

THE NEW ACADEMY CS

2500 Jonquil Way

CSI Comprehensive Plan | 2022 - 2025

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
Jamie Hopkins	Administrator	New Academy Charter School
Kristen Harpster	Administrator	New Academy Charter School
Kelsey Poole	Other	New Academy Charter School
Bruce Fullard	Staff Member	New Academy Charter School
Sal Costanzo	Administrator	New Academy Charter School
Bill Casile	Community Member	Duquesne University
Melissa Miller	Other	New Academy Charter School
William Especto	Student	New Academy Charter School
Debbie Cromlish	Parent	New Academy Charter School
Shara Wohlgemuth	Staff Member	New Academy Charter School
Ashley Clark	Staff Member	New Academy Charter School
Kyle Edgar	Administrator	New Academy Charter School
Dennis Holderbaum	Staff Member	New Academy Charter School

Name

Position

Building/Group



ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>If we develop and implement a culturally relevant, rigorous and aligned system of curriculum, instruction, and assessment, Then our system will be designed to eliminate learning gaps and empower our students to take ownership of their learning by connecting current learning with post-graduation goals.</p>	<p>Mathematics English Language Arts</p>
<p>If we as a team build a system that promotes self-awareness, healthy social-emotional competencies, and academic safety, then we will address our internal biases, and develop a school culture that promotes a receptive learning environment amongst our students. When these barriers are broken down, students will develop self-efficacy, think critically, and develop problem-solving skills so that they are well-prepared for graduation and lifelong learning.</p>	<p>Regular Attendance</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
<p>Engage instructional teams in developing standards-aligned units (http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf)</p>	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Growth	By June 30, 2025, 90% of students who participate in at least two AIMSWeb assessments will meet their Math

Goal Nickname	Measurable Goal Statement (Smart Goal)
	growth goal.
ELA Growth	By June 30, 2025, 95% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish Calendar of Work Sessions, Deadlines, and Other Time Constraints; Curriculum Specialist will add to the calendar work sessions, deadlines, and other time constraints for curriculum work once the master schedule is completed	2022-07-01 - 2022-08-31	Curriculum Specialist	Master Schedule for 2021-2022 school year
Determine platform that will be used to house curriculum. Draft a sample template that includes all of these elements.	2022-07-01 - 2022-08-31	Curriculum Specialist, Principal	Mentor/administrative support as needed
Ensure each course has a syllabus, scope and sequence, pacing guide, assessment, and lesson plan with highlighted sections: learning objectives, student evaluation strategies, enrichment activities, and remediation supports	2022-07-01 - 2022-08-31	Curriculum Specialist	Administrative support as needed
Based on the data analysis, teachers will engage in self-reflection, during PLC time or on their own time, in the domains of the Danielson Framework to determine where they need support or professional development training in order to continue student growth.	2022-08-22 - 2023-06-30	Curriculum Specialist, Principal, and Teachers	Danielson Frameworks for each teacher Asking for support from Curriculum Specialist and/or Principal when needed.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Renewal of curricular programs and interventions	2022-07-01 - 2022-08-31	Curriculum Specialist	Renew the following programs: ACT WorkKeys Read180 ALEKS AIMSWeb - \$8,500 CSI Funds

Anticipated Outcome

1. Having a set system for curriculum maintenance and changes

Monitoring/Evaluation

1. Learning Targets/Lesson Plans 2. Student growth in benchmark, state, and progress monitoring assessments. Monitored by: Curriculum Specialist and Principal

Evidence-based Strategy

Assess student learning frequently (assessment for learning)
(<http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf>)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Growth	By June 30, 2025, 90% of students who participate in at least two AIMSWeb assessments will meet their Math

Goal Nickname	Measurable Goal Statement (Smart Goal)
	growth goal.
ELA Growth	By June 30, 2025, 95% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a celebration system for Academic Success with student celebrations and acknowledgements.	2022-07-01 - 2022-08-31	Principal, Executive Director, Curriculum Specialist	Educational Materials and supplies for celebrations and acknowledgements - \$2,000 CSI Funds
Develop plan for formative assessment professional development and ongoing support for school leadership team and faculty	2022-07-01 - 2022-08-31	Curriculum Specialist, Principal	Resources regarding Formative Assessment, support as needed
Develop assessment calendar for all assessments.	2021-07-01 - 2021-08-31	Curriculum Specialist	20-21 School Calendar, Master Schedule
Engage in team PLC's where we review formative assessment data, look at strategies we are using in the classroom to improve student achievement, and continue to support/practice implementation of the formative assessment cycle as a way of engaging learners in experiences aligned to grade-level academic standards.	2022-08-22 - 2022-06-30	Teachers, Curriculum Specialist, Principal	PLC or other meeting times; formative assessment data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
As a result of discussion on which differentiation strategies teachers want to try or have tried. The Curriculum Specialist will keep a running bank of differentiation strategies throughout the school year that will be housed on the shared Google Drive.	2022-08-22 - 2023-06-30	Curriculum Specialist, Teachers	Differentiation Strategies Bank
Teachers will engage in student data chats bi-weekly to discuss grades, student work, and areas of strengths/weaknesses.	2022-07-01 - 2023-06-30	Teachers	Data chat log, support from Curriculum Specialist as needed

Anticipated Outcome

1. Teachers will be able to use formative assessment effectively in the classroom to be able to differentiate for all learners in the classroom.

Monitoring/Evaluation

1. Meeting agendas (PLC) 2. Formative assessments 3. Student grades; AIMSWeb data 4. Data chat logs 5. Celebration system for academic success

Evidence-based Strategy

Implement schoolwide trauma-informed social-emotional learning for adults and students (<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>) (<https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/>)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Attendance Growth	By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Have all returning staff trained in "Restorative Approach" provided by Traumatic Stress Institute. Focus on situational application.	2022-08-08 - 2022-08-19	Trauma Coordinator, Principal, Executive Director	"Restorative Approach" Training from Traumatic Stress Institute
Have all new staff trained in "Risking Connections" provided by Traumatic Stress Institute. Focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	2022-08-22 - 2022-10-31	Principal, Executive Director, Champions	"Risking Connections" Training from Traumatic Stress Institute
Conduct Round 1 Panorama SEL survey for students and staff Staff - August Students - September	2022-08-08 - 2022-09-30	Principal	Panorama Social-Emotional Learning Survey
Review survey results with a panel of teachers and staff to establish baseline	2022-10-03 - 2022-10-31	Principal, Executive Director, Panel of Teachers/Staff	Results of Panorama Social-Emotional Learning Survey
Conduct Round 2 Panorama SEL survey for students and staff	2023-01-02 -	Principal	Panorama Social-Emotional

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2023-01-31		Learning Survey
Review survey results with a panel of teachers and staff to determine impact on students and staff and then share with all participants.	2023-02-01 - 2023-02-28	Principal, Executive Director, Panel of Teachers/Staff	Results of Panorama Social-Emotional Learning Survey
Conduct Round 3 Panorama SEL survey for students and staff	2023-05-02 - 2023-05-31	Principal	Panorama Social-Emotional Learning Survey
Review survey results with panel of teachers and staff to determine impact on students and staff, share with all participants and determine next steps	2023-06-01 - 2023-06-06	Principal, Executive Director, Panel of Teachers/Staff	Results of Panorama Social-Emotional Learning Survey
Brainstorm ideas using the Danielson Framework for Teaching to intertwine assessment, instruction and SEL competencies to drive professional development plan. Faculty needs will be assessed in each PD session to determine the direction for the next PD session.	2022-07-01 - 2023-04-28	Principal, Executive Director, Curriculum Specialist	The Casel School-wide SEL Essentials, Panorama User Guide to Social Emotional Learning, Danielson Framework for Teaching, Consultant
Develop professional development plan prior to each session based on feedback and assessment from prior session.	2022-08-22 - 2023-05-31	Principal, Executive Director,	Materials and Supplies for Workshops and Activities - \$5,000 CSI Funds

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Curriculum Specialist	
Participate in on-going (monthly) Professional Development for Effective Leadership. Including reflection on; Skills for Effective Leadership, Awareness of Cultural Biases, Courageous Conversations, How to encourage other to make Intentional shifts from conversation to practice.	2022-07-01 - 2023-06-30	Leadership Team, Consultant	Consultant Contractual Agreement - \$6,000 CSI Funds
Collaborate with consultant to provide whole staff professional development to support the trauma informed restorative approach, assessment, instruction and SEL competencies using the Danielson Framework for Teaching. Approximately 4 whole staff professional development sessions during the 2022-2023 school year	2022-07-01 - 2023-06-09	Leadership Team, Consultant	Applicable data from needs assessments, Consultant Contractual Agreement - \$6,000 CSI Funds
Run monthly report for students who have been enrolled for at least 90 days to gather regular attendance rate related to Future PA Ready Index	2022-09-01 - 2023-05-31	Executive Director	PIM's Data, PowerSchool SIS
Purchase and schedule professional development to provide resources to support classroom management.	2022-07-01 - 2022-09-30	Executive Director	Training and supplies - \$3,000 CSI Funds
Develop action plan for building Sense of Belonging into school schedule / routines for both students and staff in the capacity of various electives, clubs and/or committees to align with a trauma-informed approach and give students & adults other opportunities to build community.	2022-06-13 - 2023-06-09	Administration. Teachers and Staff	Materials and Supplies for Electives, Clubs and/or Committees - \$5,000 CSI Funds Stipends for Teachers who Facilitate an Elective, Club or

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Committee - \$36,000 CSI Funds
Refer to classroom management resources to support professional development sessions throughout 2022-2023 school year,	2022-10-03 - 2023-05-31	Executive Director, Principal	Classroom management resources
Purchase materials and supplies to support SEL for teachers and staff.	-	Executive Director & Principal	Materials and Supplies - \$3,000 CSI Funds
Continue to implement Check & Connect program	2022-08-29 - 2023-06-09	C&C Mentors	System/App - \$500 CSI Funds

Anticipated Outcome

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

Monitoring/Evaluation

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2025, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal. (Math Growth)</p>	<p>Assess student learning frequently (assessment for learning) (http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf)</p>	<p>Develop plan for formative assessment professional development and ongoing support for school leadership team and faculty</p>	<p>07/01/2022 - 08/31/2022</p>
<p>By June 30, 2025, 95% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)	Have all returning staff trained in "Restorative Approach" provided by Traumatic Stress Institute. Focus on situational application.	08/08/2022 - 08/19/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)	Have all new staff trained in "Risking Connections" provided by Traumatic Stress Institute. Focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	08/22/2022 - 10/31/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)	Brainstorm ideas using the Danielson Framework for Teaching to intertwine assessment, instruction and SEL competencies to drive professional development plan. Faculty needs will be assessed in each PD session to determine the direction for the next PD session.	07/01/2022 - 04/28/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)</p>	<p>Implement schoolwide trauma-informed social-emotional learning for adults and students https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)</p>	<p>Participate in on-going (monthly) Professional Development for Effective Leadership. Including reflection on; Skills for Effective Leadership, Awareness of Cultural Biases, Courageous Conversations, How to encourage other to make Intentional shifts from conversation to practice.</p>	<p>07/01/2022 - 06/30/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)</p>	<p>Implement schoolwide trauma-informed social-emotional learning for adults and students https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)</p>	<p>Collaborate with consultant to provide whole staff professional development to support the trauma informed restorative approach, assessment, instruction and SEL competencies using the Danielson Framework for Teaching. Approximately 4 whole staff professional development sessions during the 2022-2023</p>	<p>07/01/2022 - 06/09/2023</p>

Measurable Goals

Action Plan Name

**Professional
Development Step**

**Anticipated
Timeline**

school year

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)	Purchase and schedule professional development to provide resources to support classroom management.	07/01/2022 - 09/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)	Refer to classroom management resources to support professional development sessions throughout 2022-2023 school year,	10/03/2022 - 05/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)	Purchase materials and supplies to support SEL for teachers and staff.	01/01/0001 - 01/01/0001

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

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Graduation Rate - 4 year Cohort Economically Disadvantaged Currently 54.5%, below Statewide average, but is trending upwards and exceeds the schoolwide average of 36%.

Graduation Rate - 5 year Cohort Economically Disadvantaged Currently 48.1%, below Statewide average, but exceeds the schoolwide average of 35%.

Mathematics - Meeting Annual Academic Growth Expectations (PVAAS) Economically Disadvantaged Currently at 50%. Not meeting the Statewide growth standard of 70%, but is trending upwards.

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

According to the PA Future Ready Index the Career Standard Benchmark is 86.8% which is above the statewide standard of 86.2%.

According to the PA Future Ready Index the Career Standard Benchmark is above the statewide standard for the all student group (86.6%), black (87.9%) and students with disabilities (87.5%) sub-groups .

Challenges

Graduation Rate - 4 & 5 Year Cohort

Attendance Rate

English Language Arts/Literature Overall

Mathematics/Algebra Overall

Science/Biology Overall

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...).

Participation in a CTE program has been an obstacle due to transportation and a designated coordinator.

Not Applicable

Students with Disabilities Read 180 1st Test (1 test taker): Below Basic - 100% 2nd Test (1 test taker): Below Basic - 100%

Economically Disadvantaged Read 180 1st Test (1 test taker): Below

Strengths

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

The ACT Work Keys program has been implemented as an alternative track to complete graduation requirements. This program provides students with an industry approved certification.

According to PA Future Ready Index, we have 19.4% of all students meeting the industry based learning requirement.

Students with Disabilities Progress Monitoring on IEP Goals

Economically Disadvantaged AIMSWeb Winter/Spring Benchmarks 8th Grade- Spring 2021 100% (1) of students scored in the 1-10th %ile range 9th Grade- Spring 2021 30% (3) of students scored in the 1-10th %ile range, 30% (3) of students scored in the 11-25th %ile range, and 40% (4) of students scored in the 26-74th %ile range 10th Grade- Spring 2021 40% (4) of students scored in the 1-10th %ile range, 10% (1) of students scored in the 11-25th %ile range, and 50% (5) scored in the 26-74th %ile range 11th Grade- Spring 2021 31.3% (5) of students scored in the 1-10th %ile range, 31.3% (5) of students scored in the 11-25th %ile range, 37.5% (6) of students scored in the 26-74th %ile range

Black AIMSWeb Winter/Spring Benchmarks 8th Grade- Spring 2021 100% (1) of students scored in the 1-10th %ile range 9th

Challenges

Basic - 100% 2nd Test (1 test taker): Below Basic - 100%

Black Read 180 1st Test (1 test taker): Below Basic - 100% 2nd Test (1 test taker): Below Basic - 100%

We need 100% student participation in assessments or a way to un-enroll students on our school roster if they are not attending after so many days instead of keeping them on our school roster because that continually skews the scores.

We need more available and individualized supports for our Tier 3 students in the area of Math and Reading.

We need 100% student participation in assessments or a way to un-enroll students on our school roster if they are not attending after so many days instead of keeping them on our school roster because that continually skews the scores.

Number Sense Fluency is our biggest challenge in every grade level with our students who have completed their AIMSWeb benchmarks.

Not Applicable

EP1: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based EP3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and

Strengths

Grade- Spring 2021 30% (3) of students scored in the 1-10th %ile range, 30% (3) of students scored in the 11-25th %ile range, and 40% (4) of students scored in the 26-74th %ile range 10th Grade- Spring 2021 40% (4) of students scored in the 1-10th %ile range, 10% (1) of students scored in the 11-25th %ile range, and 50% (5) scored in the 26-74th %ile range 11th Grade- Spring 2021 31.3% (5) of students scored in the 1-10th %ile range, 31.3% (5) of students scored in the 11-25th %ile range, 37.5% (6) of students scored in the 26-74th %ile range

88% of students enrolled participated in the winter ELA AIMSWeb assessments. 80% of students enrolled participated in the Spring ELA AIMSWeb assessments.

Within those Spring ELA benchmarks, of those that completed them in their entirety, we were able to identify the following: 8th grade: Low Risk: 8 Medium Risk: 0 High Risk: 2 9th grade: Low Risk: 7 Medium Risk: 1 High Risk: 2 10th grade: Low Risk: 13 Medium Risk: 0 High Risk: 2 11th grade: Low Risk: 9 Medium Risk: 0 High Risk: 0 12th grade: Low Risk: Medium Risk: High Risk:

Within those Winter ELA benchmarks, of those that completed them in their entirety, we were able to identify the following: 8th grade: Low Risk: 7 Medium Risk: 2 High Risk: 0 9th grade: Low Risk: 5 Medium Risk: High Risk: 2 10th grade: Low Risk: 9 Medium Risk: 2 High Risk: 5 11th grade: Low Risk: 6 Medium Risk: 1 High Risk: 2 12th grade: Low Risk: 11 Medium Risk: 2 High Risk: 5

Challenges

instructional practices

EP 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Reading Comprehension across all grades is our area where most students are scoring below average.

According to Future PA Ready Index we had a 64% academic growth score in Mathematics in the Meeting Annual Academic Growth Expectations (PVAAS) section with the statewide standard at 70%.

Currently at 64%. Not meeting the Statewide growth standard of 70%, but is trending upwards in all student group

Strengths

88% of enrolled students participated in the Winter Math AIMSWeb assessments. 80% of enrolled students participated in the Spring Math AIMSWeb assessments.

Within those Spring Math AIMSWeb benchmarks, of those that completed them in their entirety, we were able to identify the following: 8th grade: Low Risk: 3 Medium Risk: 4 High Risk: 3 9th grade: Low Risk: 6 Medium Risk: 2 High Risk: 2 10th grade: Low Risk: 11 Medium Risk: 2 High Risk: 2 11th grade: Low Risk: 5 Medium Risk: 3 High Risk: 1 12th grade: Low Risk: Medium Risk: High Risk:

Within those Winter Math AIMSWeb benchmarks, of those that completed them in their entirety, we were able to identify the following: 8th grade: Low Risk: 3 Medium Risk: 3 High Risk: 3 9th grade: Low Risk: 1 Medium Risk: 3 High Risk: 3 10th grade: Low Risk: 3 Medium Risk: 4 High Risk: 9 11th grade: Low Risk: 3 Medium Risk: 3 High Risk: 3 12th grade: Low Risk: 4 Medium Risk: 3 High Risk: 11

Not Applicable

Align curricular materials and lesson plans to the PA Standards

Continuously monitor implementation of the school improvement plan and adjust as needed

Strengths

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

Currently at 60%. Not meeting the Statewide growth standard of 70%, but is trending upwards in all student group

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**

Graduation Rate - 4 & 5 Year Cohort

Attendance Rate

EP1: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based EP3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Historically, we have focused on behavior; currently we are making a shift to increase the academic focus on teaching and learning. Although we have flexibility in our curriculum, instruction, and assessments, it is imperative that we align our curriculum, instruction, and assessment with high expectations to eliminate learning gaps.

EP 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Self-awareness has not been a priority as a faculty; therefore, there is a lack of ability to support and model for students appropriate ways to engage in coping strategies that will allow for learning in the upstairs brain (school, personal, etc.), and how to get out of the downstairs brain (reactive, trauma based, fight/flight/freeze).

ADDENDUM B: ACTION PLAN

Action Plan: Engage instructional teams in developing standards-aligned units
 (<http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf>)

Action Steps	Anticipated Start/Completion Date
Establish Calendar of Work Sessions, Deadlines, and Other Time Constraints; Curriculum Specialist will add to the calendar work sessions, deadlines, and other time constraints for curriculum work once the master schedule is completed	07/01/2022 - 08/31/2022

Monitoring/Evaluation	Anticipated Output
1. Learning Targets/Lesson Plans 2. Student growth in benchmark, state, and progress monitoring assessments. Monitored by: Curriculum Specialist and Principal	1. Having a set system for curriculum maintenance and changes

Material/Resources/Supports Needed	PD Step	Comm Step
Master Schedule for 2021-2022 school year	no	no



Action Steps**Anticipated Start/Completion Date**

Determine platform that will be used to house curriculum. Draft a sample template that includes all of these elements.

07/01/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

1. Learning Targets/Lesson Plans 2. Student growth in benchmark, state, and progress monitoring assessments. Monitored by: Curriculum Specialist and Principal

1. Having a set system for curriculum maintenance and changes

Material/Resources/Supports Needed**PD Step****Comm Step**

Mentor/administrative support as needed

no

no



Action Steps**Anticipated Start/Completion Date**

Ensure each course has a syllabus, scope and sequence, pacing guide, assessment, and lesson plan with highlighted sections: learning objectives, student evaluation strategies, enrichment activities, and remediation supports

07/01/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

1. Learning Targets/Lesson Plans 2. Student growth in benchmark, state, and progress monitoring assessments. Monitored by: Curriculum Specialist and Principal

1. Having a set system for curriculum maintenance and changes

Material/Resources/Supports Needed**PD Step****Comm Step**

Administrative support as needed

no

no



Action Steps**Anticipated Start/Completion Date**

Based on the data analysis, teachers will engage in self-reflection, during PLC time or on their own time, in the domains of the Danielson Framework to determine where they need support or professional development training in order to continue student growth.

08/22/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

1. Learning Targets/Lesson Plans 2. Student growth in benchmark, state, and progress monitoring assessments. Monitored by: Curriculum Specialist and Principal

1. Having a set system for curriculum maintenance and changes

Material/Resources/Supports Needed**PD Step****Comm Step**

Danielson Frameworks for each teacher Asking for support from Curriculum Specialist and/or Principal when needed.

no

no

Action Steps**Anticipated Start/Completion Date**

Renewal of curricular programs and interventions

07/01/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

1. Learning Targets/Lesson Plans 2. Student growth in benchmark, state, and progress monitoring assessments. Monitored by: Curriculum Specialist and Principal

1. Having a set system for curriculum maintenance and changes

Material/Resources/Supports Needed**PD Step****Comm Step**

Renew the following programs: ACT WorkKeys Read180 ALEKS AIMSWeb -\$8,500 CSI Funds

no

no

Action Plan: Assess student learning frequently (assessment for learning)**(<http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf>)**

Action Steps**Anticipated Start/Completion Date**

Develop a celebration system for Academic Success with student celebrations and acknowledgements.

07/01/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

1. Meeting agendas (PLC) 2. Formative assessments 3. Student grades; AIMSWeb data 4. Data chat logs 5. Celebration system for academic success

1. Teachers will be able to use formative assessment effectively in the classroom to be able to differentiate for all learners in the classroom.

Material/Resources/Supports Needed**PD Step****Comm Step**

Educational Materials and supplies for celebrations and acknowledgements - \$2,000 CSI Funds

no

no

Action Steps**Anticipated Start/Completion Date**

Develop plan for formative assessment professional development and ongoing support for school leadership team and faculty

07/01/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

1. Meeting agendas (PLC) 2. Formative assessments 3. Student grades; AIMSWeb data 4. Data chat logs 5. Celebration system for academic success

1. Teachers will be able to use formative assessment effectively in the classroom to be able to differentiate for all learners in the classroom.

Material/Resources/Supports Needed**PD Step****Comm Step**

Resources regarding Formative Assessment, support as needed

yes

no



Action Steps**Anticipated Start/Completion Date**

Develop assessment calendar for all assessments.

07/01/2021 - 08/31/2021

Monitoring/Evaluation**Anticipated Output**

1. Meeting agendas (PLC) 2. Formative assessments 3. Student grades; AIMSWeb data 4. Data chat logs 5. Celebration system for academic success

1. Teachers will be able to use formative assessment effectively in the classroom to be able to differentiate for all learners in the classroom.

Material/Resources/Supports Needed**PD Step****Comm Step**

20-21 School Calendar, Master Schedule

no

no



Action Steps**Anticipated Start/Completion Date**

Engage in team PLC's where we review formative assessment data, look at strategies we are using in the classroom to improve student achievement, and continue to support/practice implementation of the formative assessment cycle as a way of engaging learners in experiences aligned to grade-level academic standards.

08/22/2022 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

1. Meeting agendas (PLC) 2. Formative assessments 3. Student grades; AIMSWeb data 4. Data chat logs 5. Celebration system for academic success

1. Teachers will be able to use formative assessment effectively in the classroom to be able to differentiate for all learners in the classroom.

Material/Resources/Supports Needed**PD Step****Comm Step**

PLC or other meeting times; formative assessment data

no

no



Action Steps**Anticipated Start/Completion Date**

As a result of discussion on which differentiation strategies teachers want to try or have tried. The Curriculum Specialist will keep a running bank of differentiation strategies throughout the school year that will be housed on the shared Google Drive.

08/22/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

1. Meeting agendas (PLC) 2. Formative assessments 3. Student grades; AIMSWeb data 4. Data chat logs 5. Celebration system for academic success

1. Teachers will be able to use formative assessment effectively in the classroom to be able to differentiate for all learners in the classroom.

Material/Resources/Supports Needed**PD Step****Comm Step**

Differentiation Strategies Bank

no

no



Action Steps**Anticipated Start/Completion Date**

Teachers will engage in student data chats bi-weekly to discuss grades, student work, and areas of strengths/weaknesses.

07/01/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

1. Meeting agendas (PLC) 2. Formative assessments 3. Student grades; AIMSWeb data 4. Data chat logs 5. Celebration system for academic success

1. Teachers will be able to use formative assessment effectively in the classroom to be able to differentiate for all learners in the classroom.

Material/Resources/Supports Needed**PD Step****Comm Step**

Data chat log, support from Curriculum Specialist as needed

no

no

Action Plan: Implement schoolwide trauma-informed social-emotional learning for adults and students

(<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>) (<https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/>)

Action Steps**Anticipated Start/Completion Date**

Have all returning staff trained in "Restorative Approach" provided by Traumatic Stress Institute. Focus on situational application.

08/08/2022 - 08/19/2022

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program
 2. Teacher/Staff/ Student Attendance
 3. Trauma Informed RICH Language being used
 4. Panorama Survey Results
 5. Discipline referrals
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase
 2. Decrease in student suspensions
 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

"Restorative Approach" Training from Traumatic Stress Institute

yes

no



Action Steps**Anticipated Start/Completion Date**

Have all new staff trained in "Risking Connections" provided by Traumatic Stress Institute. Focus on 'What is Culture?', 'Identity', & 'Cultural Biases'

08/22/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program
 2. Teacher/Staff/ Student Attendance
 3. Trauma Informed RICH Language being used
 4. Panorama Survey Results
 5. Discipline referrals
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase
 2. Decrease in student suspensions
 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

"Risking Connections" Training from Traumatic Stress Institute

yes

no



Action Steps**Anticipated Start/Completion Date**

Conduct Round 1 Panorama SEL survey for students and staff Staff - August Students - September

08/08/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Panorama Social-Emotional Learning Survey

no

no



Action Steps**Anticipated Start/Completion Date**

Review survey results with a panel of teachers and staff to establish baseline

10/03/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program
 2. Teacher/Staff/ Student Attendance
 3. Trauma Informed RICH Language being used
 4. Panorama Survey Results
 5. Discipline referrals
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase
 2. Decrease in student suspensions
 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Results of Panorama Social-Emotional Learning Survey

no

yes

Action Steps**Anticipated Start/Completion Date**

Conduct Round 2 Panorama SEL survey for students and staff

01/02/2023 - 01/31/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program
 2. Teacher/Staff/ Student Attendance
 3. Trauma Informed RICH Language being used
 4. Panorama Survey Results
 5. Discipline referrals
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase
 2. Decrease in student suspensions
 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Panorama Social-Emotional Learning Survey

no

no



Action Steps**Anticipated Start/Completion Date**

Review survey results with a panel of teachers and staff to determine impact on students and staff and then share with all participants.

02/01/2023 - 02/28/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Results of Panorama Social-Emotional Learning Survey

no

yes



Action Steps**Anticipated Start/Completion Date**

Conduct Round 3 Panorama SEL survey for students and staff

05/02/2023 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program
 2. Teacher/Staff/ Student Attendance
 3. Trauma Informed RICH Language being used
 4. Panorama Survey Results
 5. Discipline referrals
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase
 2. Decrease in student suspensions
 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Panorama Social-Emotional Learning Survey

no

no

Action Steps**Anticipated Start/Completion Date**

Review survey results with panel of teachers and staff to determine impact on students and staff, share with all participants and determine next steps

06/01/2023 - 06/06/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Results of Panorama Social-Emotional Learning Survey

no

yes



Action Steps**Anticipated Start/Completion Date**

Brainstorm ideas using the Danielson Framework for Teaching to intertwine assessment, instruction and SEL competencies to drive professional development plan. Faculty needs will be assessed in each PD session to determine the direction for the next PD session.

07/01/2022 - 04/28/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed

PD Step **Comm Step**

The Casel School-wide SEL Essentials, Panorama User Guide to Social Emotional Learning, Danielson Framework for Teaching, Consultant

yes no

Action Steps**Anticipated Start/Completion Date**

Develop professional development plan prior to each session based on feedback and assessment from prior session.

08/22/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program
 2. Teacher/Staff/ Student Attendance
 3. Trauma Informed RICH Language being used
 4. Panorama Survey Results
 5. Discipline referrals
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase
 2. Decrease in student suspensions
 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Materials and Supplies for Workshops and Activities - \$5,000 CSI Funds

no

no

Action Steps**Anticipated Start/Completion Date**

Participate in on-going (monthly) Professional Development for Effective Leadership. Including reflection on; Skills for Effective Leadership, Awareness of Cultural Biases, Courageous Conversations, How to encourage other to make Intentional shifts from conversation to practice.

07/01/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Consultant Contractual Agreement - \$6,000 CSI Funds

yes

no



Action Steps**Anticipated Start/Completion Date**

Collaborate with consultant to provide whole staff professional development to support the trauma informed restorative approach, assessment, instruction and SEL competencies using the Danielson Framework for Teaching. Approximately 4 whole staff professional development sessions during the 2022-2023 school year

07/01/2022 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Applicable data from needs assessments, Consultant Contractual Agreement - \$6,000 CSI Funds

yes

no



Action Steps**Anticipated Start/Completion Date**

Run monthly report for students who have been enrolled for at least 90 days to gather regular attendance rate related to Future PA Ready Index

09/01/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

PIM's Data, PowerSchool SIS

no

no



Action Steps**Anticipated Start/Completion Date**

Purchase and schedule professional development to provide resources to support classroom management.

07/01/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program
 2. Teacher/Staff/ Student Attendance
 3. Trauma Informed RICH Language being used
 4. Panorama Survey Results
 5. Discipline referrals
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase
 2. Decrease in student suspensions
 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Training and supplies - \$3,000 CSI Funds

yes

no

Action Steps**Anticipated Start/Completion Date**

Develop action plan for building Sense of Belonging into school schedule / routines for both students and staff in the capacity of various electives, clubs and/or committees to align with a trauma-informed approach and give students & adults other opportunities to build community.

06/13/2022 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed

PD Step **Comm Step**

Materials and Supplies for Electives, Clubs and/or Committees - \$5,000 CSI Funds Stipends for Teachers who Facilitate an Elective, Club or Committee - \$36,000 CSI Funds

no

no



Action Steps**Anticipated Start/Completion Date**

Refer to classroom management resources to support professional development sessions throughout 2022-2023 school year,

10/03/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program
 2. Teacher/Staff/ Student Attendance
 3. Trauma Informed RICH Language being used
 4. Panorama Survey Results
 5. Discipline referrals
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase
 2. Decrease in student suspensions
 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Classroom management resources

yes

no



Action Steps**Anticipated Start/Completion Date**

Purchase materials and supplies to support SEL for teachers and staff.

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program
2. Teacher/Staff/ Student Attendance
3. Trauma Informed RICH Language being used
4. Panorama Survey Results
5. Discipline referrals
6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase
2. Decrease in student suspensions
3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

Materials and Supplies - \$3,000 CSI Funds

yes

yes



Action Steps**Anticipated Start/Completion Date**

Continue to implement Check & Connect program

08/29/2022 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

Material/Resources/Supports Needed**PD Step****Comm Step**

System/App - \$500 CSI Funds

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2025, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal. (Math Growth)</p>	<p>Assess student learning frequently (assessment for learning) (http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf)</p>	<p>Develop plan for formative assessment professional development and ongoing support for school leadership team and faculty</p>	<p>07/01/2022 - 08/31/2022</p>
<p>By June 30, 2025, 95% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)</p>	<p>Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)</p>	<p>Have all returning staff trained in "Restorative Approach" provided by Traumatic Stress Institute. Focus on situational application.</p>	<p>08/08/2022 - 08/19/2022</p>
<p>By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance</p>	<p>Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)</p>	<p>Have all new staff trained in "Risking Connections" provided by Traumatic Stress Institute. Focus on 'What is Culture?', 'Identity', & 'Cultural Biases'</p>	<p>08/22/2022 - 10/31/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Growth)			
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)	Brainstorm ideas using the Danielson Framework for Teaching to intertwine assessment, instruction and SEL competencies to drive professional development plan. Faculty needs will be assessed in each PD session to determine the direction for the next PD session.	07/01/2022 - 04/28/2023
By June 10, 2025, 34% of students will	Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-	Participate in on-going (monthly) Professional	07/01/2022 - 06/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)</p>	<p>trauma-informed-approach/)</p>	<p>Development for Effective Leadership. Including reflection on; Skills for Effective Leadership, Awareness of Cultural Biases, Courageous Conversations, How to encourage other to make Intentional shifts from conversation to practice.</p>	
<p>By June 10, 2025, 34% of students will have regular attendance, as defined by PA</p>	<p>Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)</p>	<p>Collaborate with consultant to provide whole staff professional development to support the</p>	<p>07/01/2022 - 06/09/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)		trauma informed restorative approach, assessment, instruction and SEL competencies using the Danielson Framework for Teaching. Approximately 4 whole staff professional development sessions during the 2022-2023 school year	
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a	Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)	Purchase and schedule professional development to provide resources to support classroom management.	07/01/2022 - 09/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>baseline of 28% from 2021-2022. (Attendance Growth)</p>	<p>Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)</p>	<p>Refer to classroom management resources to support professional development sessions throughout 2022-2023 school year,</p>	<p>10/03/2022 - 05/31/2023</p>
<p>By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)</p>	<p>Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)</p>	<p>Purchase materials and supplies to support SEL for teachers and staff.</p>	<p>01/01/0001 - 01/01/0001</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Training	Teachers and Staff	Restorative Approach Training provided by Traumatic Stress Institute Risking Connections Training provided by Traumatic Stress Institute

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
ARTIC Scale Results Traumatic Stress Institute Training Test Scores	08/08/2022 - 09/30/2022	Trauma Coordinator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 4f: Showing Professionalism
- 4e: Growing and Developing Professionally
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 3e: Demonstrating Flexibility and Responsiveness
- 3a: Communicating with Students
- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2a: Creating an Environment of Respect and Rapport

Trauma Informed Training (Act 18)

Professional Development Step

Audience

Topics of Prof. Dev

Effective Leadership

Leadership Team

Professional and personal skill building for effective leadership

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey results - change in culture Observation - confident and effective leadership	07/01/2021 - 06/30/2022	Executive Director/Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3b: Using Questioning and Discussion Techniques	
4f: Showing Professionalism	
3e: Demonstrating Flexibility and Responsiveness	
4e: Growing and Developing Professionally	

Professional Development Step	Audience	Topics of Prof. Dev
Theory to Application PD (Support of Restorative Approach)	Teachers	Effective methods to turn theory into action in the classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Effective classroom management	08/22/2022 - 05/31/2023	Consultant

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2c: Managing Classroom Procedures

Trauma Informed Training (Act 18)

1b: Demonstrating Knowledge of Students

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

1d: Demonstrating Knowledge of Resources

Professional Development Step

Audience

Topics of Prof. Dev

Formative Assessment PD

Teachers

Formative Assessment and student data tracker

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Use of student data tracker

07/01/2021 - 08/31/2021

Curriculum Specialist

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1f: Designing Student Assessments

3a: Communicating with Students

4b: Maintaining Accurate Records

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

4c: Communicating with Families

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

1c: Setting Instructional Outcomes

Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting



Professional Development Step	Audience	Topics of Prof. Dev
Bridging Trauma Awareness with Academics	Teachers	How to effectively use trauma informed approaches to drive instruction and assessment while also modeling and supporting student development of SEL competencies.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey - school culture Observation - student development of SEL competencies	08/22/2022 - 05/31/2023	Leadership Team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1d: Demonstrating Knowledge of Resources
- 1b: Demonstrating Knowledge of Students
- 2b: Establishing a Culture for Learning
- 3e: Demonstrating Flexibility and Responsiveness
- 4f: Showing Professionalism
- 4a: Reflecting on Teaching
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning
- 4e: Growing and Developing Professionally

Trauma Informed Training (Act 18)

Professional Development Step

Audience

Topics of Prof. Dev

Classroom Management Resources

Teachers

Effective classroom management

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Effective classroom management Decreased submission of classroom discipline referrals	08/22/2022 - 05/31/2023	Leadership Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior 2c: Managing Classroom Procedures	

Professional Development Step	Audience	Topics of Prof. Dev
Language and Literacy Acquisition	Teachers	Strategies to Utilize in the Classroom to increase Reading and Writing Skills

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of use of strategies in the classroom; increase in scores in AIMSWeb benchmark testing or progress monitoring	07/01/2022 - 08/31/2022	Curriculum Specialist

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Language and Literacy Acquisition for All Students

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)	Review survey results with a panel of teachers and staff to establish baseline	2022-10-03 - 2022-10-31
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students (https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) (https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/)	Review survey results with a panel of teachers and staff to determine impact on students and staff and then share with all participants.	2023-02-01 - 2023-02-28
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students	Review survey results with panel of teachers and	2023-06-01 - 2023-06-06

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Growth)	https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/	staff to determine impact on students and staff, share with all participants and determine next steps	-
By June 10, 2025, 34% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 28% from 2021-2022. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/	Purchase materials and supplies to support SEL for teachers and staff.	-



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Sharing Results	Teachers/Staff/Students	Results of Panorama Survey
Anticipated Timeframe	Frequency	Delivery Method
10/01/2022 - 06/02/2023	3x year	Brief
Lead Person/Position		
Principal		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

