

Achievement House CS

CSI Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

| | | |
|---|--------------|---|
| LEA Type | | AUN |
| Achievement House Cyber Charte | | 125230001 |
| Address 1 | | |
| 102 Pickering Way, 2nd Floor | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Exton | Pennsylvania | 19341 |
| Chief School Administrator | | Chief School Administrator Email |
| Don Asplen | | dasplen@achievementcharter.com |
| Single Point of Contact Name | | |
| Gerri Light | | |
| Single Point of Contact Email | | |
| glight@achievementcharter.com | | |
| Single Point of Contact Phone Number | | Single Point of Contact Extension |
| 484-368-4671 | | |
| Principal Name | | |
| Angela Alderfer | | |
| Principal Email | | |
| AAlderfer@achievementcharter.com | | |
| Principal Phone Number | | Principal Extension |
| 4846156245 | | |
| School Improvement Facilitator Name | | School Improvement Facilitator Email |
| Kim Rank | | KimR@cciu.org |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|------------------|----------------------------|--|----------------------------------|
| Angela Alderfer | Principal | Achievement House Cyber Charter | aalderfer@achievementcharter.com |
| Donald Asplen | Chief School Administrator | Achievement House Cyber Charter | dasplen@achievementcharter.com |
| James Flick | Other | Achievement House Cyber Charter | jflick@achievementcharter.com |
| Anna Berzins | Teacher | Achievement House Cyber Charter | Aberzins@achievementcharter.com |
| Neal Thomas | Principal | Achievement House Cyber Charter | nthomas@achievementcharter.com |
| Shana Harris | Other | Achievement House Cyber Charter School | sharris@achievementcharter.com |
| Trina Knauff | Administrator | Achievement House Cyber Charter School | tknauff@achievementcharter.com |
| Jennifer Clement | Teacher | Achievement House Cyber Charter School | jclement@achievementcharter.com |
| Kris Botes | Other | Achievement House Cyber Charter School | kbotes@achievementcharter.com |
| Arthur Forwood | Teacher | Achievement House Cyber Charter School | aforwood@achievementcharter.com |
| Jodi Byrne | District Level Leaders | Achievement House Cyber Charter | jbyrne@achievementcharter.com |
| Ryan Schumm | Community Member | Charter Choices | ryan@charterchoices.com |
| Dr. Kim Rank | Other | Chester County IU | KimR@cciu.org |
| Emlyn Degannes | Teacher | Achievement House Cyber Charter | edegannes@achievementcharter.com |
| Lentoya Ellison | Parent | Achievement House Cyber Charter | lellison@achievementcharter.com |
| Guy Ciarrocchi | Community Member | Achievement House Cyber Charter | guy@achievementcharter.com |
| Alexander Cape | Student | Achievement House Cyber Charter | st53068@ahccs-student.com |
| Dr. Gerri Light | Administrator | Achievement House Cyber Charter | glight@achievementcharter.com |
| Gregory Byrne | Administrator | Achievement House Cyber Charter | gbyrne@achievementcharter.com |

LEA Profile

Achievement House Cyber Charter School accepts students throughout the year and does not restrict enrollment. The rolling enrollment results in a changing picture of student demographics throughout the year. A frequently late-enrolling population also affects academic performance, as many students miss 5 topics from the first part of the year and must work with teachers individually to catch up to their peers if possible. Additionally, late enrolling students are sometimes lacking in preparation for standardized exams so there is much effort made by our staff to bring them up to speed as quickly as possible. Although this enrollment practice creates additional difficulties in placing students and addressing their needs, it fulfills the school's mission to provide all students opportunities for improved academic outcomes and educational choice.

Just as in a brick and mortar schools where students are accepted immediately if they move into the area, we too are prepared to accept all students who choose to attend our school. Some students have family circumstances that lead to difficulty finding time for academics, including but not limited to teen parenting, caring for family members, experiencing mental or physical health issues, battling addiction, serving extended community service, or working long hours to provide for themselves or their families. With little family support, exterior pressures and commitments, and a lack of a belief that improved outcomes are possible, many students have gaps in their education due to poor attendance and a loss of faith in the education system.

Despite these challenges, Achievement House Cyber Charter School uses a variety of processes and support systems to serve students and to meet their educational needs. Potential barriers to student success are identified and help is provided to support individual growth. Upon enrolling, all students are required to attend the Student Launch Pad, an orientation that helps them develop the technology skills they will need to succeed and teaches them about the hardware and software they will use. The Student Launch Pad orientation is differentiated in to reach students entering our school with different learning levels and overall experience and working knowledge of computers. Students with IEP's are given Career Scope, a career assessment tool is used to help develop goals for student's transition plan. Additionally, all students are introduced to school expectations, policies, and procedures during this orientation stage.

Mission and Vision

Mission

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

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

Educational Values

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.

Other (Optional)

Future Ready PA Index

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

| | | | | | | |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| False K | False 1 | False 2 | False 3 | False 4 | False 5 | False 6 |
| True 7 | True 8 | True 9 | True 10 | True 11 | True 12 | |

Review of the School(s) Level Performance

Strengths

| Indicator | Comments/Notable Observations |
|---|---|
| 2022-23 ELA/Literature PVAAS - All Students | All student group met the standard demonstrating growth goal on the 2022-23 ELA/Literature PVAAS measure (76.5%). |
| Four-Year Cohort Graduation Rate - All Students | Although the All Student Group did not meet the interim goal/ improvement target for the 4-year graduation rate, the rate did increase for the 2022-23 school year by 8.4% from the 2021-22 school year (49.4% to 57.8%). |

Challenges

| Indicator | Comments/Notable Observations |
|---|---|
| 2022-23 ELA/Literature - All Students | All student group did not meet interim goal/improvement target on the 2022-23 ELA/Literature state assessment (36.9%). |
| 2022-23 Math/Algebra - All Students | All student group did not meet interim goal/improvement target on the 2022-23 Math/Algebra state assessment (6.6%). |
| 2022-23 Science/Biology - All Students | All student group did not meet interim goal/improvement target on the 2022-23 Science/Biology state assessment (18.7%). |
| 2022-23 Math/Algebra PVAAS - All Students | All student group did not meet the standard demonstrating growth goal on the 2022-23 Math/Algebra PVAAS measure (50%). |
| 2022-23 Science/Biology PVAAS - All Students | All student group did not meet the standard demonstrating growth goal on the 2022-23 Science/Biology PVAAS measure (62.5%). |
| Four-Year Cohort Graduation Rate - All Students | All student group did not meet the interim goal/improvement target for the 4-year cohort graduation rate. (57.8%) |
| Regular Attendance - All Students | All student group for regular attendance decreased from 71.6% to 66.3% for a difference of 5.3% |

| | |
|---|--|
| Career and College Readiness - All Students | All student group did not meet the performance standard for career and college readiness indicator (90.7%) |
|---|--|

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

Strengths

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|---|--|
| Indicator 2022-23 ELA/Literature ESSA Student Subgroups Hispanic | Comments/Notable Observations 35.2% of Hispanic students reached proficiency on the 2022-23 ELA PSSA, which is an increase of 7.4% from 2021-22 ELA PSSA in this subgroup. |
| Indicator 2022-23 Math/Algebra ESSA Student Subgroups African-American/Black, Hispanic | Comments/Notable Observations Both the Black and Hispanic Student groups showed an increase in proficiency on the 2022-23 Math/Algebra PSSA compared to the 2021-22 results in these student groups. Black: increase of 2.7% (0% to 2.7%) Hispanic: increase of 3.3% (3.2% to 6.5%) |
| Indicator 2022-23 Science/Biology ESSA Student Subgroups Hispanic, White, Students with Disabilities | Comments/Notable Observations The Hispanic, White and Students with Disabilities student groups showed an increase in proficiency on the 2022-23 Science/Biology PSSA compared to the 2021-22 results in these student groups. Hispanic: increase of .8% (19.2% to 20%) White: increase of 3.1% (24.2% to 27.3%) Students w/Disabilities: increase of 7.4% (8.2% to 15.6%) |
| Indicator 2022-23 ELA PVAAS growth ESSA Student Subgroups African-American/Black, Hispanic | Comments/Notable Observations According to the 2022-23 ELA PVAAS measurements, both the Black and Hispanic student groups exceeded the statewide goal for growth. Black: 81.5% Hispanic: 81% |
| Indicator 2022-23 ELA PVAAS growth ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities | Comments/Notable Observations According to the 2022-23 ELA PVAAS measurements, both the Economically Disadvantaged and Students with Disabilities student groups met the standard for demonstrating growth target. Economically Disadvantaged: 79.5% Students with Disabilities: 74% |
| Indicator 2022-23 Science PVAAS growth ESSA Student Subgroups | Comments/Notable Observations According to the 2022-23 Science PVAAS measurements, both the Black and Students with Disabilities student groups met the standard for demonstrating growth target. Black: 70% Students with Disabilities: 75.5% |

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|---|--|
| African-American/Black, Students with Disabilities | |
| Indicator Regular Attendance ESSA Student Subgroups English Learners | Comments/Notable Observations English Learner student group met the interim goal/improvement target for regular attendance (85.7%) |
| Indicator 4-year Graduation Cohort ESSA Student Subgroups Hispanic | Comments/Notable Observations Hispanic student group met the interim goal/improvement target for the 4-year cohort high school graduation rate with an increase from 45.8% to 70% (+24.2%) |

Challenges

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|---|---|
| Indicator 2022-23 ELA/Literature ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities | Comments/Notable Observations According the 2022-23 ELA PSSA results, the Black, Hispanic, White, Economically Disadvantaged and Students with Disabilities student groups did not meet the interim/improvement goal. |
| Indicator 2022-23 Math/Algebra ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities | Comments/Notable Observations According the 2022-23 Math/Algebra PSSA results, the Black, Hispanic, White, Economically Disadvantaged and Students with Disabilities student groups did not meet the interim/improvement goal. |
| Indicator 2022-23 Science/Biology ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities | Comments/Notable Observations According the 2022-23 Science/Biology PSSA results, the Black, Hispanic, White, Economically Disadvantaged and Students with Disabilities student groups did not meet the interim/improvement goal. |
| Indicator 2022-23 ELA PVAAS Growth ESSA Student Subgroups White | Comments/Notable Observations According the 2022-23 ELA PVAAS growth results, the White student groups did not meet the standard for measuring growth. |

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|---|---|
| <p>Indicator 2022-23 Math PVAAS Growth ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities</p> | <p>Comments/Notable Observations According to the 2022-23 Math PVAAS growth results, the Black, White, Economically Disadvantaged and Students with Disabilities student groups did not meet the standard for measuring growth.</p> |
| <p>Indicator 2022-23 Science PVAAS Growth ESSA Student Subgroups Hispanic, White, Economically Disadvantaged</p> | <p>Comments/Notable Observations According to the 2022-23 Science PVAAS growth results, the Hispanic, White, and Economically Disadvantaged student groups did not meet the standard for measuring growth.</p> |
| <p>Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p> | <p>Comments/Notable Observations According to the Regular Attendance measure, the Black, White, Hispanic, Economically Disadvantaged, 2 or more races, and Students with Disabilities student groups did not meet the performance standard</p> |
| <p>Indicator 4-year Graduation Cohort ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities</p> | <p>Comments/Notable Observations According to the 4-year Graduation Cohort, the Black, White, Economically Disadvantaged, and Students with Disabilities student groups did not meet the interim/improvement goal.</p> |

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| <p>All student group met the standard demonstrating growth goal on the 2022-23 ELA/Literature PVAAS measure (76.5%).</p> |
| <p>Although the All Student Group did not meet the interim goal/ improvement target for the 4-year graduation rate, the rate did increase for the 2022-23 school year by 8.4% from the 2021-22 school year (49.4% to 57.8%).</p> |
| <p>According to the 2022-23 ELA PVAAS measurements, both the Black and Hispanic student groups exceeded the statewide goal for growth, and the Economically Disadvantaged and Students with Disabilities student groups met the standard for demonstrating growth target.</p> |
| <p>Hispanic student group met the interim goal/improvement target for the 4-year cohort high school graduation rate with an increase from 45.8% to 70% (+24.2%)</p> |

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

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|--|
| All student group did not meet interim goal/improvement target on the 2022-23 ELA/Literature (36.9%), Math/Algebra (6.6%), or Science/Biology (18.7%) state assessments. |
|--|

| |
|--|
| All student group did not meet the interim goal/improvement target for the 4-year cohort graduation rate 57.8% . |
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| |
|---|
| All student group did not meet the standard demonstrating growth goal on the 2022-23 Math/Algebra (50%) and Science/Biology (62.5%) PVAAS measures. |
|---|

| |
|--|
| According the Regular Attendance measure, the Black, White, Hispanic, Economically Disadvantaged, 2 or more races, and Students with Disabilities student groups did not meet the performance standard |
|--|

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|------------------------------------|---|
| 2023-24 MAP Reading | 2023-24 MAP Reading assessment showed a 1.38% growth from winter 2023 to winter 2024. Average RIT score was 215.79, which is just below the proficient range. |
| Average final grades for ELA 23-24 | = |

English Language Arts Summary

Strengths

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|---|
| 2023-24 MAP Reading assessment showed a 1.38% growth from winter 2023 to winter 2024. Average RIT score was 215.79, which is just below the proficient range. |
|---|

Challenges

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| Minimal growth was evident compared to last year's MAP assessment average RIT score. |
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Mathematics

| Data | Comments/Notable Observations |
|-------------------------------------|--|
| 23-24 MAP Math | 2023-24 MAP Math assessment showed a 9.25% growth from winter 2023 to winter 2024. Average RIT score was 231.84, which is in the proficient range. |
| Average final grades for Math 23-24 | = |

Mathematics Summary

Strengths

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|--|
| 2023-24 MAP Math assessment showed a 9.25% growth from winter 2023 to winter 2024. Average RIT score was 231.84, which is in the proficient range. |
|--|

Challenges

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|--|
| MAP only administered 2 times per year - fall and winter |
|--|

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|------------------------------------|---|
| 2023-24 MAP Science | 2023-24 MAP Science assessment showed a 4.44% growth from winter 2023 to winter 2024. Average RIT score was 212.62, which is just below the proficient range. |
| Average final grades for Sci 23-24 | = |

Science, Technology, and Engineering Education Summary

Strengths

| |
|---|
| 2023-24 MAP Science assessment showed a 4.44% growth from winter 2023 to winter 2024. Average RIT score was 212.62, which is just below the proficient range. |
|---|

Challenges

| |
|--|
| MAP only administered 2 times per year - fall and winter |
|--|

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|----------------------------|---|
| CRE (339) results | # of student who met required CRE evidence 11th graders – 253/276 = 88.1% 8th graders – 87/96 = 90.6% |
| Act 158 data | Graduates Completed: 96% Waived: 4 % (7 students; medical waiver or IEP waiver) All Graduates & Returning Seniors Completed: 83% Waived: 4% Incomplete: 13% |
| 2023-24 Regular Attendance | Our overall percentage for attendance for the 23-24 School Year is 90.56%. |
| Individual Xello Portfolio | Every student developed an individual portfolio as part of their personalized experience |
| Career Courses | Specific courses have been developed to increase understanding of required skills and schooling to assist with post high school decision career paths. |

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

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

Every student developed an individual portfolio as part of their personalized experience

Challenges

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

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

Equity Considerations

English Learners

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

| Data | Comments/Notable Observations |
|---|--|
| 2023-24 MAP aggregate for ELA, Math and Science | The aggregate MAP RIT score for English Learners is 221.91. The average growth from fall to winter was 10.63, and the average growth from winter to winter was 12.95. |
| 2023-24 MAP RIT for ELA - English Learners | The average MAP RIT score for English Learners in ELA is 216.7. The average growth from fall to winter was 7.0, and the average growth from winter to winter was 5.94. |
| 2023-24 MAP RIT for Math - English Learners | The average MAP RIT score for English Learners in Math is 234.6. The average growth from fall to winter was 18.0, and the average growth from winter to winter was 21.6. |
| 2023-24 MAP RIT for Science - English Learners | The average MAP RIT score for English Learners in Science is 222.08. The average growth from fall to winter was 16.0, and the average growth from winter to winter was 17.9. |

Students with Disabilities

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

| Data | Comments/Notable Observations |
|---|---|
| 2023-24 MAP aggregate for ELA, Math and Science | The aggregate MAP RIT score for Students with disabilities is 211.37. The average growth from fall to winter was 4.82, and the average growth from winter to winter was 4.12. |
| 2023-24 MAP RIT for ELA - Students w/Disabilities | The average MAP RIT score for Students with disabilities in ELA is 208.5. The average growth from fall to winter was 3.0, and the average growth from winter to winter was 1.9. |
| 2023-24 MAP RIT for Math - Students w/Disabilities | The average MAP RIT score for Students with disabilities in Math is 219.7. The average growth from fall to winter was 6.0, and the average growth from winter to winter was 7.6. |
| 2023-24 MAP RIT for Science - Students w/Disabilities | The average MAP RIT score for Students with disabilities in Science is 206.4. The average growth from fall to winter was 5.0, and the average growth from winter to winter was 4.0. |

Students Considered Economically Disadvantaged

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

| Data | Comments/Notable Observations |
|--|---|
| 2023-24 MAP aggregate for ELA, Math and Science | The aggregate MAP RIT score for Students considered economically disadvantaged is 219.49. The average growth from fall to winter was 4.54, and the average growth from winter to winter was 4.55. |
| 2023-24 MAP RIT for ELA - Economically Disadvantaged | The average MAP RIT score for Students considered economically disadvantaged in ELA is 214.7. The average growth from fall to winter was 1.0, and the average growth from winter to winter was 1.2. |
| 2023-24 MAP RIT for Math - Economically Disadvantaged | The average MAP RIT score for Students considered economically disadvantaged in Math is 231.4. The average growth from fall to winter was 6.0, and the average growth from winter to winter was 8.2. |
| 2023-24 MAP RIT for Science - Economically Disadvantaged | The average MAP RIT score for Students considered economically disadvantaged in Science is 211.8. The average growth from fall to winter was 5.0, and the average growth from winter to winter was 4.3. |

Student Groups by Race/Ethnicity

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

| Student Groups | Comments/Notable Observations |
|----------------|---|
| Black | The 2023-24 aggregate MAP RIT score for Black students is 217.73. The average growth from fall to winter was 5.12, and the average growth from winter to winter was 5.29. The 2023-24 average MAP RIT score for Black Students: - ELA is 213.8. The average growth from fall to winter was 2.0, and the average growth from winter to winter was 2.1. - Math is 229.3. The average growth from fall to winter was 6.0, and the average growth from winter to winter was 8.4. - Science is 209.6. The average growth from fall to winter was 7.0, and the average growth from winter to winter was 5.5. |
| Hispanic | The 2023-24 aggregate MAP RIT score for Hispanic students is 219.08. The average growth from fall to winter was 6.4, and the average growth from winter to winter was 3.88. The 2023-24 average MAP RIT score for Hispanic Students: - ELA is 214.5. The average growth from fall to winter was 3.0, and the average growth from winter to winter was 1.4. - Math is 230.4. The average growth from fall to winter was 9.0, and the average growth from winter to winter was 7.1. - Science is 213.3. The average growth from fall to winter was 7.0, and the average growth from winter to winter was 5.2. |

| | |
|-------|--|
| White | The 2023-24 aggregate MAP RIT score for White students is 222.37. The average growth from fall to winter was 3.23, and the average growth from winter to winter was 5.08. The 2023-24 average MAP RIT score for White Students: - ELA is 218.2. The average growth from fall to winter was 1.0, and the average growth from winter to winter was 2.0 - Math is 234.7. The average growth from fall to winter was 6.0, and the average growth from winter to winter was 11.0. - Science is 214.7. The average growth from fall to winter was 3.0, and the average growth from winter to winter was 3.7. |
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Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| The aggregate MAP RIT score for English Learners is 221.91. The average growth from fall to winter was 10.63, and the average growth from winter to winter was 12.95. |
| Individual student group data is being analyzed and used to develop appropriate supports to meet student needs. |
| The aggregate MAP RIT score for Black students is 217.73. The average growth from fall to winter was 5.12, and the average growth from winter to winter was 5.29. |
| |

Challenges

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

| |
|---|
| The aggregate MAP RIT score for Students with disabilities is 211.37. The average growth from fall to winter was 4.82, and the average growth from winter to winter was 4.12. |
| The aggregate MAP RIT score for Students considered economically disadvantaged is 219.49. The average growth from fall to winter was 4.54, and the average growth from winter to winter was 4.55. |
| The aggregate MAP RIT score for Hispanic students is 219.08. The average growth from fall to winter was 6.4, and the average growth from winter to winter was 3.88. |
| |

Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|---------------------------------------|--|
| Special Education Plan | n/a |
| Title 1 Program | Title I funding will tie in with CSI plan |
| Student Services | n/a |
| K-12 Guidance Plan (339 Plan) | 339 plan will contribute to CSI goals by enacting career readiness standards and working in Act 158 planning and implementation to ultimately reach graduation rate goals. |
| Technology Plan | n/a |
| English Language Development Programs | n/a |

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

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

Challenges

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

As a result of cyclical monitoring we are working through improvement planning at the moment.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

| | |
|---|-------------|
| Align curricular materials and lesson plans to the PA Standards | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Emerging |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Operational |
| Identify and address individual student learning needs | Emerging |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Operational |

Empower Leadership

| | |
|---|-------------|
| Foster a culture of high expectations for success for all students, educators, families, and community members | Emerging |
| Collectively shape the vision for continuous improvement of teaching and learning | Emerging |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Emerging |

Provide Student-Centered Support Systems

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|--|-------------|
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Operational |
| Implement a multi-tiered system of supports for academics and behavior | Emerging |
| Implement evidence-based strategies to engage families to support learning | Emerging |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Emerging |

Foster Quality Professional Learning

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

Summary

Strengths

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

| |
|--|
| 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 |
| 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 students, staff, and the school |

Challenges

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

| |
|--|
| 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 |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| Monitor and evaluate the impact of professional learning on staff practices and student learning |

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength | Check for Consideration in Plan |
|--|---------------------------------|
| All student group met the standard demonstrating growth goal on the 2022-23 ELA/Literature PVAAS measure (76.5%). | True |
| Although the All Student Group did not meet the interim goal/ improvement target for the 4-year graduation rate, the rate did increase for the 2022-23 school year by 8.4% from the 2021-22 school year (49.4% to 57.8%). | True |
| 2023-24 MAP Reading assessment showed a 1.38% growth from winter 2023 to winter 2024. Average RIT score was 215.79, which is just below the proficient range. | False |
| 2023-24 MAP Math assessment showed a 9.25% growth from winter 2023 to winter 2024. Average RIT score was 231.84, which is in the proficient range. | False |
| According to the 2022-23 ELA PVAAS measurements, both the Black and Hispanic student groups exceeded the statewide goal for growth, and the Economically Disadvantaged and Students with Disabilities student groups met the standard for demonstrating growth target. | False |
| Hispanic student group met the interim goal/improvement target for the 4-year cohort high school graduation rate with an increase from 45.8% to 70% (+24.2%) | False |
| Align curricular materials and lesson plans to the PA Standards | True |
| We have an Act 158 coordinator and introduced many options for students to become certified. | True |
| Excellent success rate with alternate pathways to graduation through Act 158 coordinator and established plans to help students earn certifications. | False |
| The aggregate MAP RIT score for English Learners is 221.91. The average growth from fall to winter was 10.63, and the average growth from winter to winter was 12.95. | False |
| 2023-24 MAP Science assessment showed a 4.44% growth from winter 2023 to winter 2024. Average RIT score was 212.62, which is just below the proficient range. | False |
| Individual student group data is being analyzed and used to develop appropriate supports to meet student needs. | False |
| Every student developed an individual portfolio as part of their personalized experience | False |
| The aggregate MAP RIT score for Black students is 217.73. The average growth from fall to winter was 5.12, and the average growth from winter to winter was 5.29. | False |

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| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | True |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | True |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | True |

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength | Check for Consideration in Plan |
|--|---------------------------------|
| All student group did not meet the interim goal/improvement target for the 4-year cohort graduation rate (57.8%) . | True |
| All student group did not meet interim goal/improvement target on the 2022-23 ELA/Literature (36.9%), Math/Algebra (6.6%), or Science/Biology (18.7%) state assessments. | True |
| Minimal growth was evident compared to last year's MAP assessment average RIT score. | False |
| MAP only administered 2 times per year - fall and winter | False |
| All student group did not meet the standard demonstrating growth goal on the 2022-23 Math/Algebra (50%) and Science/Biology (62.5%) PVAAS measures. | True |
| According the Regular Attendance measure, the Black, White, Hispanic, Economically Disadvantaged, 2 or more races, and Students with Disabilities student groups did not meet the performance standard | True |
| Identify and address individual student learning needs | True |
| Implement a multi-tiered system of supports for academics and behavior | False |
| MAP only administered 2 times per year - fall and winter | False |
| Continue to increase student participation in CRE and Act 339 by ensuring all students can show evidence. | False |
| The aggregate MAP RIT score for Students with disabilities is 211.37. The average growth from fall to winter was 4.82, and the average growth from winter to winter was 4.12. | False |
| As a result of cyclical monitoring we are working through improvement planning at the moment. | False |
| The aggregate MAP RIT score for Students considered economically disadvantaged is 219.49. The average growth from fall to winter was 4.54, and the average growth from winter to winter was 4.55. | False |

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| The aggregate MAP RIT score for Hispanic students is 219.08. The average growth from fall to winter was 6.4, and the average growth from winter to winter was 3.88. | False |
| Foster a culture of high expectations for success for all students, educators, families, and community members | True |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | True |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | False |

Most Notable Observations/Patterns

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

There is a need to continue to focus on increasing data literacy in order to inform instruction. Through job-embedded professional learning and the use of PLCs, teachers will continue to build collaboration with colleagues and opportunities to learn and grow in their instructional practices, which will allow them to meet the individual needs of students and create a personalized learning plan that is rigorous and grounded in data and effective strategies. A focus on ensuring students are on track for graduation is a priority, and an Act 158 coordinator position was put in place.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|--|---|--------------------|
| Identify and address individual student learning needs | We need to continue to increase data literacy across all staff in order to meet student learning needs. | True |
| Foster a culture of high expectations for success for all students, educators, families, and community members | We need to work to build relationships with every student and develop personalized learning that is of high interest in order to increase engagement and shows the high level of expectations that can be achieved. | True |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | A framework for collaboration is required to ensure everyone has a voice and the time is used effectively. | False |
| All student group did not meet the interim goal/improvement target for the 4-year cohort graduation rate 57.8%) . | A pilot for the Quest Academy is being implemented for the 2024-25 school year to assist students get on track with credits and skills for graduation and beyond. | False |
| All student group did not meet interim goal/improvement target on the 2022-23 ELA/Literature (36.9%), Math/Algebra (6.6%), or Science/Biology (18.7%) state assessments. | | False |
| All student group did not meet the standard demonstrating growth goal on the 2022-23 Math/Algebra (50%) and Science/Biology (62.5%) PVAAS measures. | | False |
| According the Regular Attendance measure, the Black, White, Hispanic, Economically Disadvantaged, 2 or more races, and Students with Disabilities student groups did not meet the performance standard | | False |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
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| Align curricular materials and lesson plans to the PA Standards | This has been a focus in previous plans and will continue to have a positive effect on student learning moving forward as it remains a priority. |

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| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | We will continue our work to reach students and families. All indications from families who fill out surveys is that we do a great job meeting their needs. |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | We will continue our focus in these areas by better using data to inform instruction. Teachers will be using the SAS Assessment Builder to ensure alignment to standards is in place. |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | We have grown our leadership in house and will continue to expand. With each new opportunity we have a greater capacity to develop the initiatives that prove effective for student growth. |
| We have an Act 158 coordinator and introduced many options for students to become certified. | |
| All student group met the standard demonstrating growth goal on the 2022-23 ELA/Literature PVAAS measure (76.5%). | |
| Although the All Student Group did not meet the interim goal/ improvement target for the 4-year graduation rate, the rate did increase for the 2022-23 school year by 8.4% from the 2021-22 school year (49.4% to 57.8%). | |

Priority Challenges

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| Analyzing Priority Challenges | Priority Statements |
| | 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. |
| | 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. |

Goal Setting

Priority: 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.

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| Outcome Category | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| As a result of personalized and targeted instruction in math, 60% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Math | | | |
| Target Year 1 | Target Year 2 | Target Year 3 | |
| As a result of personalized and targeted instruction in math, 60% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. | As a result of personalized and targeted instruction in English, 50% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. | As a result of personalized and targeted instruction in math, 60% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By the end of Quarter one, students enrolled at AHCCS will complete a baseline assessment for math and staff will receive professional development on how to read and use the student assessment baseline data to identify student learning needs and provide instructional strategies and interventions to address these needs and promote student academic growth. | By the end of Quarter two, all students will have completed the baseline assessment using CDTs and student academic progress will be evaluated in math through the use of adaptable learning programs, subject-level common assessments created in the Pennsylvania Department of Education Standards Aligned System Assessment Builder, and competency-based monitoring | By the end of Quarter three students enrolled at AHCCS will complete a second progress monitoring assessment to measure their personal academic growth over the course of the academic year. | As a result of personalized and targeted instruction in math, 60% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. |

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| | through the use of Bloom's taxonomy. | | |
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| Outcome Category | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| As a result of personalized and targeted instruction in English, 50% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| ELA | | | |
| Target Year 1 | Target Year 2 | Target Year 3 | |
| As a result of personalized and targeted instruction in English, 50% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. | As a result of personalized and targeted instruction in English, 50% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. | As a result of personalized and targeted instruction in English, 50% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By the end of Quarter one, students enrolled at AHCCS will complete a baseline assessment for English, and staff will receive professional development on how to read and use the student assessment baseline data to identify student learning needs and provide instructional strategies and interventions to address these needs and promote student academic growth. | By the end of Quarter two, all students will have completed the baseline assessment using CDTs and student academic progress will be evaluated in English through the use of adaptable learning programs, subject-level common assessments created in the Pennsylvania Department of Education Standards Aligned System Assessment Builder, and competency-based monitoring | By the end of Quarter three students enrolled at AHCCS will complete a second progress monitoring assessment to measure their personal academic growth over the course of the academic year. | As a result of personalized and targeted instruction in English, 50% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. |

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| | through the use of Bloom's taxonomy. | | |
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| Outcome Category | | | |
| Graduation rate | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| Through the implementation of Personalized Learning, AHCCS will increase the graduation rate of seniors from 70% to 72% by August 2027. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Graduation Rate | | | |
| Target Year 1 | Target Year 2 | Target Year 3 | |
| Through the implementation of Personalized Learning, AHCCS will increase the graduation rate of seniors from 65% to 68% by June 2025. | Through the implementation of Personalized Learning, AHCCS will increase the graduation rate of seniors from 68% to 70% by August 2026. | Through the implementation of Personalized Learning, AHCCS will increase the graduation rate of seniors from 70% to 72% by August 2027. | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By the end of each quarter, AHCCS administration will track and report current progress for all seniors including student grades, attendance, graduation requirements, and implement instructional interventions to ensure that the target increase from 65% to 68% by June 2025 is on track. | By the end of each quarter, AHCCS administration will track and report current progress for all seniors including student grades, attendance, graduation requirements, and implement instructional interventions to ensure that the target increase from 65% to 68% by June 2025 is on track. | By the end of each quarter, AHCCS administration will track and report current progress for all seniors including student grades, attendance, graduation requirements, and implement instructional interventions to ensure that the target increase from 65% to 68% by June 2025 is on track. | Through the implementation of Personalized Learning, AHCCS will increase the graduation rate of seniors from 65% to 68% by June 2025. |

Priority: 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.

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| Outcome Category |
| Essential Practices 2: Empower Leadership |
| Measurable Goal Statement (Smart Goal) |

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| By May 31, 2026, 100% of operational staff will provide their supervisor with evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve school outcomes. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Professional Learning - Operational Staff | | | |
| Target Year 1 | Target Year 2 | Target Year 3 | |
| By May 31, 2025, 95% of operational staff will provide their supervisor with evidence of progress in becoming a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve school outcomes. | By May 31, 2026, 98% of operational staff will provide their supervisor with evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve school outcomes. | By May 31, 2026, 100% of operational staff will provide their supervisor with evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve school outcomes. | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By the end of Q1 100% of staff will select or continue a job-embedded professional learning pathway related to their professional roles. | By the end of Q2 80% of all staff will provide evidence to their supervisor that they have begun their approved, job-embedded professional learning track selected to help them meet their identified goals or outcomes. | By the end of Q3, 90% of all staff will provide evidence to their supervisor that they have begun their approved, job-embedded professional learning track selected to help them meet their identified goals or outcomes. | By May 31, 2025, 95% of operational staff will provide their supervisor with evidence of progress in becoming a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal |

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| | | | with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve school outcomes. |
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| Outcome Category | | | |
| Essential Practices 2: Empower Leadership | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By May 31, 2026, 100% of all instructional staff will provide their supervisor with evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve student outcomes relative to an identified practice in the Danielson model. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Professional Learning - Instructional Staff | | | |
| Target Year 1 | Target Year 2 | Target Year 3 | |
| By May 31, 2025, 95% of all instructional staff will provide their supervisor with evidence of progress in becoming a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve student outcomes relative to an | By May 31, 2026, 98% of all instructional staff will provide their supervisor with evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve student outcomes relative to an identified practice in the Danielson model. | By May 31, 2026, 100% of all instructional staff will provide their supervisor with evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve student outcomes relative to an identified practice in the Danielson model. | |

| identified practice in the Danielson model. | | | |
|---|---|--|---|
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| <p>By the end of Q1 100% of staff will select or continue a job-embedded professional learning pathway related to their professional roles.</p> | <p>By the end of Q2 80% of all staff will provide evidence to their supervisor that they have begun their approved, job-embedded professional learning track selected to help them meet their identified goals or outcomes.</p> | <p>By the end of Q3, 90% of all staff will provide evidence to their supervisor that they have begun their approved, job-embedded professional learning track selected to help them meet their identified goals or outcomes.</p> | <p>By May 31, 2025, 95% of all instructional staff will provide their supervisor with evidence of progress in becoming a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve student outcomes relative to an identified practice in the Danielson model.</p> |

Action Plan

Measurable Goals

| | |
|---|---|
| Math | ELA |
| Graduation Rate | Professional Learning - Instructional Staff |
| Professional Learning - Operational Staff | |

Action Plan For: Students Assessing Their Own Learning- Personalized Learning

<https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing>

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| Measurable Goals: |
| <ul style="list-style-type: none"> • Through the implementation of Personalized Learning, AHCCS will increase the graduation rate of seniors from 70% to 72% by August 2027. • As a result of personalized and targeted instruction in math, 60% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. • As a result of personalized and targeted instruction in English, 50% of AHCCS students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between Benchmark #1 and Benchmark #3. |

| Action Step | | Anticipated Start/Completion Date | |
|---|------------------------------------|-----------------------------------|------------|
| CSI plan posted for community input - 28 days | | 2024-07-16 | 2024-08-27 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Admin | 2024-25 CSI plan | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| CSI plan to Board for approval | | 2024-08-12 | 2024-08-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Admin | 2024-25 CSI plan | No | Yes |

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| Action Step | | Anticipated Start/Completion Date | |
| Implementation lead schedules bi-weekly check ins with implementation team to determine status of each action step, successes and challenges to solve. | | 2024-08-15 | 2024-09-27 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Admin, SIP Team | Bi-Weekly Monitoring template with actions steps | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Monthly implementation monitoring meetings will be scheduled and the calendar will be provided to SIP team members | | 2024-08-15 | 2024-09-27 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Admin | Monthly implementation monitoring meetings will be scheduled and the calendar will be provided to SIP team members | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Share school improvement plan, including evidence-based strategy and action steps with staff at beginning of the school year | | 2024-08-19 | 2024-08-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Jodi Byrne/Curriculum | SIP | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Provide Professional Learning on the School Improvement Plan and how staff will work together to promote student academic growth and increased graduation rates. | | 2024-08-19 | 2024-08-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Jodi Byrne/Curriculum - Principal | SIP | Yes | No |

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| Action Step | | Anticipated Start/Completion Date | |
| Partner with the CCIU to provide Professional Learning for educational staff on the CDT providing a clear rationale of the assessment and how it will be used to personalize learning. | | 2024-08-19 | 2024-08-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Jodi Byrne/Curriculum, Principal | CDT access and presentation | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Partner with the CCIU to provide Professional Learning on adaptable curriculum and Personalized Learning strategies such as Universal Design for Learning and Student Centered Learning. | | 2024-08-19 | 2024-09-27 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Jodi Byrne/Curriculum | UDL resources | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| AHCCS Reading Specialists train staff on Structured Literacy and ways to use techniques and tools to personalize instruction and remediate learning gaps. | | 2024-08-19 | 2024-09-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Reading Specialists | Structured Literacy presentation, sign in sheet | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Educational Staff meets as departments to identify their curriculum cycle phase and determine their action plan for the year in ensuring strategies of personalized learning are meeting department identified standards of focus and anchors. | | 2024-08-19 | 2024-09-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Jodi Byrne/Curriculum | Documentation for cycle chosen | No | No |

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| Action Step | | Anticipated Start/Completion Date | |
| Teams will be incorporated to increase engagement and monitor attendance. | | 2024-08-26 | 2025-06-13 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Guidance, Data Lead | Student data access | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| AHCCS administration will track and report the progress for all seniors including student grades, attendance, graduation requirements, and staff interventions to measure if the target increase from 65% to 68% by June 2025 is on track throughout the school year on a regular basis. | | 2024-08-26 | 2025-06-13 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| AHCCS Admin | Student data | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Powerschool Community Hub will be added to assist in the implementation to analyze student attendance and family engagement. | | 2024-09-09 | 2025-05-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| CAO, Curriculum Lead | Powerschool Curriculum Hub access | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Distribute CDT information with rationale and process to students and parents/guardians to promote participation and assessment accuracy. Record for students | | 2024-09-09 | 2024-09-29 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Jodi Bryne/Curriculum, Principal | CDT information sheet | Yes | Yes |

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| Action Step | | Anticipated Start/Completion Date | |
| Instructional staff will be trained on how to set up and effectively proctor CDTs for students. (2nd Wednesday all staff PD) | | 2024-09-16 | 2024-09-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Jodi Bryne/Curriculum | CDT PD and access | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Quarterly updates on goals and targets to Steering Committee | | 2024-10-01 | 2025-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Admin | Data on goals and action plan step progress | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Full baseline CDTs given for all students within their core English and Math courses. | | 2024-10-07 | 2024-10-27 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Teachers | CDT access | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| IT staff and Data team work to place raw data into user-friendly reporting for instructional staff. | | 2024-10-10 | 2024-11-22 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| IT Data Lead | CDT Reports | No | No |

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| Action Step | | Anticipated Start/Completion Date | |
| Distribute individual student CDT results and growth goals to all students and parents/guardians to promote student growth and success. | | 2024-10-21 | 2024-11-22 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Principal, Teachers | CDT Reports | Yes | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Instructional staff is trained on how to read and optimize CDT data results to personalize instruction. | | 2024-10-25 | 2024-11-01 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Jodi Byrne/Curriculum | CCIU CDT report resource | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| By mid-year, review the CDT administration and the impact the results are having on instructional practices and meeting needs of individual students (e.g., Live Labs, assignments, advisory assistance, etc.) | | 2024-12-16 | 2025-02-21 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Admin Team | Student work completion, observational data, grades | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Instructional staff is trained on how to use the Standards Aligned System (SAS) portal assessment builder to monitor student growth and/or learning gaps. | | 2025-02-06 | 2025-02-14 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Jodi Byrne/Curriculum | SAS portal access | Yes | No |

| | | | |
|---|---|--|------------------|
| Action Step | | Anticipated Start/Completion Date | |
| Full baseline CDTs given for all students within their core English and Math courses. | | 2025-03-03 | 2025-03-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Teachers | CDT access | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Act 158 Coordinator and School Counselors continue to work with students to ensure pathways toward graduation. | | 2025-03-10 | 2025-06-13 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Act 158 Coordinator and School Counselors | Evidence for Act 158 | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| IT staff and Data team work to place raw data into user-friendly reporting for instructional staff including how assessment indicates PSSA and Keystone scores. | | 2025-03-10 | 2025-04-11 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| IT/Data Lead | Raw data | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| AHCCS staff audits year-long plan including CDT Assessments, SAS Assessment Builder, and Personalized and Adaptable Learning tools and techniques, to evaluate effects on student learning, growth, and graduation rates. | | 2025-06-02 | 2025-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Admin Team | Data from 2024-25 school year | No | No |

| Action Step | | Anticipated Start/Completion Date | |
|--|------------------------------------|-----------------------------------|------------|
| End of the year analysis: AHCCS administration will track and report the progress for all seniors including student grades, attendance, graduation requirements, and staff interventions to measure if the target increase from 65% to 68% by June 2025 is on track throughout the school year on a regular basis. | | 2025-06-02 | 2025-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| AHCCS administration | Student data | No | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|--|
| Incorporating personalized learning and data analysis will improve academic performance, student engagement, and retention rates by tailoring lessons to individual needs, which will lead to higher grades, increased participation, and more effective teaching strategies, contributing to a more inclusive and successful environment for all learners and increased graduation rates. | Monthly meetings to assess progress using the bi-monthly monitoring of action steps to identify areas of needs, barriers and successes. All instructional staff and administration will analyze and review student data (including but not limited to: CDT results, 2023-24 state assessment results, attendance, work completion, engagement, grades) during data, grade level, and PLC meetings. |

Action Plan For: Job-Embedded Professional Learning https://drive.google.com/file/d/1PU-7V4sSJg4dpb7nJ4XQ_4rYGDFph_l/view?usp=sharing

| Measurable Goals: |
|---|
| <ul style="list-style-type: none"> By May 31, 2026, 100% of all instructional staff will provide their supervisor with evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve student outcomes relative to an identified practice in the Danielson model. By May 31, 2026, 100% of operational staff will provide their supervisor with evidence of being a subject matter expert in an area of their professional practice that facilitates a culture of high expectations for both staff and students. This evidence will include at least one specific goal with desired outcomes, the school approved job-embedded professional learning received, and how new skills are being implemented to improve school outcomes. |

| | | | |
|---|---|--|------------------|
| Action Step | | Anticipated Start/Completion Date | |
| Curriculum Team determines Job-Embedded Professional Learning pathways for all staff: Instructional ideas: Personalized Learning, Student Centered Learning, STEELS, Literacy, Data, Leadership Operational ideas: Marketing Tools and Programs, Enrollment Strategies, Communication (web design, Canva, other programs and tools), Powerschool, Data and Power BI, Leadership | | 2024-07-08 | 2024-08-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Jodi Byrne/Curriculum | Professional Learning pathways | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Implementation lead schedules bi-weekly check ins with implementation team to determine status of each action step, successes and challenges to solve. | | 2024-08-15 | 2024-09-27 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Admin, SIP Team | Bi-Weekly Monitoring template with actions steps | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Monthly implementation monitoring meetings will be scheduled and the calendar will be provided to SIP team members | | 2024-08-15 | 2024-09-27 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Admin | SIP monthly meeting schedule with dates/time, Rolling agenda, bi-weekly monitoring template | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Provide Professional Learning on the School Improvement Plan and how staff will select a job-embedded professional learning pathway related to their role. | | 2024-08-19 | 2024-08-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |

| | | | |
|--|---|--|------------------|
| Jodi Byrne/Curriculum, Principal | SIP | Yes | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Partner with the CCIU to provide Professional Learning for educational staff on establishing vision statement and goal(s). All staff create OneNote Portfolio with early vision and goal work. | | 2024-08-19 | 2024-08-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Jodi Byrne/Curriculum | Vision PD, One Note access | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Staff selects job-embedded learning path and creates a OneNote and begins to populate with SME vision, goals, and Professional Learning Plan. Educational staff identifies areas of Danielson model in which their learning and implementation will focus. | | 2024-08-19 | 2024-09-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Principals, Staff | One Note, Danielson Domains | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Curriculum team determines Professional Learning Communities (PLCs) for all job-embedded professional learning pathways based upon commonalities. PLCs begin meeting monthly. | | 2024-09-03 | 2024-09-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Curriculum Lead | PLC Schedule, Calendar invites, Agenda | No | No |
| Action Step | | 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. | | 2024-10-01 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Staff | One Note documentation | No | No |

| | | | |
|---|---|--|------------------|
| Action Step | | Anticipated Start/Completion Date | |
| Evidence is collected (monthly) to show progress in Subject Matter Expert (SME) work and is shared with supervisors. Must show monthly application of learning and progress throughout the school year. | | 2024-10-01 | 2025-02-28 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Staff | One Note documentation | No | No |
| Action Step | | 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. | | 2024-10-01 | 2025-02-28 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Staff | Evidence of participation in course/class | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Walkthroughs and Learning walks will be completed and progress towards goal/user story will be discussed. | | 2024-11-04 | 2025-02-28 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Admin, Teachers | Walkthrough checklist/document | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| By mid-year, review the PLC process and use results to make adjustments | | 2024-12-16 | 2025-02-21 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Curriculum Lead | PLC agendas, feedback from staff | No | No |

| | | | |
|---|---|--|------------------|
| Action Step | | 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 implementing new learning to meet targeted goals. | | 2025-01-02 | 2025-02-07 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Staff | One Note documentation | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| PLC groups continue to meet monthly to share learning opportunities and facilitate growth and evidence. PLCs present progress and evidence of practice to staff for modeling and to showcase building a culture of high expectations. | | 2025-02-03 | 2025-05-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| PLC facilitators | PLC agendas | No | No |
| Action Step | | 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. | | 2025-03-03 | 2025-03-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Staff | One Note documentation | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Walkthroughs and Learning walks will be completed and progress towards goal/user story will be discussed with supervisors. Educational staff incorporate their job-embedded learning portfolio and designated area of the Danielson model into their observations with supervisors. | | 2025-03-03 | 2025-05-30 |

| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
|--|---|--|------------------|
| Admin, Teachers | Walkthrough checklist/document | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Staff completes fourth quarter of evidence to include a OneNote portfolio with developing goals, school-approved job embedded professional learning path, how they are implementing their learning to meet targeted goals, and evidence of improved school outcomes. Educational staff incorporate their job-embedded learning portfolio and designated area of the Danielson mode into their observations with supervisors. | | 2025-05-01 | 2025-06-06 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Staff | One Note documentation | No | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|---|
| By incorporating job-embedded professional learning for educational staff and fostering content expertise will lead to enhanced teaching quality, increased teacher confidence, and improved student learning outcomes. Educators will become better equipped to meet diverse student needs through data-driven instruction and develop leadership skills, contributing to a more inclusive and equitable learning environment | Monthly meetings to assess progress using the bi-monthly monitoring of action steps to identify areas of needs, barriers and successes. Supervisory staff, peer reviews, walkthroughs and learning walks. Use of agendas during PLC meetings and quarterly submission of evidence of progress in One Note portfolios. |

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

| Expenditure Description | Action Plan(s) | eGgrant Budget Category (Set Aside grant) | ESS A Tier | Amount |
|-------------------------|--|---|------------|--------|
| Reading Specialist | <ul style="list-style-type: none"> Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Salary | 1 | 37500 |
| Curriculum Coach | <ul style="list-style-type: none"> Job-Embedded Professional Learning https://drive.google.com/file/d/1PU-7V4sSJg4dpb7nJ4XQ_4rYGDFph_l/view?usp=sharing | Salary | 1 | 37500 |

| | | | | |
|---------------------------|--|--|--|-------|
| | | | | |
| | | | | |
| | | | | |
| Total Expenditures | | | | 75000 |

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

| eGrant Budget Category (Schoolwide Funding) | Action Plan(s) | Expenditure Description | Amount |
|---|--|----------------------------|--------|
| Instruction | <ul style="list-style-type: none"> Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Reading Specialist Salary | 32889 |
| Other Expenditures | <ul style="list-style-type: none"> Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Parent Outreach Specialist | 62183 |

| | | | |
|--------------------|--|-------------------------------|-------|
| | | | |
| Instruction | <ul style="list-style-type: none"> Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOIO/view?usp=sharing | STEM/Computer Science Teacher | 74377 |
| Other Expenditures | <ul style="list-style-type: none"> Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOIO/view?usp=sharing | Supervisor of Guidance | 92937 |

| | | | |
|--------------------|--|--------------------|--------|
| | | | |
| Other Expenditures | <ul style="list-style-type: none"> Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Guidance Counselor | 146400 |
| Other Expenditures | <ul style="list-style-type: none"> Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Guidance Counselor | 64436 |

| | | | |
|--------------------|--|--------------------------|------|
| | | | |
| Other Expenditures | <ul style="list-style-type: none"> Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Parent Family Engagement | 5459 |
| Other Expenditures | <ul style="list-style-type: none"> Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Homeless | 1000 |

| | | | | |
|--------------------|--|--|--|------------|
| | | | | |
| Total Expenditures | | | | 47968 1 |

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---|--|
| Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Provide Professional Learning on the School Improvement Plan and how staff will work together to promote student academic growth and increased graduation rates. |
| Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Partner with the CCIU to provide Professional Learning for educational staff on the CDT providing a clear rationale of the assessment and how it will be used to personalize learning. |
| Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Partner with the CCIU to provide Professional Learning on adaptable curriculum and Personalized Learning strategies such as Universal Design for Learning and Student Centered Learning. |
| Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | AHCCS Reading Specialists train staff on Structured Literacy and ways to use techniques and tools to personalize instruction and remediate learning gaps. |
| Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Instructional staff will be trained on how to set up and effectively proctor CDTs for students. (2nd Wednesday all staff PD) |
| Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Distribute CDT information with rationale and process to students and parents/guardians to promote |

| | |
|---|--|
| | participation and assessment accuracy. Record for students |
| Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Instructional staff is trained on how to read and optimize CDT data results to personalize instruction. |
| Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Distribute individual student CDT results and growth goals to all students and parents/guardians to promote student growth and success. |
| Students Assessing Their Own Learning- Personalized Learning https://drive.google.com/file/d/1xaJsf4cdESv9mXnhPcbWLvtD5baLhOlO/view?usp=sharing | Instructional staff is trained on how to use the Standards Aligned System (SAS) portal assessment builder to monitor student growth and/or learning gaps. |
| Job-Embedded Professional Learning https://drive.google.com/file/d/1PU-7V4sSJg4dpb7nJ4XQ_4rYGDFph_l/view?usp=sharing | Provide Professional Learning on the School Improvement Plan and how staff will select a job-embedded professional learning pathway related to their role. |
| Job-Embedded Professional Learning https://drive.google.com/file/d/1PU-7V4sSJg4dpb7nJ4XQ_4rYGDFph_l/view?usp=sharing | Partner with the CCIU to provide Professional Learning for educational staff on establishing vision statement and goal(s). All staff create OneNote Portfolio with early vision and goal work. |

CDT

| |
|---|
| Action Step |
| <ul style="list-style-type: none"> Partner with the CCIU to provide Professional Learning for educational staff on the CDT providing a clear rationale of the assessment and how it will be used to personalize learning. Distribute CDT information with rationale and process to students and parents/guardians to promote participation and assessment accuracy. Record for students Instructional staff will be trained on how to set up and effectively proctor CDTs for students. (2nd Wednesday all staff PD) |

| | | |
|--|--------------------------|-------------------------------|
| <ul style="list-style-type: none"> Distribute individual student CDT results and growth goals to all students and parents/guardians to promote student growth and success. Instructional staff is trained on how to read and optimize CDT data results to personalize instruction. | | |
| Audience | | |
| Topics to be Included | | |
| Evidence of Learning | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| | | |

Learning Format

| | |
|--|--|
| Type of Activities | Frequency |
| Inservice day | Beginning of year and ongoing as CDTs are completed and analyzed |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 4b: Maintaining Accurate Records 3d: Using Assessment in Instruction 3a: Communicating with Students 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

SAS Assessment Builder

| |
|---|
| Action Step |
| <ul style="list-style-type: none"> Instructional staff is trained on how to use the Standards Aligned System (SAS) portal assessment builder to monitor student growth and/or learning gaps. |
| Audience |
| |
| Topics to be Included |

| | | |
|-----------------------------|--------------------------|-------------------------------|
| Evidence of Learning | | |
| | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| | | |

Learning Format

| | |
|--|---|
| Type of Activities | Frequency |
| Inservice day | One time and ongoing support and refreshers as needed |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 1a: Demonstrating Knowledge of Content and Pedagogy | |
| This Step Meets the Requirements of State Required Trainings | |
| | |

Instructional Strategies

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Provide Professional Learning on the School Improvement Plan and how staff will work together to promote student academic growth and increased graduation rates. • Partner with the CCIU to provide Professional Learning on adaptable curriculum and Personalized Learning strategies such as Universal Design for Learning and Student Centered Learning. | | |
| Audience | | |
| | | |
| Topics to be Included | | |
| | | |
| Evidence of Learning | | |
| | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| | | |

Learning Format

| | |
|--|------------------|
| Type of Activities | Frequency |
| Workshop(s) | Staff |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1d: Demonstrating Knowledge of Resources • 4d: Participating in a Professional Community • 2b: Establishing a Culture for Learning • 3b: Using Questioning and Discussion Techniques • 1b: Demonstrating Knowledge of Students • 4a: Reflecting on Teaching • 3a: Communicating with Students | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

Vison and Job-Embedded PL

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Provide Professional Learning on the School Improvement Plan and how staff will select a job-embedded professional learning pathway related to their role. • Partner with the CCIU to provide Professional Learning for educational staff on establishing vision statement and goal(s). All staff create OneNote Portfolio with early vision and goal work. | | |
| Audience | | |
| | | |
| Topics to be Included | | |
| | | |
| Evidence of Learning | | |
| | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| | | |

Learning Format

| | |
|--|---|
| Type of Activities | Frequency |
| Professional Learning Community (PLC) | Varied: Beginning of year and PLC team meetings |
| Observation and Practice Framework Met in this Plan | |

| |
|---|
| <ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 1d: Demonstrating Knowledge of Resources • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 2a: Creating an Environment of Respect and Rapport |
| This Step Meets the Requirements of State Required Trainings |
| |

Structured Literacy

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • AHCCS Reading Specialists train staff on Structured Literacy and ways to use techniques and tools to personalize instruction and remediate learning gaps. | | |
| Audience | | |
| | | |
| Topics to be Included | | |
| | | |
| Evidence of Learning | | |
| | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| | | |

Learning Format

| | |
|---|---|
| Type of Activities | Frequency |
| Workshop(s) | One time and ongoing as new staff come on board |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy • 1f: Designing Student Assessments | |
| This Step Meets the Requirements of State Required Trainings | |
| Structured Literacy | |

Communications Activities

| CSI Plan | | | | | |
|---|-------------|--|-----------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> Share school improvement plan, including evidence-based strategy and action steps with staff at beginning of the school year Provide Professional Learning on the School Improvement Plan and how staff will work together to promote student academic growth and increased graduation rates. Provide Professional Learning on the School Improvement Plan and how staff will select a job-embedded professional learning pathway related to their role. CSI plan posted for community input - 28 days CSI plan to Board for approval | AHCCS Staff | Overview of the 2024-25 CSI plan priorities, evidence-based strategies, goals, action plans and professional development | Admin Team | 07/17/2024 | 09/30/2024 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Presentation | | | 1x | | |

| CSI Monthly & bi-weekly routines | | | | | |
|--|-------------------------|--|-----------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> Implementation lead schedules bi-weekly check ins with implementation team to determine status of each action step, successes and challenges to solve. Monthly implementation monitoring meetings will be scheduled and the calendar will be provided to SIP team members Monthly implementation monitoring meetings will be scheduled and the calendar will be provided to SIP team members Quarterly updates on goals and targets to Steering Committee | School Improvement Team | Progress on action steps within CSI plan and determine of revisions are needed | SIP Team | 09/03/2024 | 06/30/2025 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Presentation | | | Monthly | | |

| Assessment data to families | | | | | |
|--|-----------------------|--|-----------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> Distribute CDT information with rationale and process to students and parents/guardians to promote participation and assessment accuracy. Record for students Distribute individual student CDT results and growth goals to all students and parents/guardians to promote student growth and success. | Students and Families | Overview of the CDT assessment and how to interpret their individual scores and how they predict future performance on state tests | Principals | 10/14/2024 | 03/21/2025 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Newsletter | | | Fall and Spring | | |

Approvals & Signatures

| Uploaded Files |
|---|
| <ul style="list-style-type: none">• Board Affirmation_d3b082a3.pdf• Board Meeting Minutes (081523).pdf |

| | |
|---|-------------|
| Chief School Administrator | Date |
| | |
| Building Principal Signature | Date |
| | |
| School Improvement Facilitator Signature | Date |
| | |