Implement evidence-based strategies to engage families to support learning	

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

Strengths

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Graduation rate	Four year cohort	Four year cohort all student group meeting interim goal/improvement target.
Science PSSA	MS Science (grade 8)	Met the standard for PA Academic growth in 8th grade Science and 3 year average.
ELA	All student group	Meets the standard demonstrating growth.

Challenges

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Math/Algebra	All student group	Did not meet interim goal/improvement target
	Economic disadvantaged students	Showed a decrease in performance in Math from previous year.
Graduation rate	Identifying as Hispanic	Four-year cohort graduation rate for students identifying as Hispanic is 25.9%

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Foster a culture of high expectations for success for all students, educators, families, and community members

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets? Please enter one challenge per line.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Implement evidence-based strategies to engage families to support learning	

B. *Future Ready PA Academics*

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
PVAAS - 8th grade: Moderate evidence that the school exceeded the standard for PA Academic Growth	
PVAAS - Keystone: Significant evidence that the school did not meet the standard for PA Academic Growth	
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
When AHCCS is compared to other districts/LEAs in PA with similar student groups (IEP learner % between 20-40, ESL learner % between 0-10, and ED % between 55-70), we rank 9/53 in ELA growth.
When plotting Achievement House's ELA growth against a group of other cyber charters, Out of 8 schools, we had the second highest evidence rate of growth in 2019
Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.
When AHCCS is compared to other district/LEAs with similar student groups we rank 52/53 in achievement levels in ELA.

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
PVAAS: 8th grade - Significant evidence that the school did not meet the standard for PA Academic Growth	
PVAAS Keystone : Significant evidence that the school did not meet the standard for PA Academic Growth	
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
Evidence that the group met the standard for PA Academic Growth in the lowest quintile in both PSSA and Keystone results.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.	
Moderate evidence that the group did not meet the standard for PA Academic Growth in quintiles 2-4.	

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
PVAAS PSSA - 8th grade - Evidence that the school	

met the standard for PA Academic Growth	
PVAAS Keystone - Significant evidence that the school did not meet the standard for PA Academic Growth	

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Met the standard for PA Academic growth in 8th grade Science in 2019 and 3 year average.
Moderate evidence that the group exceeded the standard for PA Academic Growth for quintile 3 in 8th grade PSSA.
Evidence that the group met the standard for PA Academic Growth in quintile 1 and 2 for Biology Keystone as well as quintile 1 and 4 for 8th grade PSSA
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.
Did not meet the standard for PA Academic Growth in Biology Keystone.
Moderate evidence that the group did not meet the standard for PA Academic Growth in Biology Keystone quintile 3 and 4 as well as 8th grade PSSA quintile 2.

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
PVAAS Percent Career Standards Benchmark	**Moderate evidence that the group did not meet the standard for PA Academic Growth.**
PVAAS Percent four-year cohort graduation	**All Student Group Meets Interim Goal/Improvement Target**

Career and Technical Education Programs (Required if School offers CTE programs)
(Please enter one Data source per line)

Data	Comments/Notable Observations
This content area is not a focus in this plan.	

Arts and Humanities (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
This content area is not a focus in this plan.	

Environment and Ecology (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
This content area is not a focus in this plan.	

Family and Consumer Sciences (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
This content area is not a focus in this plan.	

Health, Safety and Physical Education (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
This content area is not a focus in this plan.	

Social Studies (Civics and Government, Economics, Geography, History) - (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

This content area is not a focus in this plan.	

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
AHCCS offers career readiness opportunities for students in specific career courses in each grade level and across subjects in all subject areas.
Four year cohort graduation rate is showing growth and is a focus of our SSIP (State systemic improvement plan with PaTTAN)
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.
9.8% behind the statewide average in percentage of career standards benchmark. Should increase in year 2 with full implementation and opportunities within courses to complete.
Four-year cohort graduation rate for students identifying as Hispanic is 25.9%.

D.   *Equity Considerations*

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
This student group is not a focus in this plan.	

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
This student group is not a focus in this plan.	

Students Considered Economically Disadvantaged (Please enter one Data source per line)

Data	Comments/Notable Observations
This student group is not a focus in this plan.	

Student Groups by Race/Ethnicity (Please enter one Data source per line)

Student Groups	Comments/Notable Observations
Choose an item.	
Choose an item.	
Choose an item.	

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Students with disabilities showed an increase in performance from the previous year in ELA progress measures.
Students with disabilities showed an increase in performance from the previous year in Math progress measures.
Students with disabilities showed an increase in performance which met or exceeded interim targets from the previous year in Science progress measures.
Economically disadvantaged students had a increase in performance in Science measures from previous year.
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.
Economically disadvantaged students had a decrease in performance in ELA measures from previous year.
Economically disadvantaged students had a decrease in performance in Math measures from previous year.

E. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards			x	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based			x	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices			x	
Identify and address individual student learning needs			x	
Provide frequent, timely, and systematic feedback and support on instructional practices		x		
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members		x		
Collectively shape the vision for continuous improvement of teaching and learning			x	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school			x	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community			x	
Continuously monitor implementation of the school improvement plan and adjust as needed			x	
Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel			x	

	Not Yet Evident	Emerging	Operational	Exemplary
welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically				
Implement an evidence-based system of schoolwide positive behavior interventions and supports		x		
Implement a multi-tiered system of supports for academics and behavior		x		
Implement evidence-based strategies to engage families to support learning			x	
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA		x		

Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data			x	
Use multiple professional learning designs to support the learning needs of staff			x	
Monitor and evaluate the impact of professional learning on staff practices and student learning			x	

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Identify professional learning needs through analysis of a variety of data
Use multiple professional learning designs to support the learning needs of staff
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Challenges- Thinking about all of the most pressing challenges and concerns 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? Please enter one challenge per line.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Implement a multi-tiered system of supports for academics and behavior
Implement an evidence-based system of schoolwide positive behavior interventions and supports

F. Summary of Strengths and Challenges from the Needs Assessments

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges and concerns? Please enter one strength statement in each line.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
AHCCS offers career readiness opportunities for students in specific career courses in each grade level and across subjects in all subject areas.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, 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? Please enter one challenge per line.
Implementation of Essential Practice 14: Using evidence=based strategies to engage families to support learning.
Complete two-year full implementation of career standards within courses to close the 10% gap to career readiness proficiency.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as you move from Future Ready PA Index to Additional Student Performance Data to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?

It is evident that we have initiatives and supports in place working towards career readiness. The area for us to focus on is using data and intentional practices to help track our growth and set goals for us to make progress on Future Ready indicators.

III. Go – Develop the Plan

A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	We noticed that our use of assessment isn't as varied and authentic as they should be. By creating varied and authentic assessments, and connecting them to career readiness standards, we can improve our Future Ready career readiness preparedness.	Y
Complete two-year full implementation of career standards within courses to close the 10% gap to career readiness proficiency.	This challenge will act more as an action step for our priority challenge. Since this step is already in place, we want to focus more on the assessment piece tied to it.	N
Implement a multi-tiered system of supports for academics and behavior	We have a high percentage of disengaged students. They do not attend class or complete work. By implementing multiple levels of support we should be able to increase our attendance and student performance.	Y

Strengths (Please enter one strength statement in each line.)	
Strengths	Discussion Points
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially,	Our students and staff indicated in their surveys that our school offers a positive learning environment. Many of our students have come to us because something about brick and mortar school wasn't working for them. We strive to offer them a place that welcomes them and is flexible to their needs.

emotionally, intellectually and physically.	
AHCCS offers career readiness opportunities for students in specific career courses in each grade level and across subjects in all subject areas.	Our career readiness courses have assisted our students in making plans for post-secondary success. Our teachers are thoughtful in engaging students to explore local opportunities to be career ready.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Our school is committed to empowering staff to grow as educators. Many of our leadership positions end up being filled by staff members who have grown from within our system. Teachers often have opportunities to grow as educators and leaders built into their school year.

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements
	If teachers develop assessments that are aligned to Pennsylvania standards and have real life applications then students will be more engaged with a focus on carving out an academic path to post-secondary life.
	If a core MTSS team leads and manages an organized system of prevention and implementation, including resources and staff strategies, then individual student performance will improve, allowing them to become more engaged in their academic outcomes.

B. Goal Setting

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority: If teachers develop assessments that are aligned to Pennsylvania standards and have real life applications THEN students will be more engaged with a focus on carving out an academic path to post-secondary life.

Outcome Category

Student work

Measurable Goal Statement (Smart Goal)

93% of students will submit an individualized career plan; 93% of students will meet career benchmarks by submitting 6 pieces of evidence by grade 8 and 8 pieces of evidence by grade 11 by Mar 31st, 2020.

Measurable Goal Nickname (35 Character Max)

Authentic Assessment

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
83% of students will have 2 pieces of evidence by November 5th, 2021.	**86% of students will have 4 pieces of evidence by January 21st, 2022.**	**89% of students will have 6 pieces of evidence by April 1st, 2022.**	**93% of students will have 8 pieces of evidence by May 31st, 2020.**

Priority: If a core MTSS team leads and manages an organized system of prevention and implementation, including resources and staff strategies, then individual student performance will improve, allowing them to become more engaged in their academic outcomes.

Outcome Category

Student attendance

Measurable Goal Statement (Smart Goal)

81% of students enrolled at AHCCS implementing an Early Warning Intervention and Monitoring System (EWIMS) to identify students in need of support/intervention, will attend at least 90% of their school days.

Measurable Goal Nickname (35 Character Max)

Attendance Awareness

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
78% of students will attend at least 90% of their school days by November 5th, 2021.	79% of students will attend at least 90% of their school days by January 21st, 2022.	80% of students will attend at least 90% of their school days by April 1st, 2022.	81% of students will attend at least 90% of their school days by May 31st, 2020.

Priority: If a core MTSS team leads and manages an organized system of prevention and implementation, including resources and staff strategies, then individual student performance will improve, allowing them to become more engaged in their academic outcomes.

Outcome Category

Academic Performance

Measurable Goal Statement (Smart Goal)

73% of students enrolled at AHCCS implementing an Early Warning Intervention and Monitoring System (EWIMS) to identify students in need of support/intervention, will pass their core content classes with an average course grade of 70% or higher.

Measurable Goal Nickname (35 Character Max)

Academic Engagement

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

68% of students will earn70% or above in each of the core content classes by November 5th, 2021.	**70% of students will earn70% or above in each of the core content classes by January 21st, 2022.**	**71% of students will earn70% or above in each of the core content classes by April 1st, 2022.**	**73% of students will earn70% or above in each of the core content classes by May 31st, 2020.**

Priority: _____

Outcome Category

Choose an item.

Measurable Goal Statement (Smart Goal)

Measurable Goal Nickname (35 Character Max)

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

C. Action Plan

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your LEA. The same Evidenced based strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
Assessments should ask students to actively participate in situations that require them to apply the principles they've learned about the instructional material; assessments should focus on performance, not recall of facts.	93% of students submit an individualized career plan; 93% of students will meet career benchmark by submitting 6 pieces of evidence by grade 8 and 8 pieces of evidence by grade 11 by May 31st, 2022.
The Early Warning Intervention and Monitoring System is a systematic approach to identifying students at risk of not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at-risk students back on track for on-time graduation" (American Institutes for Research [AIR], 2017, para. 2).	81% of students enrolled at AHCCS implementing an Early Warning Intervention and Monitoring System (EWIMS) to identify students in need of support/intervention, will attend at least 90% of their school days.
The Early Warning Intervention and Monitoring System is a systematic approach to identifying students at risk of not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at-risk students back on track for on-time graduation" (American Institutes for Research [AIR], 2017, para. 2).	73% of students enrolled at AHCCS implementing an Early Warning Intervention and Monitoring System (EWIMS) to identify students in need of support/intervention, will pass their core content classes with an average course grade of 70% or higher.

D. Action Plan

Create an Action Plan for each Evidenced-based Strategy
(If you need more than the number of tables provided please copy and paste more into the document)
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Evidence-based Strategy Name	Measurable Goals
Authentic Assessment	93% of students will submit an individualized career plan; 93% of students will meet career benchmarks by submitting 6 pieces of evidence by grade 8 and 8 pieces of evidence by grade 11 by Mar 31st, 2020.

Action Step	Anticipated Start	Completion Date
Research and choose resources for effective assessments and authentic assessments.	7/1/2021	7/30/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Declan French/Curriculum Coordinator; Neal Thomas/Principal		
Prof Development Step		

Action Step	Anticipated Start	Completion Date
Collect baseline data for student perception of real life application of our assessments and courses	7/15/2021	7/30/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Erinn Bean/Project and data manager	Achievement House Student Survey	
Prof Development Step		

Action Step	Anticipated Start	Completion Date
Create professional development plan for effective authentic assessments: How to develop assessments; assessment cycle.	8/1/2021	8/15/2021
Lead Person/Position	**Material/Resources/Supports Needed**	

Declan French/Curriculum Coordinator; Nicole Longenecker/English Curriculum point of contact; Pamela Klass/Math Curriculum point of contact	Template for Professional Development Plan; Summer hours for Curriculum points of contact
Prof Development Step Curriculum points of contact reading professional development book on assessments.	

Action Step	**Anticipated Start**	**Completion Date**
Deliver professional development to teachers to define authentic assessment.	8/20/2021.	8/21/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Declan French/Curriculum Coordinator	Time in pre-service; Sample authentic assessments for teachers.	
Prof Development Step Pre-service professional development session on authentic assessment.		

Action Step	**Anticipated Start**	**Completion Date**
Teachers work by department to create authentic assessment	9/1/2021	9/30/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Curriculum points of contact for each content area - Pamela Klass, Nicole Longenecker, Katie Mastauskas, Steve Sweder, John Hulik	Two department meetings	
Prof Development Step Additional support in department meetings		

Action Step	**Anticipated Start**	**Completion Date**
Teachers deliver first authentic assessment.	10/1/2021	10/30/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Neal Thomas/Principal		
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
Collect the success/pass rate of students on new authentic assessments.	10/30/2021	11/15/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Curriculum points of contact for each content area - Pamela Klass, Nicole Longenecker, Katie Mastauskas, Steve Sweder, John Hulik	One department meeting	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
Deliver professional development on formative assessment cycle.	11/15/2021	11/30/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Declan French/Curriculum Coordinator	In-service day	
Prof Development Step Professional Development day for all teachers.		

Action Step	Anticipated Start	Completion Date
Teachers work through formative assessment cycle to refine authentic assessments. Repeat process in the second marking period	11/30/2021	1/30/2022
Lead Person/Position	**Material/Resources/Supports Needed**	
Curriculum points of contact for each content area - Pamela Klass, Nicole Longenecker, Katie Mastauskas, Steve Sweder, John Hulik	Two department meetings	
Prof Development Step		

Anticipated Output	Monitoring/Evaluation
93% of students submit an individualized career plan; 93% of students will meet career benchmark by submitting 6 pieces of evidence by grade 8 and 8 pieces of evidence by grade 11 by May 31st, 2022.	Quarterly benchmarks to assess student progress toward career benchmarks; quarterly benchmarks to ensure teacher progress toward authentic assessment creation.

Teachers will have 4 authentic assessments in one of their courses by May 31st, 2022.	

Evidence-based Strategy Name	Measurable Goals
"The Early Warning Intervention and Monitoring System is a systematic approach to identifying students at risk of not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at-risk students back on track for on-time graduation" (American Institutes for Research [AIR], 2017, para. 2).	**81% of students enrolled at AHCCS implementing an Early Warning Intervention and Monitoring System (EWIMS) to identify students in need of support/intervention, will attend at least 90% of their school days.**

Action Step	Anticipated Start	Completion Date
Create and monitor a system that notifies the HRC and mentor to follow up with at student that has reached 3 unexcused absences.	08/30/2021	11/05/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Attendance Data Coordinator	Attendance data/List of HRCs and mentors for each student;PD on how to reach out to a student about attendance	
Prof Development Step Homeroom Coach Handbook		

Action Step	Anticipated Start	Completion Date
Attendance Team meets bi-weekly to monthly to review student data	9/13/2021	11/5/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Attendance Team Facilitator	Student attendance data	
Prof Development Step Attendance Works webinars		

Action Step	Anticipated Start	Completion Date
Create EWIMS data cut points based on 3 years of data	07/01/2021	08/23/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Data Manager/Dean of students	3 years of data/Future Ready Index - Review of Indicators	
Prof Development Step EWIMS training		

Action Step	Anticipated Start	Completion Date
Analyze cut points after the first data meeting to determine if they accurately reflect student need.	08/23/2021	10/04/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Data Manager/Guidance/Dean of students/Principal/Head of Mentors	EWIMS indicators	

Prof Development Step EWIMS training	

Action Step	Anticipated Start	Completion Date
Create and disseminate attendance incentives for students, families and teachers	08/01/2021	9/30/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Dean of Students/PBIS coordinator/Student services/AHIT Student Engagement lead	Student and parent survey data	
Prof Development Step Intervention training		

Action Step	Anticipated Start	Completion Date
Train the SAP team on intervention options. (we may or may not need additional new staff trained in SAP)	08/23/2021.	11/05/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
SAP Team	Intervention options	
Prof Development Step Intervention training		

Action Step	Anticipated Start	Completion Date
Identify and implement intense interventions in LaunchPad for identified students	08/15/2021	9/30/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Dean of Students/Mentors/Student Services/SAP team	Intervention options/pre screening data	
Prof Development Step Intervention training.		

Anticipated Output	Monitoring/Evaluation
81% of students enrolled at AHCCS will attend at least 90% of their school days. To be counted in the	To be counted in the data, students will have to spend a minimum 60 days enrolled at AHCCS. Quarterly benchmarks to assess student progress toward attendance goals (over 90%)

Evidence-based Strategy Name	Measurable Goals
If a core MTSS team leads and manages an organized system of prevention and implementation, including resources and staff strategies, then individual student performance will improve, allowing them to become more engaged in their academic outcomes.	**73% of students enrolled at AHCCS implementing an Early Warning Intervention and Monitoring System (EWIMS) to identify students in need of support/intervention, will pass their core content classes with an average course grade of 70% or higher.**

Action Step	Anticipated Start	Completion Date
Create Common definitions of engagement for staff, students, parents.	08/30/2021.	11/5/22021
Lead Person/Position	**Material/Resources/Supports Needed**	
Dean of Students	Definitions of engagement	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
Train staff on various engagement strategies.	08/23/2021	6/15/2022
Lead Person/Position	**Material/Resources/Supports Needed**	
Dean of Students	Engagement strategies	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
Schedule academic support/intervention time to assist students in need	08/01/2021	9/30/2021
Lead Person/Position	**Material/Resources/Supports Needed**	
Principal/Curriculum Director/Dean	Academic calendar and schedule	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
Create and dissmeniate the credits earned by each learner before year begins and credits needed to advance towards graduation and stay in cohort.	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	**Material/Resources/Supports Needed**	

Guidance	HS student transcripts
Prof Development Step Choose an item.	

Anticipated Output	Monitoring/Evaluation
73% of students enrolled at AHCCSwill pass their core content classes with an average course grade of 70% or higher.	Quarterly benchmarks to assess student progress toward passing their core content classes with an average of 70% or above.

Evidence-based Strategy Name	Measurable Goals

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	**Material/Resources/Supports Needed**	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	**Material/Resources/Supports Needed**	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	**Material/Resources/Supports Needed**	
Prof Development Step Choose an item.		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	**Material/Resources/Supports Needed**	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	**Material/Resources/Supports Needed**	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	**Material/Resources/Supports Needed**	
Prof Development Step Choose an item.		

Anticipated Output	Monitoring/Evaluation

E. Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document)

Professional Development Activity Name:		
Action Step	Deliver professional development on traits of authentic assessments.	
Audience	Full teaching staff	
Topics to be Included	What is an authentic assessment. Examples for each content area. Examples and non examples.	
Evidence of Learning	Teachers will create one authentic assessment.	
Material/Resources/Supports Needed	Time during pre-service. Sample authentic assessments.	
Lead Person/Position	Declan French/Curriculum Coordinator	
Anticipated Timeline	Start: 8/20/21	Completion: 8/21/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities		Frequency	
Danielson Framework Component Met in this Plan		Choose an item. Choose an item. Once the Comprehensive Portal Opens you will be able to select more than 2.	

Professional Development Activity Name:	
Action Step	Deliver professional development on formative assessment cycle.
Audience	Teaching staff split by department.
Topics to be Included	How to use formative assessment to inform summative assessment decisions.
Evidence of Learning	Teachers identifying formative assessments in their unit.
Material/Resources/Supports Needed	In-service day.
Lead Person/Position	Curriculum points of contact for each content area - Pamela Klass, Nicole Longenecker, Katie Mastauskas, Steve Sweder, John Hulik

Anticipated Timeline	Start: 11/15/21	Completion: 11/30/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities		Frequency	
Danielson Framework Component Met in this Plan		Choose an item. Choose an item. Once the Comprehensive Portal Opens you will be able to select more than 2.	

Professional Development Activity Name:		
Action Step	Train the SAP team on intervention options. (we may or may not need additional new staff trained in SAP)	
Audience	SAP team	
Topics to be Included	Intervention options.	
Evidence of Learning	Demonstration of use of each intervention option.	
Material/Resources/Supports Needed	Time in pre-service.	
Lead Person/Position	Dean of Students/Jim Flick	
Anticipated Timeline	Start: 8/23/21	Completion: 8/28/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities		Frequency	
Danielson Framework Component Met in this Plan		Choose an item. Choose an item. Once the Comprehensive Portal Opens you will be able to select more than 2.	

Professional Development Activity Name:	
Action Step	

Audience	
Topics to be Included	
Evidence of Learning	
Material/Resources/Supports Needed	
Lead Person/Position	

Anticipated Timeline	Start: Click or tap to enter a date.	Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities		Frequency	
Danielson Framework Component Met in this Plan		Choose an item. Choose an item. Once the Comprehensive Portal Opens you will be able to select more than 2.	

Plan Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Step	Mode
Quarterly SCSC and School Community Progress Meetings	
	Audience
Topics of Message	SCSC; teachers, parents, students, community
Progress on implementation of the school improvement plan	Anticipated Timeline
	7/1/21 - 6/30/22

Communication Step	Mode
School board approval and Post plan for public review	Online - on public site
	Audience
Topics of Message	All stakeholders
Approve and post new plan	Anticipated Timeline
	May 18-June 2021

Communication Step	Mode
Share new plan with staff	Faculty meeting
	Audience
Topics of Message	Faculty
Share new plan priorities, goals and action steps	Anticipated Timeline
	June 14

Communication Step	Mode
	Audience
Topics of Message	
	Anticipated Timeline

Plan Submission

(The Plan will be submitted in the new Comprehensive Planning Portal. The screenshot below is provided to show you what information is needed and how the plan will be affirmed.