

THE NEW ACADEMY CS

2500 Jonquil Way

CSI School Plan | 2020 - 2021

MISSION STATEMENT

The mission of New Academy Charter School, based on the belief that all students can learn, is to produce citizens able to think critically and function successfully, with integrity, in a rapidly changing, highly competitive world. We accept the responsibility to prepare students for life-long learning by providing a quality education through varied learning experiences in partnership with our community.

VISION STATEMENT

New Academy Charter School (NACS) is a place where all students can reach their full potential. Students are a community's most precious treasure. An individualized approach to teaching addresses the unique needs of all students and helps the students to progress along their chosen pathway. NACS staff strives to instill a sense of grit and perseverance through the implementation of a growth mindset philosophy that provides students with a toolbox for success regardless of their chosen path. New Academy Charter School believes in meeting students where they are, cultivating their unique talents and interests, and growing them to realize their full potential. Students leave NACS armed with the knowledge and skills necessary for them to continue growing as individual learners so that they create a successful future for themselves and society in an ever-changing world.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students reach their fullest academic potential by engaging in a balanced academic core curriculum while being given the opportunity to pursue their passions in a safe, positive, and differentiated environment. Student Achievement is the most important thing. We must do it well.

STAFF

Staff are committed to each student's success through a commitment to a shared set of goals and values while being respected for their individual passions, strengths, knowledge and skills. Our school is only as great as the people in it. There are no excuses!

ADMINISTRATION

All staff must be a lead learner. It starts with school leaders. If you are a leader, do everything you can to grow yourself and create the right environment for others to grow.

PARENTS

Families and schools must have a mutually supportive, active partnership to contribute to the growth and development of their children. Each and every person and student at New Academy Charter School is significant. I matter. You matter.

COMMUNITY

Community partners are an extension of the school whose involvement in the educational process enriches opportunity for our students. We matter. We will never give up on our students. Every child deserves an adult who will never give up on them.

OTHER (OPTIONAL)

Interactions between students, teachers, staff, parents, and community partners must be respectful and collaborative in order to maintain effective relationships.

STEERING COMMITTEE

Name	Position	Building/Group
Amy Abraham	Principal	The New Academy Charter School
William Styche	Executive Director	The New Academy Charter School
Kristen Harpster	Director of Building Operations/Federal Programs	The New Academy Charter School
Jamie Hopkins	Assistant Principal	The New Academy Charter School
Sal Costanzo	Chief Administrative Director	The New Academy Charter School
Bill Casile	Community Representative	Duquesne University
Melissa Miller	Attendance Counselor	The New Academy Charter School
Korea Charlton	Student	The New Academy Charter School
Shatonna Charlton	Parent	The New Academy Charter School
Kyle Edgar	SPED Teacher	The New Academy Charter School
Ashley Clark	Regular Education Teacher	The New Academy Charter School
Marianne O'Connor	CTM - Math	

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The educators and administration at the New Academy Charter School will ensure planning that reflects high expectations for student learning and utilizes timely feedback to assist in creating effective, engaging, positive learning environments.	Essential Practices 2: Empower Leadership
The New Academy Charter School will implement PBIS practices at Tier 1 and Tier 2 to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, emotionally, intellectually, and physically.	Essential Practices 3: Provide Student-Centered Support Systems Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy
Preventing Dropout in Secondary Schools What Works Clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35 Recommendation #3 Strong Evidence Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
High Expectations	90% of teachers will have selected and implemented an instructional strategy that addresses the academic needs of students identified in the quarterly data review protocol. Strategies will be identified and monitored as part of the quarterly protocol as well as administrative walk-through opportunities.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish early warning indicator thresholds for: -Attendance -Behavior - Course Grades -Assessments	2020-07-06 - 2020-08-14	Principal, Assistant Principal, Special Education Director, Lead Teachers, Attendance Counselor, and Director of Building Operations	Establish thresholds
Organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses. Implement Schoology to deliver and to monitor how students are doing across academics, attendance, behavior, social-emotional learning (SEL), and develop action steps to support each student.	2020-08-10 - 2021-06-10	Principal, Assistant Principal, Special Education Director, Lead Teachers, Attendance Counselor, and Director of Building Operations	Purchase Schoology
Data teams examine data on quarterly basis aligned to the CSI plan. School team examines multiple measures of data, such as student learning data, student growth data, measures of student engagement, SEL surveys, and attendance rates, to evaluate how the school can better meet student needs.	2020-10-30 - 2021-06-10	Attendance- Attendance Counselor and Administration Student Learning Data- Administration, Special Education Director and Teachers. Student Growth Data & Engagement- Administration, Special Education Director and Teachers, Attendance Counselor, Behavior Support and Director of Building Operations. SEL Surveys- Administration and Special	Analyze SEL survey results to investigate a curriculum that aligns with the 5 components of CASEL Analyze mentor program data Analyze PVAAS Projection data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Education Supervisor Contracted Data Coordinator	
Teachers will administer the the AIMS WEB PLUS program in the fall to establish a baseline and identify student strengths and areas of need. They will administer 2 additional assessments to measure academic growth.	2020-09-30 - 2021-06-10	Administration, Lead Teacher, Special Education Director	AIMS WEB Plus Data
Based on the data regarding the diagnostic categories, targeted, informal professional learning opportunities will be provided to teachers based on individualized student needs.	2020-08-03 - 2021-06-10	Math CTM, ELA CTM, Administration	CTM - Math 4 days; ELA 4 days
Students will be assigned to teachers for an advisory period for mentoring, tutoring and individual targeted support weekly based on their early warning indicators and diagnostic data.	2020-08-03 - 2021-05-27	Principal, Assistant Principal and Special Education Director	Established protocols for advisory period CTM support
Develop a menu of evidence-based academic supports and interventions, and behavioral interventions to support student learning in an effective engaging classroom environment.	2020-08-03 - 0020-08-21	Behavior Support Team, Director of Building Operations, Special Education Director, Administration, and Lead Teachers	Menu of support options
Train all school personnel—teachers, administrative and support staff, counselors, and coaches—on the importance teachers and students attending every day.	2020-08-03 - 2020-10-30	Principal, Assistant Principal, School Improvement Facilitator	Develop a shared vision around the importance of and the development of high expectations for students and staff. Weekly updates shared during staff meetings

Anticipated Outcome

Principal/Assistant principal will oversee the development and implementation of school improvement process. Curricula will be aligned to PA standards and eligible content. Teachers will be able to use the AIMS Web Plus to make data informed decisions. NACS will intervene and respond based on multiple measures of data.

Monitoring/Evaluation

Mutiple measures of data outlined in the Schoolgy and On Hands Schools Programs. Mentoring meetings with students. Monthly administrative reports.

Evidence-based Strategy

MTSS Behavior - Tier 2 strategy

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	Using a trauma-informed approach to build positive and proactive relationships with students, by June

Goal Nickname**Measurable Goal Statement (Smart Goal)**

30, 2023, New Academy will have an increased attendance rate to 92%. Current PA Future Ready calculation is 7.5% for the all student group. Current ADM average rate is 64%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct PD on understanding trauma and trauma-informed classroom practices.	2020-09-01 - 2021-03-31	Principal, Assistant Principal, Special Education Director, and UPMC consultant	"Trauma training provided by UPMC consultant Curriculum CTM and/or IU consultant-2 days"
Communicate clear expectations for teachers and staff regarding this SIP priority. They will operationalize what building relationships looks like/sounds like.	2020-08-03 - 2020-09-30	Principal, Assistant and Curriculum CTM or IU Consultant	"Presentation outlining the components and desired results of this priority. Integrate the communication of this priority throughout the school day/school year Curriculum CTM and/or IU consultant-2 days"
Outline the needs surrounding the adoption of SEL curriculum to be delivered at Tier 1.	2020-07-01 - 2020-07-08	Principal, Special Education Director and Assistant Principal	"Choose learning materials aligned to curricula Curriculum CTM-2 days"
Investigate SEL curriculum options based on the needs assessment outlined above.	2020-07-09 - 2020-07-17	Principal, Special Education Director and Assistant Principal	"Choose learning materials aligned to curricula Curriculum CTM-2 days"
Purchase and adopt the chosen SEL curriculum.	2020-07-17 - 2020-07-24	Principal, Special Education Director and Assistant Principal	"Choose learning materials aligned to curricula Curriculum CTM-2 days"
Continue to implement the mentoring program for students that focuses on academics, attendance, behavior, social-emotional learning (SEL), and career and college readiness.	2020-07-24 - 2021-06-10	Principal, Special Education Director and Assistant Principal	"Schedule weekly meeting times Establish roles, responsibilities, and protocols with student mentors"
Restructure and systematize the procedure for placing new students in appropriate courses that will result in success for the students upon entry.	2020-07-01 - 2020-07-17	Principal, Special Education Director and Assistant Principal	Data system, decision tree, introduction to school protocol
Assist teachers in building strategies to be more resilient in dealing with student adversity.	2020-08-03 - 2021-06-30	Principal, Special Education Director and Assistant Principal, and Director of Building Operations	Motivational Speaker to assist staff with problem-solving
Conduct an end of the Year reflection measuring the effectiveness of the mentoring program and how it contributes to an increase in the attendance rate.	2021-05-31 - 2021-06-11	Principal, Special Education Director and Assistant Principal	"Schedule reflection meeting Students complete survey focused on the factors that contribute to attendance and/or school climate "

Anticipated Outcome

"Curricula will be aligned to PA standards and eligible content. Specific to SEL/College and Career Ready Standards Teachers will be able to assist students to build supportive relationships and manage challenges. The graduation team will identify students who are not on track for graduation and provide interventions that result in completing their graduation plan. Increased attendance to school

and increased academic proficiency will lead to an increase in graduation rate."

Monitoring/Evaluation

"Bi-weekly implementation meetings. Monthly administrative reports. Bi-monthly LEA review"

Evidence-based Strategy

MTSS Behavior - Tier 1 strategies

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PBIS Tier 1

By June 30, 2023 NACS will implement School-Wide Positive Behavior Interventions at the universal level with 80% fidelity as measured by the Tiered Fidelity Inventory (TFI).

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Create a school-wide PBIS/climate committee to begin to outline Tier 1 practices to be implemented school-wide.

2020-08-03 - 2020-09-30

Principal, Assistant Principal, Supervisor of Special Education, Director of Building Operations

Create a PBIS team complete training for the full team to inform practices including data analysis and teaming MTSS behavior CTM 3 days

Plan, implement, and develop a PBIS roll-out for staff and students

2020-10-01 - 2020-10-30

Principal, Assistant Principal, Supervisor of Special Education, Director of Building Operations, PBIS Climate Team

Use action plan developed during training MTSS behavior CTM 0.5 days monthly

Convene regular full staff data meetings on a monthly basis

2020-09-01 - 2021-06-11

Principal, Assistant Principal, Supervisor of Special Education, Director of Building Operations, PBIS Climate Team, Attendance Counselor

PBIS Committee Chair attends all staff data meetings (once/month) to review major and minor data and incentive programs

Create a school-wide PBIS/climate intervention to address student attendance.

2020-09-01 - 2021-06-11

Principal, Assistant Principal, Supervisor of Special Education, Director of Building Operations, PBIS Climate Team, Attendance Counselor

"Attendance reports Plan staff goals PBIS Committee Coach supports staff for parent contact as outlined in the intervention "

Create and implement incentive programs for attendance and additional Tier 1 practices.

2020-09-01 - 2021-06-11

Principal, Assistant Principal, Supervisor of Special Education, Director of Building Operations, PBIS Climate Team, Attendance Counselor, and Behavior Support Team

Student and staff incentives as identified by the staff and team

Anticipated Outcome

"Clear vision/goals & consistent implementation of PBIS school-wide Decrease in students who are chronically absent Less suspensions/major discipline referrals Improved school climate"

Monitoring/Evaluation

"PBIS Staff Evaluation survey Bi-weekly PBIS team implementation meetings. Monthly administrative reports. Bi-monthly LEA review"

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>90% of teachers will have selected and implemented an instructional strategy that addresses the academic needs of students identified in the quarterly data review protocol. Strategies will be identified and monitored as part of the quarterly protocol as well as administrative walk-through opportunities. (High Expectations)</p>	<p>Preventing Dropout in Secondary Schools What Works Clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35 Recommendation #3 Strong Evidence Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school</p>	<p>Organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses. Implement Schoology to deliver and to monitor how students are doing across academics, attendance, behavior, social-emotional learning (SEL), and develop action steps to support each student.</p>	<p>08/10/2020 - 06/10/2021</p>

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2023 NACS will implement School-Wide Positive Behavior Interventions at the universal level with 80% fidelity as measured by the Tiered Fidelity Inventory (TFI). (PBIS Tier 1)	MTSS Behavior - Tier 1 strategies	Create a school-wide PBIS/climate committee to	08/03/2020
		begin to outline Tier 1 practices to be implemented school-wide.	- 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2023 NACS will implement School-Wide Positive Behavior Interventions at the universal level with 80% fidelity as measured by the Tiered Fidelity Inventory (TFI). (PBIS Tier 1)	MTSS Behavior - Tier 1 strategies	Plan, implement, and develop a PBIS roll-out for staff and students	10/01/2020 - 10/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2023 NACS will implement School-Wide Positive Behavior Interventions at the universal level with 80% fidelity as measured by the Tiered Fidelity Inventory (TFI). (PBIS Tier 1)	MTSS Behavior - Tier 1 strategies	Create and implement incentive programs for attendance and additional Tier 1 practices.	09/01/2020 - 06/11/2021

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that this plan:

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

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

School Board Minutes or Affirmation Statement		2020-06-17;
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Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer	William Styche	2020-06-30
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School Improvement Facilitator Signature	Carrie Frohnappel	2020-06-30
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Building Principal Signature	Amy Abraham	2020-06-30
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

We have provided a robust series of professional development regarding the use of a variety of assessments, particularly formative assessments.

Every student is given the Slosson Oral Reading Test (SORT-R3), Test of Word Reading Efficiency (TOWRE-2) and the Gray Oral Reading Test (GORT-5), math facts fluency and calculation measure from the Woodcock Johnson as a screening process. Based on the data collected, almost all students score below grade level. The majority of students fall between a 4th and 6th grade level with functional literacy at the 7th grade level. With this information, students are separated into tiers and are scheduled accordingly.

With a lack of data provided by the statewide assessments we utilize AIMSWeb Plus to screen and monitor the reading and math skills of our students. With its standards-aligned measures, it uncovers learning gaps quickly, identifies at-risk students, and assess individual and classroom growth.

Teacher lesson plans, walk-throughs and observations indicate the use of a variety of assessments to monitor student learning and will include adjustments to programming and instructional practices.

Based on the AIMSWebb Plus Winter Benchmark Data 52% of students are at low risk of not achieving year-end performance goals.

We have distributed Read 180 program and library to be utilized as interventions and supplemental materials. We also have a core team member that is playing a vital role in our ELA department.

Based on the AIMSWebb Plus Winter Benchmark Data 13% of students are at low risk of not achieving year-end performance goals.

We have distributed Do The MATH NOW! kits to be utilized as interventions and supplemental materials. We also have a core team member that is playing a vital role in our math department.

The science department provides experiences that are not necessarily tested for (i.e., Learning Garden, Duquesne Light "Saving Energy" Competition, Trout Reintegration Program etc...)

According to the PA Future Ready Index the Career Standard Benchmark is met at 100%.

According to the PA Future Ready Index the Career Standard Benchmark is met at 100% for the all student group, black, economically disadvantaged, and students with disabilities sub-groups.

The utilization of Xello has equipped students with the knowledge, real-world skills, and planning capabilities to

Challenges

0% of students scored proficient or advanced on the English Language Arts/Literature State Assessments.

0% of students scored proficient or advanced on the Mathematics/Algebra State Assessments.

0% of students scored proficient or advanced on the Science/Biology State Assessments.

Many of our students come to us well below grade level in all subjects. Only 7% of our students read at or above their grade level whereas 74% of our students read below a 7th grade reading level.

Most of our students are transient and do not spend the entire year with us; student enrollment is consistently rolling.

Based on the AIMSWebb Plus Winter Benchmark Data 32% of students are at high risk of not achieving year-end performance goals.

Many students will be required to complete the oral fluency portion of the test due to their low scores.

Based on the AIMSWebb Plus Winter Benchmark Data 71% of students are at high risk of not achieving year-end performance goals.

According to PVAAS data we have a -7.3 R growth measure for our 3 year average in Science/Biology

The science department covers content but struggles with the hands on experiences and labs.

We have yet to find a benchmarking program to assess science, we rely on Keystone and PSSA data.

Hands on participation in the community is difficult because they reside all over the county and we do not have a designated position to coordinate.

According to the emetric data 50% of our students with disabilities scored Below Basic on the Winter Keystone Exams.

According to the emetric data 50% of our students economically disadvantaged scored Below Basic on the Winter Keystone Exams.

Title 1 funding is determined on October 1 and our enrollment increases in the Winter/Spring.

With more funding we could increase our interventions and expand services (after school programs, tutoring etc...).

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

Provide frequent, timely, and systematic feedback and support

Strengths

navigate their future.

According to the emetric data 50% of our students with disabilities scored Basic on the Winter Keystone Exams.

According to the emetric data 50% of our students economically disadvantaged scored Basic on the Winter Keystone Exams.

Our Title 1 Program and Plan provides interventions and services to all students.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Collectively shape the vision for continuous improvement of teaching and learning.

Identify professional learning needs through analysis of a variety of data *

Use multiple professional learning designs to support the learning needs of staff.

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Challenges

on instructional practice and Identify and address individual student learning needs.

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

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

Implement an evidence-based system of school-wide positive behavior interventions and supports.

Most Notable Observations/Patterns

Although, as a school, we have a shared vision and a plan for promoting, enhancing and sustaining a positive school climate, we lack time for teachers to meet with students to identify them as at-risk and assign interventions to support graduation and transition from high school. Teachers are in need of a comprehensive system to address the barriers to learning and teaching as well as how to re-engage students who are dis-engaged. Teachers lack the specialized instruction needed to engage our students in post-secondary skills to prepare students for college and career readiness. There is a lack of consistent discipline procedures that are aligned with the goals of supporting students, their learning and being respectful to all individuals. Our discipline procedures are not enhanced with authentic student-driven opportunities for reconciliation when appropriate. Overall classroom instruction is in-effective because, novice teachers, who lack re-teaching strategies, content differentiation, remediation and reflection practices, due to an absence of responsibility and ownership of students' learning as well as minimal meaningful and timely feedback from administration. The school community does not hold every member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them. Teachers do not set high expectations and academic rigor for all students in their instructional planning which directly correlates to the schools' poor test scores.

Challenges

Discussion Point

Priority for Planning

Many of our students come to us well below grade level in all subjects. Only 7% of our students read at or above their grade level whereas 74% of our students read below a 7th grade reading level.

Most of our students are

Challenges	Discussion Point	Priority for Planning
transient and do not spend the entire year with us; student enrollment is consistently rolling.		
Based on the AIMSWebb Plus Winter Benchmark Data 32% of students are at high risk of not achieving year-end performance goals.		
Based on the AIMSWebb Plus Winter Benchmark Data 71% of students are at high risk of not achieving year-end performance goals.		
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.		
Provide frequent, timely, and systematic feedback and support on instructional practice and Identify and address individual student learning needs.		
Foster a culture of high expectations for success for all students, educators, families, and community members	NACS administration and teachers lack in the engagement in the meaningful reflection and problem-solving using data analysis and teaming to ensure high expectations for student success through the utilization of a data system.	✓
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	NACS lacks a culture of high expectations for success for all students, educators, families, and community members, there is a need for strategies to ensure a culture of high expectations for student success, we do not currently have evidence based methods of collecting data, that recognize the range of factors that shape school climate, administrators need to provide timely and valuable feedback to staff in regards to instructional practices, as a school we need to set high expectations for staff and students; as a result state assessments result in poor achievement.	✓
Implement an evidence-based system of school-wide positive behavior interventions and supports.	NACS lacks an MTSS for academics and behaviors because we do not currently have a supervised team that has scheduled collaboration time to promote a universal understanding of PBIS and academic interventions, rework protocols, define at risk students and assign tiers (interventions) to support graduation and transition.	

ADDENDUM B: ACTION PLAN

Action Plan: Preventing Dropout in Secondary Schools What Works Clearinghouse

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35 Recommendation #3 Strong Evidence Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school

Action Steps	Anticipated Start/Completion Date
Establish early warning indicator thresholds for: - Attendance -Behavior -Course Grades -Assessments	07/06/2020 - 08/14/2020

Monitoring/Evaluation	Anticipated Output
Mutiple measures of data outlined in the Schoolgy and On Hands Schools Programs. Mentoring meetings with students. Monthly administrative reports.	Principal/Assistant principal will oversee the development and implementation of school improvement process. Curricula will be aligned to PA standards and eligible content. Teachers will be able to use the AIMS Web Plus to make data informed decisions. NACS will intervene and respond based on multiple measures of data.

Material/Resources/Supports Needed	PD Step	Comm Step
Establish thresholds	no	no

Action Steps	Anticipated Start/Completion Date
Organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses. Implement Schoology to deliver and to monitor how students are doing across academics, attendance, behavior, social-emotional learning (SEL), and develop action steps to support each student.	08/10/2020 - 06/10/2021

Monitoring/Evaluation	Anticipated Output
Mutiple measures of data outlined in the Schoolgy and On Hands Schools Programs. Mentoring meetings with students. Monthly administrative reports.	Principal/Assistant principal will oversee the development and implementation of school improvement process. Curricula will be aligned to PA standards and eligible content. Teachers will be able to use the AIMS Web Plus to make data informed decisions. NACS will intervene and respond based on multiple measures of data.

Material/Resources/Supports Needed	PD Step	Comm Step
Purchase Schoology	yes	no

Action Steps	Anticipated Start/Completion Date
Data teams examine data on quarterly basis aligned to the CSI plan. School team examines multiple measures of data, such as student learning data, student growth data, measures of student engagement, SEL surveys, and attendance rates, to evaluate how the school can better meet student needs.	10/30/2020 - 06/10/2021

Monitoring/Evaluation	Anticipated Output
Mutiple measures of data outlined in the Schoolgy and On Hands Schools Programs. Mentoring meetings with students. Monthly administrative reports.	Principal/Assistant principal will oversee the development and implementation of school improvement process. Curricula will be aligned to PA standards and eligible content. Teachers will be able to use the AIMS Web Plus to make data informed decisions. NACS will intervene and respond based on multiple measures of data.

Material/Resources/Supports Needed	PD Step	Comm Step
Analyze SEL survey results to investigate a curriculum that aligns with the 5 components of CASEL Analyze mentor program data Analyze PVAAS Projection data	yes	no

Action Steps	Anticipated Start/Completion Date
Teachers will administer the the AIMS WEB PLUS program in the fall to establish a baseline and identify student strengths and areas of need. They will administer 2 additional assessments to measure academic growth.	09/30/2020 - 06/10/2021

Monitoring/Evaluation	Anticipated Output
Mutiple measures of data outlined in the Schoolgy and On Hands Schools Programs. Mentoring meetings with students. Monthly administrative reports.	Principal/Assistant principal will oversee the development and implementation of school improvement process. Curricula will be aligned to PA standards and eligible content. Teachers will be able to use the AIMS Web Plus to make data informed decisions. NACS will intervene and respond based on multiple measures of data.

Material/Resources/Supports Needed	PD Step	Comm Step
AIMS WEB Plus Data	no	no

Action Steps	Anticipated Start/Completion Date
Based on the data regarding the diagnostic categories, targeted, informal professional learning opportunities will be provided to teachers based on individualized student needs.	08/03/2020 - 06/10/2021

Monitoring/Evaluation	Anticipated Output
Multiple measures of data outlined in the Schoolgy and On Hands Schools Programs. Mentoring meetings with students. Monthly administrative reports.	Principal/Assistant principal will oversee the development and implementation of school improvement process. Curricula will be aligned to PA standards and eligible content. Teachers will be able to use the AIMS Web Plus to make data informed decisions. NACS will intervene and respond based on multiple measures of data.

Material/Resources/Supports Needed	PD Step	Comm Step
CTM - Math 4 days; ELA 4 days	yes	no

Action Steps	Anticipated Start/Completion Date
Students will be assigned to teachers for an advisory period for mentoring, tutoring and individual targeted support weekly based on their early warning indicators and diagnostic data.	08/03/2020 - 05/27/2021

Monitoring/Evaluation	Anticipated Output
Multiple measures of data outlined in the Schoolgy and On Hands Schools Programs. Mentoring meetings with students. Monthly administrative reports.	Principal/Assistant principal will oversee the development and implementation of school improvement process. Curricula will be aligned to PA standards and eligible content. Teachers will be able to use the AIMS Web Plus to make data informed decisions. NACS will intervene and respond based on multiple measures of data.

Material/Resources/Supports Needed	PD Step	Comm Step
Established protocols for advisory period CTM support	no	no

Action Steps	Anticipated Start/Completion Date
Develop a menu of evidence-based academic supports and interventions, and behavioral interventions to support student learning in an effective engaging classroom environment.	08/03/2020 - 08/21/0020

Monitoring/Evaluation	Anticipated Output
Mutiple measures of data outlined in the Schoolgy and On Hands Schools Programs. Mentoring meetings with students. Monthly administrative reports.	Principal/Assistant principal will oversee the development and implementation of school improvement process. Curricula will be aligned to PA standards and eligible content. Teachers will be able to use the AIMS Web Plus to make data informed decisions. NACS will intervene and respond based on multiple measures of data.

Material/Resources/Supports Needed	PD Step	Comm Step
Menu of support options	no	yes

Action Steps	Anticipated Start/Completion Date
Train all school personnel—teachers, administrative and support staff, counselors, and coaches—on the importance teachers and students attending every day.	08/03/2020 - 10/30/2020

Monitoring/Evaluation	Anticipated Output
Mutiple measures of data outlined in the Schoolgy and On Hands Schools Programs. Mentoring meetings with students. Monthly administrative reports.	Principal/Assistant principal will oversee the development and implementation of school improvement process. Curricula will be aligned to PA standards and eligible content. Teachers will be able to use the AIMS Web Plus to make data informed decisions. NACS will intervene and respond based on multiple measures of data.

Material/Resources/Supports Needed	PD Step	Comm Step
Develop a shared vision around the importance of and the development of high expectations for students and staff. Weekly updates shared during staff meetings	yes	yes

Action Plan: MTSS Behavior - Tier 2 strategy

Action Steps	Anticipated Start/Completion Date
Conduct PD on understanding trauma and trauma-informed classroom practices.	09/01/2020 - 03/31/2021

Monitoring/Evaluation	Anticipated Output
"Bi-weekly implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Curricula will be aligned to PA standards and eligible content. Specific to SEL/College and Career Ready Standards Teachers will be able to assist students to build supportive relationships and manage challenges. The graduation team will identify students who are not on track for graduation and provide interventions that result in completing their graduation plan. Increased attendance to school and increased academic proficiency will lead to an increase in graduation rate."

Material/Resources/Supports Needed	PD Step	Comm Step
"Trauma training provided by UPMC consultant Curriculum CTM and/or IU consultant-2 days"	yes	no

Action Steps	Anticipated Start/Completion Date
Communicate clear expectations for teachers and staff regarding this SIP priority. They will operationalize what building relationships looks like/sounds like.	08/03/2020 - 09/30/2020

Monitoring/Evaluation	Anticipated Output
"Bi-weekly implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Curricula will be aligned to PA standards and eligible content. Specific to SEL/College and Career Ready Standards Teachers will be able to assist students to build supportive relationships and manage challenges. The graduation team will identify students who are not on track for graduation and provide interventions that result in completing their graduation plan. Increased attendance to school and increased academic proficiency will lead to an increase in graduation rate."

Material/Resources/Supports Needed	PD Step	Comm Step
"Presentation outlining the components and desired results of this priority. Integrate the communication of this priority throughout the school day/school year Curriculum CTM and/or IU consultant-2 days"	yes	yes

Action Steps	Anticipated Start/Completion Date
Outline the needs surrounding the adoption of SEL curriculum to be delivered at Tier 1.	07/01/2020 - 07/08/2020

Monitoring/Evaluation	Anticipated Output
"Bi-weekly implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Curricula will be aligned to PA standards and eligible content. Specific to SEL/College and Career Ready Standards Teachers will be able to assist students to build supportive relationships and manage challenges. The graduation team will identify students who are not on track for graduation and provide interventions that result in completing their graduation plan. Increased attendance to school and increased academic proficiency will lead to an increase in graduation rate."

Material/Resources/Supports Needed	PD Step	Comm Step
"Choose learning materials aligned to curricula Curriculum CTM-2 days"	no	no

Action Steps	Anticipated Start/Completion Date
Investigate SEL curriculum options based on the needs assessment outlined above.	07/09/2020 - 07/17/2020

Monitoring/Evaluation	Anticipated Output
"Bi-weekly implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Curricula will be aligned to PA standards and eligible content. Specific to SEL/College and Career Ready Standards Teachers will be able to assist students to build supportive relationships and manage challenges. The graduation team will identify students who are not on track for graduation and provide interventions that result in completing their graduation plan. Increased attendance to school and increased academic proficiency will lead to an increase in graduation rate."

Material/Resources/Supports Needed	PD Step	Comm Step
"Choose learning materials aligned to curricula Curriculum CTM-2 days"	no	no

Action Steps	Anticipated Start/Completion Date
Purchase and adopt the chosen SEL curriculum.	07/17/2020 - 07/24/2020

Monitoring/Evaluation	Anticipated Output
"Bi-weekly implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Curricula will be aligned to PA standards and eligible content. Specific to SEL/College and Career Ready Standards Teachers will be able to assist students to build supportive relationships and manage challenges. The graduation team will identify students who are not on track for graduation and provide interventions that result in completing their graduation plan. Increased attendance to school and increased academic proficiency will lead to an increase in graduation rate."

Material/Resources/Supports Needed	PD Step	Comm Step
"Choose learning materials aligned to curricula Curriculum CTM-2 days"	no	no

Action Steps	Anticipated Start/Completion Date
Continue to implement the mentoring program for students that focuses on academics, attendance, behavior, social-emotional learning (SEL), and career and college readiness.	07/24/2020 - 06/10/2021

Monitoring/Evaluation	Anticipated Output
"Bi-weekly implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Curricula will be aligned to PA standards and eligible content. Specific to SEL/College and Career Ready Standards Teachers will be able to assist students to build supportive relationships and manage challenges. The graduation team will identify students who are not on track for graduation and provide interventions that result in completing their graduation plan. Increased attendance to school and increased academic proficiency will lead to an increase in graduation rate."

Material/Resources/Supports Needed	PD Step	Comm Step
"Schedule weekly meeting times Establish roles, responsibilities, and protocols with student mentors"	no	no

Action Steps	Anticipated Start/Completion Date
Restructure and systematize the procedure for placing new students in appropriate courses that will result in success for the students upon entry.	07/01/2020 - 07/17/2020

Monitoring/Evaluation	Anticipated Output
"Bi-weekly implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Curricula will be aligned to PA standards and eligible content. Specific to SEL/College and Career Ready Standards Teachers will be able to assist students to build supportive relationships and manage challenges. The graduation team will identify students who are not on track for graduation and provide interventions that result in completing their graduation plan. Increased attendance to school and increased academic proficiency will lead to an increase in graduation rate."

Material/Resources/Supports Needed	PD Step	Comm Step
Data system, decision tree, introduction to school protocol	no	no

Action Steps	Anticipated Start/Completion Date
Assist teachers in building strategies to be more resilient in dealing with student adversity.	08/03/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
"Bi-weekly implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Curricula will be aligned to PA standards and eligible content. Specific to SEL/College and Career Ready Standards Teachers will be able to assist students to build supportive relationships and manage challenges. The graduation team will identify students who are not on track for graduation and provide interventions that result in completing their graduation plan. Increased attendance to school and increased academic proficiency will lead to an increase in graduation rate."

Material/Resources/Supports Needed	PD Step	Comm Step
Motivational Speaker to assist staff with problem-solving	yes	no

Action Steps	Anticipated Start/Completion Date
Conduct an end of the Year reflection measuring the effectiveness of the mentoring program and how it contributes to an increase in the attendance rate.	05/31/2021 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
"Bi-weekly implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Curricula will be aligned to PA standards and eligible content. Specific to SEL/College and Career Ready Standards Teachers will be able to assist students to build supportive relationships and manage challenges. The graduation team will identify students who are not on track for graduation and provide interventions that result in completing their graduation plan. Increased attendance to school and increased academic proficiency will lead to an increase in graduation rate."

Material/Resources/Supports Needed	PD Step	Comm Step
"Schedule reflection meeting Students complete survey focused on the factors that contribute to attendance and/or school climate "	no	yes

Action Plan: MTSS Behavior - Tier 1 strategies

Action Steps	Anticipated Start/Completion Date
Create a school-wide PBIS/climate committee to begin to outline Tier 1 practices to be implemented school-wide.	08/03/2020 - 09/30/2020

Monitoring/Evaluation	Anticipated Output
"PBIS Staff Evaluation survey Bi-weekly PBIS team implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Clear vision/goals & consistent implementation of PBIS school-wide Decrease in students who are chronically absent Less suspensions/major discipline referrals Improved school climate"

Material/Resources/Supports Needed	PD Step	Comm Step
Create a PBIS team complete training for the full team to inform practices including data analysis and teaming MTSS behavior CTM 3 days	yes	no

Action Steps	Anticipated Start/Completion Date		
Plan, implement, and develop a PBIS roll-out for staff and students	10/01/2020 - 10/30/2020		
Monitoring/Evaluation	Anticipated Output		
"PBIS Staff Evaluation survey Bi-weekly PBIS team implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Clear vision/goals & consistent implementation of PBIS school-wide Decrease in students who are chronically absent Less suspensions/major discipline referrals Improved school climate"		
Material/Resources/Supports Needed		PD Step	Comm Step
Use action plan developed during training MTSS behavior CTM 0.5 days monthly		yes	no

Action Steps	Anticipated Start/Completion Date		
Convene regular full staff data meetings on a monthly basis	09/01/2020 - 06/11/2021		
Monitoring/Evaluation	Anticipated Output		
"PBIS Staff Evaluation survey Bi-weekly PBIS team implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Clear vision/goals & consistent implementation of PBIS school-wide Decrease in students who are chronically absent Less suspensions/major discipline referrals Improved school climate"		
Material/Resources/Supports Needed		PD Step	Comm Step
PBIS Committee Chair attends all staff data meetings (once/month) to review major and minor data and incentive programs		no	yes

Action Steps	Anticipated Start/Completion Date		
Create a school-wide PBIS/climate intervention to address student attendance.	09/01/2020 - 06/11/2021		
Monitoring/Evaluation	Anticipated Output		
"PBIS Staff Evaluation survey Bi-weekly PBIS team implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Clear vision/goals & consistent implementation of PBIS school-wide Decrease in students who are chronically absent Less suspensions/major discipline referrals Improved school climate"		
Material/Resources/Supports Needed		PD Step	Comm Step
"Attendance reports Plan staff goals PBIS Committee Coach supports staff for parent contact as outlined in the intervention "		no	no

Action Steps	Anticipated Start/Completion Date
Create and implement incentive programs for attendance and additional Tier 1 practices.	09/01/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
"PBIS Staff Evaluation survey Bi-weekly PBIS team implementation meetings. Monthly administrative reports. Bi-monthly LEA review"	"Clear vision/goals & consistent implementation of PBIS school-wide Decrease in students who are chronically absent Less suspensions/major discipline referrals Improved school climate"

Material/Resources/Supports Needed	PD Step	Comm Step
Student and staff incentives as identified by the staff and team	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>90% of teachers will have selected and implemented an instructional strategy that addresses the academic needs of students identified in the quarterly data review protocol. Strategies will be identified and monitored as part of the quarterly protocol as well as administrative walk-through opportunities. (High Expectations)</p>	<p>Preventing Dropout in Secondary Schools What Works Clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35 Recommendation #3 Strong Evidence Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school</p>	<p>Organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses. Implement Schoology to deliver and to monitor how students are doing across academics, attendance, behavior, social-emotional learning (SEL), and develop action steps to support each student.</p>	<p>08/10/2020 - 06/10/2021</p>
<p>90% of teachers will have selected and implemented an instructional strategy that addresses the academic needs of students identified in the quarterly data review protocol. Strategies will be identified and monitored as part of the</p>	<p>Preventing Dropout in Secondary Schools What Works Clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35 Recommendation #3 Strong Evidence Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school</p>	<p>Data teams examine data on quarterly basis aligned to the CSI plan. School team examines multiple measures of data, such as student learning data, student growth data, measures of student engagement, SEL surveys, and attendance rates, to</p>	<p>10/30/2020 - 06/10/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
quarterly protocol as well as administrative walk-through opportunities. (High Expectations)		evaluate how the school can better meet student needs.	
90% of teachers will have selected and implemented an instructional strategy that addresses the academic needs of students identified in the quarterly data review protocol. Strategies will be identified and monitored as part of the quarterly protocol as well as administrative walk-through opportunities. (High Expectations)	Preventing Dropout in Secondary Schools What Works Clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35 Recommendation #3 Strong Evidence Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school	Based on the data regarding the diagnostic categories, targeted, informal professional learning opportunities will be provided to teachers based on individualized student needs.	08/03/2020 - 06/10/2021
90% of teachers will have selected and implemented an instructional strategy that addresses the academic needs of students identified in the quarterly data review protocol.	Preventing Dropout in Secondary Schools What Works Clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35 Recommendation #3 Strong Evidence Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school	Train all school personnel— teachers, administrative and support staff, counselors, and coaches— on the importance teachers and students attending every day.	08/03/2020 - 10/30/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Strategies will be identified and monitored as part of the quarterly protocol as well as administrative walk-through opportunities. (High Expectations)			
Using a trauma-informed approach to build positive and proactive relationships with students, by June 30, 2023, New Academy will have an increased attendance rate to 92%. Current PA Future Ready calculation is 7.5% for the all student group. Current ADM average rate is 64%. (Regular Attendance)	MTSS Behavior - Tier 2 strategy	Conduct PD on understanding trauma and trauma-informed classroom practices.	09/01/2020 - 03/31/2021
Using a trauma-informed approach to build positive and proactive relationships with students, by June 30, 2023, New Academy will have an increased attendance	MTSS Behavior - Tier 2 strategy	Communicate clear expectations for teachers and staff regarding this SIP priority. They will operationalize what building relationships looks like/sounds like.	08/03/2020 - 09/30/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>rate to 92%. Current PA Future Ready calculation is 7.5% for the all student group. Current ADM average rate is 64%. (Regular Attendance)</p>	<p>MTSS Behavior - Tier 2 strategy</p>	<p>Assist teachers in building strategies to be more resilient in dealing with student adversity.</p>	<p>08/03/2020 - 06/30/2021</p>
<p>Using a trauma- informed approach to build positive and proactive relationships with students, by June 30, 2023, New Academy will have an increased attendance rate to 92%. Current PA Future Ready calculation is 7.5% for the all student group. Current ADM average rate is 64%. (Regular Attendance)</p>	<p>MTSS Behavior - Tier 1 strategies</p>	<p>Create a school-wide PBIS/climate committee to begin to outline Tier 1 practices to be implemented school-wide.</p>	<p>08/03/2020 - 09/30/2020</p>
<p>By June 30, 2023 NACS will implement School-Wide Positive Behavior Interventions at the universal level with 80% fidelity as measured by the Tiered</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Fidelity Inventory (TFI). (PBIS Tier 1)			
By June 30, 2023 NACS will implement School-Wide Positive Behavior Interventions at the universal level with 80% fidelity as measured by the Tiered Fidelity Inventory (TFI). (PBIS Tier 1)	MTSS Behavior - Tier 1 strategies	Plan, implement, and develop a PBIS roll-out for staff and students	10/01/2020 - 10/30/2020
By June 30, 2023 NACS will implement School-Wide Positive Behavior Interventions at the universal level with 80% fidelity as measured by the Tiered Fidelity Inventory (TFI). (PBIS Tier 1)	MTSS Behavior - Tier 1 strategies	Create and implement incentive programs for attendance and additional Tier 1 practices.	09/01/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data	Teachers	Organizing and Analyzing Data Multiple Measures of Data Schoology Early Warning Indicator Thresholds

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be able to organize and analyze data to make informed decisions regarding student academics, behaviors and attendance.	08/03/2020 - 05/31/2021	Principal Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	
1f: Designing Student Assessments	
3c: Engaging Students in Learning	
3d: Using Assessment in Instruction	
4b: Maintaining Accurate Records	
4d: Participating in a Professional Community	

Professional Development Step	Audience	Topics of Prof. Dev
Attendance	Teachers and Staff	Attendance Policy Interventions Incentives

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers and Staff will have knowledge of the attendance policy, interventions and incentives.	08/03/2020 - 08/31/2020	Attendance Counselor

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	
1d: Demonstrating Knowledge of Resources	
2a: Creating and Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
3a: Communicating with Students	
4c: Communicating with Families	
4b: Maintaining Accurate Records	

Professional Development Step	Audience	Topics of Prof. Dev
SEL/Trauma Informed	Teachers and Staff	Trauma Informed Practices SEL Curriculum Mentoring Program Interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers and Staff will be able to demonstrate the knowledge of Trauma Informed Practices and the SEL Curriculum/Mentoring Program. Teachers will be able to implement the SEL Curriculum and engage with their mentees in a meaningful and effective manner.	08/03/2020 - 05/31/2021	Trauma Informed - Principal and Assistant Principal SEL/Mentoring - Special Education Director

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	
2a: Creating and Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
2d: Managing Student Behavior	
2e: Organizing Physical Space	
3a: Communicating with Students	
4f: Showing Professionalism	
4e: Growing and Developing Professionally	
1b: Demonstrating Knowledge of Students	
1d: Demonstrating Knowledge of Resources	
2a: Creating and Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
3a: Communicating with Students	
4b: Maintaining Accurate Records	
4c: Communicating with Families	

Professional Development Step	Audience	Topics of Prof. Dev
PBIS	Teachers and Staff	PBIS Plan - Tier 1 and introduction to Tier 2 Interventions Incentives

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers and Staff will be able to demonstrate the knowledge of the PBIS plan and carry out interventions as needed.	08/03/2020 - 06/11/2021	Principal Assistant Principal Director of School Operations Special Education Director

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

-
- 1b: Demonstrating Knowledge of Students
 - 1d: Demonstrating Knowledge of Resources
 - 2a: Creating and Environment of Respect and Rapport
 - 2b: Establishing a Culture for Learning
 - 2c: Managing Classroom Procedures
 - 2d: Managing Student Behavior
 - 3a: Communicating with Students
 - 3e: Demonstrating Flexibility and Responsiveness
 - 4a: Reflecting on Teaching
 - 4d: Participating in a Professional Community
 - 4f: Showing Professionalism
-
-

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
90% of teachers will have selected and implemented an instructional strategy that addresses the academic needs of students identified in the quarterly data review protocol. Strategies will be identified and monitored as part of the quarterly protocol as well as administrative walk-through opportunities. (High Expectations)	Preventing Dropout in Secondary Schools What Works Clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35 Recommendation #3 Strong Evidence Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school	Develop a menu of evidence-based academic supports and interventions, and behavioral interventions to support student learning in an effective engaging classroom environment.	2020-08-03 - 2020-08-21
90% of teachers will have selected and implemented an instructional strategy that addresses the academic needs of students identified in the quarterly data review protocol. Strategies will be identified and monitored as part of the quarterly	Preventing Dropout in Secondary Schools What Works Clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35 Recommendation #3 Strong Evidence Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school	Train all school personnel—teachers, administrative and support staff, counselors, and coaches—on the importance teachers and students attending every day.	2020-08-03 - 2020-10-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>protocol as well as administrative walk-through opportunities. (High Expectations)</p>	<p>MTSS Behavior - Tier 2 strategy</p>	<p>Communicate clear expectations for teachers and staff regarding this SIP priority. They will operationalize what building relationships looks like/sounds like.</p>	<p>2020-08-03 - 2020-09-30</p>
<p>Using a trauma-informed approach to build positive and proactive relationships with students, by June 30, 2023, New Academy will have an increased attendance rate to 92%. Current PA Future Ready calculation is 7.5% for the all student group. Current ADM average rate is 64%. (Regular Attendance)</p>	<p>MTSS Behavior - Tier 2 strategy</p>	<p>Conduct an end of the Year reflection measuring the effectiveness of the mentoring program and how it contributes to an increase in the attendance rate.</p>	<p>2021-05-31 - 2021-06-11</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Current ADM average rate is 64%. (Regular Attendance)			
By June 30, 2023 NACS will implement School-Wide Positive Behavior Interventions at the universal level with 80% fidelity as measured by the Tiered Fidelity Inventory (TFI). (PBIS Tier 1)	MTSS Behavior - Tier 1 strategies	Convene regular full staff data meetings on a monthly basis	2020-09-01 - 2021-06-11

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
MTSS Behavior	All teachers and staff	School-wide PBIS Plan Updates to Plan Progress of Plan
Anticipated Timeframe	Frequency	Delivery Method
08/03/2020 - 06/30/2021	1x per month	Presentation
Lead Person/Position	Director of Building Operations Principal Assistant Principal Special Education Director	

Communication Step	Audience	Topics/Message of Communication
EOY Reflection	Teachers, Staff, Parents and Students	Effectiveness of the Mentoring Program Likes and Dislikes Changes needed
Anticipated Timeframe	Frequency	Delivery Method
05/31/2021 - 06/30/2020	1x	Letter
Lead Person/Position	Principal Assistant Principal Special Education Director	

Communication Step	Audience	Topics/Message of Communication
Attendance	Teachers, Staff, Parents and Students	Why Attendance is important Interventions Incentives Attendance data
Anticipated Timeframe	Frequency	Delivery Method
08/03/2020 - 06/11/2021	Teachers/Staff - Bi-Monthly	Brief Letter
Lead Person/Position	Principal Assistant Principal	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The plan will be readily available and made public for all stakeholders.	School Improvement Plan Priorities Measurable Goals Benchmarks Action Plans	School Website	Teachers Staff Parents Students Community Members Board Members	June 2020
Progress goals will be shared with all stakeholders quarterly.	Progress toward Measurable Goals Benchmark Data Progress on Action Plans	School Website Letters Presentations	Teachers Staff Parents Students Community Members Board Members	October 2020 January 2021 March 2021 June 2021
