The New Academy CS

CSI Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Charter School		102020003
Address 1		
2500 Jonquil Way		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15203
Chief School Administrator		Chief School Administrator Email
Ms Kristen Harpster		HarpsterK@theacademyschools.com
Single Point of Contact Name		
Jay Moser		
Single Point of Contact Email		
moserj@@theacademyschools.com		
Single Point of Contact Phone Numb	per	Single Point of Contact Extension
4125152280		
Principal Name		
Jay Moser		
Principal Email		
moserj@theacademyschools.com		
Principal Phone Number		Principal Extension
412-515-2280		
School Improvement Facilitator Name		School Improvement Facilitator Email
Holly Pope		holly.pope@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jay Moser	Administrator	New Academy Charter School	moserj@theacademyschools.com
Kristen Harpster	Administrator	New Academy Charter School	Harpsterk@theacademyschools.com
Sal Costanzo	Administrator	New Academy Charter School	Costanzos@theacademyschools.com
Reggie Peays	Community Member	Cafe Momentum	reggie@cafemomentunpgh.org
Steven Drake	Student	New Academy Charter School	No Email
Karla Drake	Parent	New Academy Charter School	stevedrakewife@gmail.com
Ashley Clark	Other	New Academy Charter School	Clarka@theacademyschools.com
Kyle Edgar	Administrator	New Academy Charter School	Edgark@theacademyschools.com
James McClenahan	Teacher	New Academy Charter School	McClenahanj@theacademyschools.com
Keiauzia Thomason	Student	New Academy Charter School	No Email
Scott Duncan	Other	New Academy Charter School	duncans@theacademyschools.com

LEA Profile

The New Academy Charter School (NACS), located in the Southside of Pittsburgh, serviced 120 students throughout the 2023-2024 school year with a one-day enrollment high of 83 students. The New Academy Charter School is a licensed, secondary charter school that exclusively admits injured learners and students who are chronically absent and frequently suspended. Chartered through Pittsburgh Public School District, the New Academy Charter School educates grades 8-12. The academic calendar consists of 176 days/ 1056 hours of instruction. Unlike their past academic experiences, these students benefit from a unique educational environment designed to specifically enhance their learning potential, develop their social competencies and bolster confidence in their ability to succeed. The focus of the school is to provide a quality education to students who are injured learners. Most of these students have a common bond in the areas of chronic truancy and behavior problems in their schools of residence.

The New Academy Charter School is in a unique position when it comes to the 46 different school districts, various communities, community engagement and partnerships. NACS educates students from all over Allegheny County; therefore, the school does not serve as the 'hub' of any particular community like most schools are. That being said NACS dabbles into each community. The New Academy Charter School has partnered with various organizations throughout the city and surrounding areas to provide students with Service Learning Opportunities. By doing this, NACS has made great strides in linking services between many organizations and school.

The New Academy Charter School expects only the best from students; that is why they are treated as young men and women rather than at-risk youth. With this mindset, students are required to wear a school uniform which includes a navy polo shirt, belt and khaki pants for our males and females. All uniforms are free of charge for families. Beyond this, students receive many other supplemental services that make NACS a unique, safe and effective educational experience for injured learners to achieve dramatic academic progress and success.

The mission of the school is to fulfill a need that the Allegheny County Juvenile Court Judges and Probation Department have long expressed — the offering of an alternative school setting that would address the special needs of youth who are active in or at risk for involvement within the Juvenile Justice System. During the 2023-2024 school year the school saw a mobility rate of 46% which supports the statement that the NACS services a transient population of students. This school is providing an alternative to institutionalization for these students resulting from their disruptive school behavior and frequent suspensions. In addition, to providing this alternative setting, the school also provides to those who may be on the path of dropping out of school because of negative school experiences.

NACS school offers a uniqueness that begins with school transportation. Every student enrolled in The New Academy Charter School is picked up and dropped off at their door on a daily basis by teachers. This service provides an immediate relationship between school personnel and students along with providing the students a safe environment. The student's day begins with a full breakfast, followed by a school day which includes 8 periods. Students are scheduled to take their core classes such ELA, Math, Science and Social Studies, PE/Health by certified and highly qualified teachers. Students also have room in their schedule to take an elective such as Tech Ed, Career Planning and Soft Skills in the Workplace. All students participate in a Social Emotional Learning Curriculum/Mentor Period. NACS classes are structured for a 20 student class maximum.

All of NACS students can now identify with a school. They and their parents now see a positive in education. In the 2023-2024 Parent/Student surveys it was recorded that 100% of parents believe that the New Academy Charter School holds high expectations for learning and that teachers encourage students to work to the best of their ability. The majority of students understand the importance of attending school and applying themselves in class. It is apparent that the high expectations set forth by faculty and staff are instilled throughout our school community. The parents see a safe and structured environment, which provides a quality education in a unique setting. Most importantly, the students finally see an opportunity to achieve academic success in a high school setting.

Mission and Vision

Mission

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

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 Values

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.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations	
Graduation Rate- 5 Year Cohort	Currently 46.7% which is an increase from 31.1% from the previous year.	
Graduation Rate - 4 Year Cohort	Currently at 43.8%. Not meeting the statewide growth standard of 86.7%, but is trending upwards from 32% in 21-22.	

Challenges

Indicator	Comments/Notable Observations
Attendance Rate	Currently at 4.9%. Not meeting the Statewide Average of 73.9%.
English Language Arts/Literature	Insufficient Sample available on the PA Future Ready Index
Mathematics/Algebra	Insufficient Sample available on the PA Future Ready Index
Science/ Biology	Insufficient Sample available on the PA Future Ready Index

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations	
Indicator		
	Comments/Notable Observations	
ESSA Student Subgroups		
Indicator		
Graduation Rate - 4 Year Cohort	Comments/Notable Observations	
ESSA Student Subgroups	Currently at 48.1%. Not meeting the Statewide Average of 87% but is trending upwards.	
African-American/Black		
Indicator	Comments/Notable Observations	

Graduation Rate - 5 Year Cohort	Currently 47.4%. Not meeting the Statewide Standard of 89.7% but is trending upwards.
ESSA Student Subgroups	
African-American/Black	
Indicator	
Graduation Rate - 5 Year Cohort	Comments/Notable Observations
ESSA Student Subgroups	Currently 48.1%. Not meeting the Statewide Standard of 89.7% but is trending upwards.
Students with Disabilities	

Challenges

Indicator Regular Attendance ESSA Student Subgroups African-American/Black	Comments/Notable Observations African American Students attended 3.9% which was less than both our Regular Attendance Rate of 4.9 and the state average 73.9%.
Indicator Regular Attendance ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with disabilities attended 3.8% which was less than both our Regular Attendance Rate of 4.9 and the state average 73.9%.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Career Standards Benchmark ESSA Student Subgroups African-American/Black	Comments/Notable Observations Currently at 70.8%. Not meeting the Statewide Average of 88.3%.
Indicator Regular Attendance ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Currently at 7.5%. Not meeting the Statewide Average of 82.2%.

Summary

Strengths

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

Graduation Rate - 4 year Cohort African American/Black Currently at 32.6%. Not meeting the Statewide Average of 86.7% but is trending upwards.

Industry Based Learning All Student Group Meets or exceeds Statewide Goal

Challenges

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

Graduation Rate - 4 & 5 Year Cohort

Attendance Rate
English Language Arts/Literature Overall
Mathematics/Algebra Overall

Science/Biology Overall

Local Assessment

English Language Arts

Data	Comments/Notable Observations	
Usage through the year went from 9 hours to 43 by the end of the year. Students answered 1248 in Novembe		
IXL ELA Usage	the year	
IXL ELA skills	In ELA atuadante magetava d. 12 abilla in Navambav to EC abilla bu the anal of the year	
mastered	In ELA students mastered 12 skills in November to 56 skills by the end of the year.	
IXL ELA Skills	In November, everall, students were preficient on 14 skills in November and 71 skills by the and of the year	
proficient	In November, overall, students were proficient on 14 skills in November and 71 skills by the end of the year.	

English Language Arts Summary

Strengths

Of students who used IXL in ELA, their skills proficiency and mastery increased throughout the year.

The ELA team worked on finding a comprehensive curriculum program called Common Lit to support grade level instruction.

Challenges

Only two students were able to use IXL frequently enough to register a data point to determine diagnostic level. This is mostly due to lack of classroom computers to use for instruction.

For most of the school year, there were two ELA positions not filled, which affected student learning.

Mathematics

Data	Comments/Notable Observations
IXL Math Skills	48 skills proficient and 38 mastered for the year.
IXL Math Usage	Questions completed per day, per student was less than 1.

Mathematics Summary

Strengths

While usage for IXL Math was low, those who used it showed proficiency in 48 math skills and mastery in 38 skills.

Challenges

Only one student used IXL Math enough to have diagnostic level.

Math IXL was not used consistently or frequently with students. This is partly due lack of computer technology in the classroom.

For most of the year, there was only one consistent math teacher, with 3 vacancies, which affected student learning.

The current math curriculum was outdated by at least 10 years.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science Passing Rate	92% of the student body received passing grades in science classes.

Science, Technology, and Engineering Education Summary

Strengths

Daily science learning and formative assessment indicated that more students were function on grade level in science and able to show mastery.

Challenges

Four science teacher positions were vacant most of the year. Other staff had to step in and teach courses.

The current science curriculum was outdated by 10 years and not aligned with the new STEEL Standards.

Related Academics

Career Readiness

Data	Comments/Notable Observations		
insufficient sample on Future	Darticipation in a CTF program has been an obstacle due to transportation and a designated coordinator		
Ready Index	Participation in a CTE program has been an obstacle due to transportation and a designated coordinator.		
PA Act 158 Goals 23-24 school	Alternative track to complete graduation requirements according to PA Act 158 has been established. 89% of seniors		
year	completed their Act 158 requirements for the school year.		
4-Year Cohort Data	Graduation rates increased from 32.0 to 43.8%. Black students graduation increased from 32.6% to 48.1%.		
5-Year Cohort Data	5-Year cohort rates increased from 31.1% to 46.7%. Black student 5-year cohort graduation rate also increased from 35.5%		
5-Year Conort Data	to 47.4%.		

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

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Agreement Type

Dual Credit

Program/Course Area

General

Uploaded Files

Employer-Agency Payment of Tuition-Expense Agreement.pdf

Summary

Strengths

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

Alternative track to complete graduation requirements according to PA Act 158 has been established and was successful this year with 87% of students completing requirements.

Graduation rates for 4 and 5 year cohorts increased from 2022 to 2023, with projected graduation rates for 2024 to be even higher.

Challenges

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

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

4- and 5-year cohort graduation rates are still far below state levels (43.8% and 46.7% respectively).

Tracking physical artifacts for Act 158 and senior projects was difficult this year.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations	
	Quarter 1: Goal # Met Goal Total # Students Perc	centage Behavior Goals 0 14 0% Reading Comprehension
	4 9 44% Reading Fluency 0 2	0% Math Computation 6 11 55% Math Calculation 1
	1 100% Written Expressions 1 3	33% Quarter 2: Goal # Met Goal Total # Students
	Percentage Behavior Goals 3 23 13%	Reading Comprehension 5 16 31% Reading Fluency 1
Progress	7 14% Math Computation 5 16 31%	Math Calculation 0 3 0% Written Expressions 0 4
Monitoring on IEP	0% Quarter 3: Goal # Met Goal Total # Stud	ents Percentage Behavior Goals 1 20 1% Reading
goals	Comprehension 6 14 43% Reading Fluency 2	6 33% Math Computation 6 15 40% Math Calculation
	0 3 0% Written Expressions 3 5	60% Quarter 4: Goal # Met Goal Total # Students
	Percentage Behavior Goals 2 26 1%	Reading Comprehension 8 18 44% Reading Fluency 6
	10 60% Math Computation 15 20 75% 12 33%	Math Calculation 5 6 83% Written Expressions 4
IXL Reading & Math Data	Throughout the entire year for 30 students with special need	ls: 28 skills mastered 33 skills proficient 99 skills practiced
_		

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Students with Disabilities Students during Quarter 3 and Quarter 4 generally were increasing their academic abilities (reading comprehension, reading fluency, math computation, math calculation, and writing skills). Progress Monitoring on IEP Goals • 13% increase in behavior goals achieved from Quarter 1 to Quarter 2. • 13% decrease in reading comprehension goals achieved from Quarter 1 to Quarter 2. • 14% increase in reading fluency goals achieved from 19% decrease in math computation goals achieved from Quarter 1 to Quarter 2. • Quarter 1 to Quarter 2. • 1/1 student achieved the math calculation goal for Quarter 1 and 0/3 achieved math calculation goal in Quarter 2. • 1/3 students achieved their writing goal for Quarter 1. 0/4 achieved 12% decrease of students who achieved their behavior goals from Quarter 2 to Quarter 3. • their writing goal for Quarter 2. • 12% increase of students who achieved their reading comprehension goals from Quarter 2 to Quarter 3. • 19% increase of students who achieved their reading fluency 9% increase of students who achieved their math computation goals from Quarter 2 to Quarter 3. • goals from Quarter 2 to Quarter 3. • 0% change of students who achieved their math calculation goals from Quarter 2 to Quarter 3. • 60% increase of students who achieved their writing goals from 1% increase of students who Quarter 2 to Quarter 3. • 0% change of students who achieved their behavior goals from Quarter 3 to Quarter 4. • achieved their reading comprehension goals from Quarter 3 to Quarter 4. • 27% increase of students who achieved their reading fluency goals from 35% increase of students who achieved their math computation goals from Quarter 3 to Quarter 4. • Quarter 3 to Quarter 4. • 83% increase of students who achieved their math calculation goals from Quarter 3 to Quarter 4. • 27% decrease of students who achieved their writing goal from Quarter 3 to Quarter 4.

IXL Data Student data was able to be monitored more than times a year than with the previous data collection system. Below are the results of special education students progress via IXL: 14 skills mastered 16 skills proficient 32 skills practiced

Challenges

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

Progress Monitoring on IEP Goals Working towards and achieving behavior goals was a struggle for our population during the 2023-24 school year.
Developing a more relative and effective emotional support system and behavioral progress monitoring tracking for the 2024-25 school year would be
beneficial for our student population. Holding students accountable for tracking their behavioral development, having meetings with the student/support
staff/special education staff/guardians would be beneficial as well to help try to improve students ability to work towards their behavior goals. Transient
populations can make implementing effective progress monitoring and tracking difficult. Many students that started the school year did not finish the school
year at the same school. In addition, we received a large amount of special education students during Quarter 3 in which their goals were only monitored for
Quarter 4.
IXL Data Many students did not complete the diagnostic for IXL for reading and math. The ones that did complete the diagnostic did not complete it again to
gage their growth and development. 1-1 student technology may be a way to combat this issue for the 2024-25 school year.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	Our Title 1 Program and Plan provides interventions and services to all students.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

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

Challenges

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

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...).

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community Continuously monitor implementation of the school improvement plan and adjust as needed

Challenges

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

EP1: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

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

EP7: Collectively shape the vision for continuous improvement of teaching and learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Graduation Rate - 4 year Cohort African American/Black Currently at 32.6%. Not meeting the Statewide Average of 86.7% but is trending upwards.	True
Industry Based Learning All Student Group Meets or exceeds Statewide Goal	True
Of students who used IXL in ELA, their skills proficiency and mastery increased throughout the year.	False
The ELA team worked on finding a comprehensive curriculum program called Common Lit to support grade level instruction.	False
Students with Disabilities Students during Quarter 3 and Quarter 4 generally were increasing their academic abilities (reading comprehension, reading fluency, math computation, math calculation, and writing skills). Progress Monitoring on IEP Goals • 13% increase in behavior goals achieved from Quarter 1 to Quarter 2. • 14% increase in reading fluency goals achieved from Quarter 1 to Quarter 2. • 19% decrease in math computation goals achieved from Quarter 1 to Quarter 2. • 1/1 student achieved the math calculation goal for Quarter 1 and 0/3 achieved math calculation goal in Quarter 2. • 1/3 students achieved their writing goal for Quarter 1. 0/4 achieved their writing goal for Quarter 2. • 1/2% decrease of students who achieved their behavior goals from Quarter 2 to Quarter 3. • 12% increase of students who achieved their reading comprehension goals from Quarter 2 to Quarter 3. • 19% increase of students who achieved their reading fluency goals from Quarter 2 to Quarter 3. • 0% change of students who achieved their math calculation goals from Quarter 2 to Quarter 3. • 0% change of students who achieved their writing goals from Quarter 2 to Quarter 3. • 0% change of students who achieved their behavior goals from Quarter 3 to Quarter 4. • 1% increase of students who achieved their reading comprehension goals from Quarter 3 to Quarter 4. • 27% increase of students who achieved their reading fluency goals from Quarter 3 to Quarter 4. • 83% increase of students who achieved their math computation goals from Quarter 3 to Quarter 4. • 83% increase of students who achieved their math computation goals from Quarter 3 to Quarter 4. • 83% increase of students who achieved their math computation goals from Quarter 3 to Quarter 4. • 83% increase of students who achieved their math computation goals from Quarter 3 to Quarter 4. • 83% increase of students who achieved their math computation goals from Quarter 3 to Quarter 4. • 83% increase of students who achieved their math computation goals from Quarter 3 to Quarter 4. •	False
Our Title 1 Program and Plan provides interventions and services to all students.	False
Daily science learning and formative assessment indicated that more students were function on grade level in science and able to show mastery.	False
IXL Data Student data was able to be monitored more than times a year than with the previous data collection system. Below are the results of special education students progress via IXL: 14 skills mastered 16 skills proficient 32 skills practiced	False
While usage for IXL Math was low, those who used it showed proficiency in 48 math skills and mastery in 38 skills.	False

Graduation rates for 4 and 5 year cohorts increased from 2022 to 2023, with projected graduation rates for 2024 to be even higher.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Alternative track to complete graduation requirements according to PA Act 158 has been established and was successful this year with 87% of students completing requirements.	True

Challenges

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

Strongth	Check for Consideration in
Strength	Plan
Graduation Rate - 4 & 5 Year Cohort	True
Attendance Rate	True
English Language Arts/Literature Overall	False
Mathematics/Algebra Overall	False
Science/Biology Overall	False
Only one student used IXL Math enough to have diagnostic level.	False
Only two students were able to use IXL frequently enough to register a data point to determine diagnostic level. This is mostly due to lack of classroom computers to use for instruction.	False
For most of the school year, there were two ELA positions not filled, which affected student learning.	False
Math IXL was not used consistently or frequently with students. This is partly due lack of computer technology in the classroom.	False
For most of the year, there was only one consistent math teacher, with 3 vacancies, which affected student learning.	False
The current math curriculum was outdated by at least 10 years.	False
4- and 5-year cohort graduation rates are still far below state levels (43.8% and 46.7% respectively).	False
Tracking physical artifacts for Act 158 and senior projects was difficult this year.	False
Participation in a CTE program has been an obstacle due to transportation and a designated coordinator.	False
Progress Monitoring on IEP Goals Working towards and achieving behavior goals was a struggle for our population during the 2023-24 school year. Developing a more relative and effective emotional support system and behavioral progress monitoring tracking for the 2024-25 school year would be beneficial for our student population. Holding students accountable for tracking their behavioral development, having meetings with the student/support staff/special education staff/guardians would be beneficial as well to help try to improve students ability to work towards their behavior goals. Transient populations can make implementing effective progress monitoring and tracking difficult. Many students that started the school year did	False

not finish the school year at the same school. In addition, we received a large amount of special education students during	
Quarter 3 in which their goals were only monitored for Quarter 4.	
Title 1 funding is determined on October 1 and our enrollment increases in the Winter/Spring.	False
With more funding we could increase our interventions and expand services (after school programs, tutoring etc).	False
EP1: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
EP 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school:	True
socially, emotionally, intellectually, and physically	Truc
Four science teacher positions were vacant most of the year. Other staff had to step in and teach courses.	False
IXL Data Many students did not complete the diagnostic for IXL for reading and math. The ones that did complete the	
diagnostic did not complete it again to gage their growth and development. 1-1 student technology may be a way to combat	False
this issue for the 2024-25 school year.	
The current science curriculum was outdated by 10 years and not aligned with the new STEEL Standards.	False
EP7: Collectively shape the vision for continuous improvement of teaching and learning	False

Most Notable Observations/Patterns

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

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Graduation Rate - 4 & 5 Year Cohort		False
Attendance Rate		False
EP1: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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.	True
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).	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Graduation Rate - 4 year Cohort African American/Black Currently at 32.6%.	We have a better understanding of who qualifies for each cohort and can
Not meeting the Statewide Average of 86.7% but is trending upwards.	plan to address accordingly.
Industry Based Learning All Student Group Meets or exceeds Statewide Goal	We have a better understanding of who qualifies for each cohort and can plan to address accordingly.
Alternative track to complete graduation requirements according to PA Act 158 has been established and was successful this year with 87% of students completing requirements.	We are meeting this goal. Further discussion on how to create a more robust career planning program in each grade band,
Graduation rates for 4 and 5 year cohorts increased from 2022 to 2023, with projected graduation rates for 2024 to be even higher.	All students are enrolled in a Career Planning course to satisfy the career readiness requirement, ensuring all students accumulate the required artifacts for their portfolios.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we provide curriculum, instruction, and assessments that are aligned to the PA Standards, then students will have an engaging, personalized, and cohesive learning experiences that will increase achievement and growth, and prepare them for graduation and beyond.

If we develop a system of positive behavior and intervention supports with fidelity based on building relationships, including explicit instruction for behaviors across the school, logical and restorative consequences, then teachers and students will increase positive interactions, engagement, and regular attendance.

Goal Setting

Priority: If we provide curriculum, instruction, and assessments that are aligned to the PA Standards, then students will have an engaging, personalized, and cohesive learning experiences that will increase achievement and growth, and prepare them for graduation and beyond.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart G	ioal)		
By June 2025, 15% of students Gr. 8-1	2 will be at grade level in Math on IXL.		
Measurable Goal Nickname (35 Chara	acter Max)		
IXL Math			
Target Year 1	Target Year 2	Target Year 3	
By June 2025, 15% of students Gr. 8-12 will be at grade level in Math on IXL.	By June 2025, 15% of students Gr. 8- 12 will be at grade level in Math on IXL.	By June 2025, 15% of students Gr. 8-12 will be at grade level in Math on IXL.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By Sept. 30, 3% of students will be	By December 30, 80% of students will	By March 30, 12% of student will be at	By June 2025, 15% of students Gr.
at grade level in Math on IXL	show growth in Math on IXL	grade level or above in Math on IXL	8-12 will be at grade level in Math
Diagnostic.	Diagnostic.	Diagnostic.	on IXL.

Outcome Category				
English Language Arts				
Measurable Goal Statement (Smart Go	pal)			
By June 2025 30% of students Gr. 8-12	will be at grade level in ELA on IXL.			
Measurable Goal Nickname (35 Charac	cter Max)			
IXL ELA				
Target Year 1	Target Year 2	Target Year 3		
By June 2025 30% of students Gr. 8-	By June 2025 30% of students Gr. 8-12	By June 2025 30% of students Gr. 8-12		
12 will be at grade level in ELA on IXL.	12 will be at grade level in ELA on IXL. will be at grade level in ELA on IXL. will be at grade level in ELA on IXL.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
By Sept. 30, 10% of students will be	By December 30, 80% of students will	By March 30, 20% of students will be	By June 2025 30% of students Gr. 8-	
at grade level in ELA on IXL	show growth in ELA on IXL Diagnostic.	at grade level in ELA on IXL Diagnostic.	12 will be at grade level in ELA on	
Diagnostic.	SHOW BLOWLITHIN ELA OH INL DIAGNOSTIC.	at grade level in ELA OH IAL Diagnostic.	IXL.	

Priority: If we develop a system of positive behavior and intervention supports with fidelity based on building relationships, including explicit instruction for behaviors across the school, logical and restorative consequences, then teachers and students will increase positive interactions, engagement, and regular attendance.

Outcome Category					
School climate and culture					
Measurable Goal Statement (Smart G	oal)				
By June 2025, responders' total average	ge on the PA School Climate Survey will b	e at least 3.4, indicating a "favorable" sc	hool climate.		
Measurable Goal Nickname (35 Chara	cter Max)				
School Climate					
Target Year 1	Target Year 2	Target Year 3			
By June 2025, responders' total average on the PA School Climate Survey will be at least 3.4, indicating a "favorable" school climate.	By June 2025, responders' total average on the PA School Climate Survey will be at least 3.4, indicating a "favorable" school climate.	By June 2025, responders' total average on the PA School Climate Survey will be at least 3.4, indicating a "favorable" school climate.			
Target 1st Quarter					
By Sept. 30, responders' (students) total average on the PA School Climate Survey will be at least 2.6.	By Dec. 30, responders' (staff) total average on the PA School Climate Survey will be at least 2.6.	By Mar. 30, responders' (students) total average on PA School Climate Survey will be at least 3.4.	By June 2025, responders' total average on the PA School Climate Survey will be at least 3.4, indicating a "favorable" school climate.		

Action Plan

Measurable Goals

IXL Math	IXL ELA
School Climate	

Action Plan For: Savvas Curriculum

Measurable Goals:

- By June 2025, 15% of students Gr. 8-12 will be at grade level in Math on IXL.
- By June 2025 30% of students Gr. 8-12 will be at grade level in ELA on IXL.

Action Step		Anticipated St	art/Completion
Action Step		Date	
Decide on incentives for academic growth (Honor Roll celebration, individual behavior plan goals)		2024-08-27	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Data Team	Tickets for Kids; survey students for what they want	No	No
		Anticipated Start/Completion	
Action Step		Date	
Create master schedule so that tea	chers have daily protected planning time.	2024-08-05	2024-08-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kristen, Jay, Ashley	PowerSchool SIS	No	No
Action Step		Anticipated Start/Completion	
		Date	
Schedule in time in Master Schedule for advisory/class meetings/ relationship building		2024-08-06	2024-08-10
Lead Person/Position	Material/Resources/Supports Needed		
Kristen, Jay, Ashley	PowerSchool SIS	No	No
Action Chan		Anticipated Start/Completion	
Action Step		Date	
PD for teachers on new curriculum	materials with SAVVAS.	2024-08-06	2024-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Holly and Kristen	SAVAAS Online	Yes	No
Action Step		Anticipated Start/Completion	
		Date	-
Focus staff on the school mission a	nd vision with every meeting.	2024-08-26	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Kristen and Jay	School Mission and Vision posted in meeting rooms and presentations	No	No
Action Step		Anticipated Start/Completion	
·		Date	
New Teacher supports and accountability for completing AIU induction program.		2024-09-24	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kristen and Jay	AIU3	Yes	No
Action Step		Anticipated Start/Completion Date	
Purchase Smart Futures program.		2024-08-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kristen and Ashley	Complete. Met with and purchased.	No	No
	· · ·	Anticipated St	art/Completion
Action Step		Date	•
Build and 8th grade course (career exploration Smart Futures.	and 11th grade course (Career refinement) and a Senior Seminar using	2024-09-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kristen, Jay, Ashley	Smart Futures Program	No	No
		Anticipated Start/Completion	
Action Step		Date	
Train teachers on how to use Smart Futures.		2024-08-13	2024-09-30
Lead Person/Position			Com Step?
Ashley,Smart Futures Team, Kristen and Jay	Smart Futures training materials	Yes	No
Action Step		Anticipated Start/Completion	
Action Step		Date	
IXL Training for teachers, IXL Diagnostics and F	athways.	2024-08-13	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kyle, Megan, Vicki	Training materials	No	No
Action Step		Anticipated Start/Completion	
Action Step		Date	
As part of enrollment/orientation, students w		2024-08-27	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers/ Enrollment Staff	Laptop/ Access to IXL	No No	
Action Step		Anticipated Start/Completion	
Action step		Date	1
Purchase Technology needed for class instruct		2024-09-01	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kristen	Meeting with IT for purchase and setup	No	No

Action Step		Anticipated St	art/Completion	
Administer IXL diagnostic baseline in Q1, by Sept. 30.		Date		
		2024-09-03	2025-01-25	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
English and Math Teachers	Laptops and IXL access	No	No	
Action Step		Anticipated St Date	Anticipated Start/Completion	
Administer IXL diagnostic in Q2, By Do	ec. 30.	2024-11-07	2025-01-23	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
English and Math Teachers	Laptops and IXL access	No	No	
Anti-or Chara		Anticipated St	Anticipated Start/Completion	
Action Step		Date		
Administer IXL diagnostic in Q3, by M	larch 30.	2025-01-24	2025-03-28	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
English and Math Teachers	Laptops and IXL access	No	No	
Action Step		Anticipated Start/Completion Date		
Action Step				
Administer IXL diagnostic in Q4, by Ju	ine 6.	2025-03-29	2025-06-11	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
English and Math Teachers	Laptops and IXL access	No	No	
Action Ston		Anticipated Start/Completion		
Action Step		Date		
Structured Literacy for teachers who have not been trained.		2024-08-13	2024-12-31	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Vicki	Training materials/ PowerPoint	No	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student learning; Increased classroom engagement	The CSI Team, including SIF, Administrators, and teacher leaders, conduct monthly classroom walkthroughs focused on curriculum implementation and student engagement; CSI team will review IXL growth quarterly; Teachers will review IXL data weekly.

Action Plan For: PBIS

Measurable Goals:

• By June 2025, responders' total average on the PA School Climate Survey will be at least 3.4, indicating a "favorable" school climate.

Action Step		Anticipated		
			Start/Completion Date	
All teachers explicitly teach expected behaviors for all school spaces (Harry Wong book).			2025-06- 02	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Jay and Kristen	Support from Holly and Vicki; Harry Wong "First Days of School" book	Yes	No	
Action Step		Anticipated		
Action Step		Start/Compl		
Attendance- tracked at students who have missed 0-3, 4-6, 7-9		2024-08-27	2025-06- 02	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Cindy	PowerSchool	No	No	
Action Step		Anticipated		
Action Step		Start/Completion Date		
PD on PBIS for all teachers to explain the tiered approach.			2025-01- 30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
PaTTAN	PATTAN training materials	Yes	No	
Action Step	Anticipated			
Action Step		Start/Completion Date		
Create Incentives for behavior and attendance.		2024-09-03	2024-09- 16	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Climate and Culture Committee	Student Surveys	No	No	
Action Step		Anticipated		
Action Step		Start/Compl		
ThinkKids training for selected team.			2024-08- 29	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Kristen, Jay, Behavior Support, General Education teachers, Special Education teacher	ThinkKids Training materials	Yes	No	
Action Step				
Action Step			Start/Completion Date	

School Climate Surveys LEA Admin must contact Jay Wasser at 814.243.3658 to get set up.		2024-07-01	2024-07- 30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Jay/ Kristen	School Climate Survey access	No	No	
Action Step		Anticipated		
Action Step		Start/Completion Date		
Administer student school climate survey for Q	1 by Sept. 30	2024-09-01 2024- 30		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Jay/ Kristen	Survey/ Computers	No	No	
Action Step		Anticipated Start/Completion Date		
Administer Staff school climate survey for Q2, by Dec 30		2024-12-01	2024-12- 20	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Kristen/ Jay	Survey/ Computers	No	No	
Action Step		Anticipated		
Action Step		Start/Completion Date		
Administer student school climate survey for Q3, by March 30.		2025-03-01	2025-03- 31	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Kristen/ Jay	Survey/ Computers	No	No	
Action Step		Anticipated		
Action Step		Start/Comple	Start/Completion Date	
Administer staff school climate survey for Q4.		2025-05-01	2025-06- 15	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Kristen/ Jay	Survey/ Computers	No	No	
Action Step		Anticipated		
Action Step		Start/Compl	Start/Completion Date	
Hold monthly rewards ceremony for behavior and attendance for academic 1st quarter (2 per quarter)		2024-09-01	2024-11- 06	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Climate and Culture Committee	certificates/ fieldtrips/ School Swag	No	No	
Action Step	Anticipated			
Action step		Start/Completion Date		

Hold monthly rewards ceremony for behavior and a	ttendance for academic 2nd quarter (2 per quarter)	2024-11-07	2025-01- 23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate and Culture Committee	certificates/ fieldtrips/ School Swag	No	No
Action Step		Anticipated Start/Completion Date	
Hold monthly rewards ceremony for behavior and attendance for academic 3rd quarter (2 per quarter)		2025-01-24	2025-03- 28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate and Culture Committee	certificates/ fieldtrips/ School Swag	No	No
Action Step		Anticipated Start/Completion Date	
Hold monthly rewards ceremony for behavior and attendance for academic 4th quarter (2 per quarter)		2025-03-31	2025-06- 11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate and Culture Committee	certificates/ fieldtrips/ School Swag	No	No
Action Step		Anticipated Start/Completion Date	
Powerschool for next year log entries for parent calls, major office referrals		2024-08-02	2025-06- 02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers	PowerSchool / Phone	No	Yes
Action Step		Anticipated Start/Completion Date	
Support staff will manage reward system for teachers and students using Live School.		2024-08-02	2025-06- 02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Scott (Behavior Support Team)	LiveSchool	No	Yes
Action Step		Anticipated Start/Completion Date	
Support/Hallway staff will create individualized behavior plans with each student, with at least 3 goals (at least one academic and at least one behavior, depending on student needs.) They will meet every week or biweekly to monitor progress.		2024-09-03	2025-06- 11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers/ Behavior Support	Behavior Plan	No	Yes
Action Step		Anticipated Start/Completion Date	

Train teachers and behavior staff on how to	2024-08-27	2024-08- 30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kyle Edgar	Training Materials	No	No
Action Ston		Anticipated	
Action Step		Start/Completion Date	
Complete Action Steps from the PaTTAN PBIS	Systemic Supports plan.	2025-01-01	2025-06- 13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kristen/ Jay	PaTTAN PBIS Systemic Supports plan	No	No
Aution Chan		Anticipated	
Action Step		Start/Completion Date	
Minor referrals will be reported in Google Sh	eets tracker.	2024-09-03	2024-09- 30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Antonio	Google Sheet	No	No
Author Chair		Anticipated	
Action Step		Start/Completion Date	
All staff will be trained on bourts use Devent	Shoot for locaing request calls and region office referred	2024 00 27	2024-09-
All stair will be trained on now to use Powers	school for logging parent calls and major office referrals.	2024-08-27	30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ashley	PowerSchool	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in office discipline referrals; increase in positive	CSI Team, including SIFs, administration, and teacher leaders, will conduct monthly
interactions between students and staff; Increase in student	walkthroughs focused on classroom management, interactions; student and staff climate
attendance; teacher retention	survey will be administered and analyzed quarterly.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Technology-Smart Boards, Laptops, Student Response system	Savvas Curriculum	Supplies & Property	1	39150
Career and Technical Smart Futures	Savvas Curriculum	Services	3	1000
Professional Development New Teacher Induction	Savvas Curriculum	Services	1	2000

Services 1	
PBIS PD • PBIS 1000) 0000
Reward System- LiveSchool • PBIS Supplies & Property 22285 Total Expenditures	

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	Savvas Curriculum	ELA teacher salary	36000
Instruction	Savvas CurriculumPBIS	Supplies	600
Other Expenditures	Savvas CurriculumPBIS	State/ Federal Liaison	3711
Other Expenditures	• PBIS	Homeless set aside	300
Total Expenditures			•

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Savvas Curriculum	PD for teachers on new curriculum materials with SAVVAS.
Savvas Curriculum	New Teacher supports and accountability for completing AIU induction program.
Savvas Curriculum	Train teachers on how to use Smart Futures.
PBIS	All teachers explicitly teach expected behaviors for all school spaces (Harry Wong book).
PBIS	PD on PBIS for all teachers to explain the tiered approach.
PBIS	ThinkKids training for selected team.

Think Kds Collaborative Problem Solving

Author Chair			
Action Step			
 ThinkKids training for selected team. 			
Audience			
Multi-departmental team			
Topics to be Included			
Collaborative Problem Solving			
Evidence of Learning			
Certificate			
Lead Person/Position	Anticipated Start	Anticipated Completion	
Kristen Harpster	2024-08-27	2024-08-29	

Learning Format

Type of Activities	Frequency		
Workshop(s)	3 days		
Observation and Practice Framework Met in this Plan			
This Step Meets the Requirements of State Required Trainings			

SAVVAS

Action Step
PD for teachers on new curriculum materials with SAVVAS.
Audience
Teachers

Topics to be Included			
Curriculum implementation			
Evidence of Learning			
Using the curriculum			
Lead Person/Position	Anticipated Start	Anticipated Completion	
Jay Moser / principal	2024-08-30	2024-09-13	

Learning Format

Type of Activities	Frequency		
Professional Learning Community (PLC)	2 days- as needed		
Observation and Practice Framework Met in this Plan			
This Step Meets the Requirements of State Required Trainings			

New Teacher Induction

Action Step

• New Teacher supports and accountability for completing AIU induction program.

Audience

First and Second year teachers

Topics to be Included

Orientation activities These topics may include the district calendar, salary and benefits, and the PA Public School Code. Professional knowledge and skills These topics may include analyzing and reflecting on teaching, coaching from veteran teachers, and continued assistance. Developing teacher competency These topics may include educator effectiveness, culturally relevant and sustaining education competencies, and introduction to educator effectiveness. Increasing student learning These topics may include effective instruction in every classroom, guaranteed and viable curriculum, and student learning.

Evidence of Learning

Completion of the course work

Lead Person/Position	Anticipated Start	Anticipated Completion
AIU3	2024-10-01	2025-05-29

Learning Format

Type of Activities	Frequency				
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly-ongoing				
Observation and Practice Framework Met in this Plan					
This Step Meets the Requirements of State Required Trainings					

Wong Book- First Days of School

Action Step						
All teachers explicitly teach expected behaviors for	or all school spaces (Harry Wong book).					
Audience						
Teachers						
Topics to be Included	Topics to be Included					
The basics of teaching expectations and building relationships with students						
Evidence of Learning						
Improved classroom management						
Lead Person/Position Anticipated Start Anticipated Completion						
Jay Moser/ Principal 2024-08-12 2025-06-11						

Learning Format

Type of Activities	Frequency				
Book study	Ongoing				
Observation and Practice Framework Met in this Plan					
This Step Meets the Requirements of State Required Trainings					

Smart Futures

Action Step					
Train teachers on how to use Smart Futures.					
Audience					
Teachers					
Topics to be Included					
College and Career Readiness					
Evidence of Learning					
Instructing students					
Lead Person/Position Anticipated Start Anticipated Completion					
Ashley Keener/ Guidance 2024-08-29 2024-08-29					

Learning Format

Type of Activities	Frequency

Professional Learning Community (PLC)	2 hours				
Observation and Practice Framework Met in this Plan					
This Step Meets the Requirements of State Required Trainings					

PBIS

Action Step					
PD on PBIS for all teachers to explain the tiered approach.					
Audience					
All Staff					
Topics to be Included					
PBIS					
Evidence of Learning					
Climate/ Culture improvement					
Lead Person/Position Anticipated Start Anticipated Completion					
Scott Duncan/ Behavior School 2025-01-01 2025-06-11					

Learning Format

Type of Activities					
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing				
Observation and Practice Framework Met in this Plan					
2d: Managing Student Behavior					
This Step Meets the Requirements of State Required Trainings					

PBIS

Action Step						
PD on PBIS for all teachers to expl	ain the tiered approach.					
Audience						
Topics to be Included						
Evidence of Learning						
Lead Person/Position	Anticipated Start	Anticipated Completion				

Learning Format

Type of Activities	Frequency				
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing				
Observation and Practice Framework Met in this Plan					
2d: Managing Student Behavior					
This Step Meets the Requirements of State Required Trainings					

Communications Activities

PowerSchool							
Action Step Audience Topics to be Included Type of Communication Anticipated Timeline Start Date Anticipated Timeline Completion							
	All Staff	Discipline referrals	Jay Moser/ Principal	09/03/2024	06/11/2025		
Communications							
Type of Communication Frequency							
Email As Needed							

LiveSchool						
Action Step Audience Audience Topics to be Included Topics to be Included Communication Start Date Anticipated Timeline Completion Date						
Support staff will manage reward system for teachers and students using Live School.	Students/ Parents	Positive Behavior Rewards	Behavior Support	08/26/2024	06/11/2025	
Communications						
Type of Communication Frequency						
Newsletter		Ongoing				

Individual Behavior Plans						
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date	
	Students/ Families	Academic and behavioral goals	Behavior Support Team	09/03/2024	06/11/2025	
Communications						
Type of Communication			Frequency			
Email			Ongoing			
Presentation			Monthly			

Approvals & Signatures

Uploaded Files

Board Affirmation Statement.pdf

Chief School Administrator	Date
Kristen Harpster	2024-08-23
Building Principal Signature	Date
Jay Moser	2024-08-23
School Improvement Facilitator Signature	Date
Holly Y Pope	2024-08-23