

Perseus House CS of Excellence

CSI School Plan | 2024 - 2025

Profile and Plan Essentials

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|---|--------------|---|
| LEA Type | | AUN |
| Perseus House Charter School of Excellence | | 105250001 |
| Address 1 | | |
| 1511 Peach Street | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Erie | PA | 16501 |
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Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|----------------------|----------------------|-----------------------------|-------------------------|
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| | | | |
| | | | |

LEA Profile

The Perseus House Charter School of Excellence (PHCSE) has three sites serving students in grades 6 to 12. PHCSE is a public, non-profit charter school that enrolls approximately 575 students. In 2003, students, parents, community members and other stakeholders collaborated with the largest local school district after identifying that students often face significant barriers to education. The Charter School of Excellence created a mission to work with students who are considered at risk for academic failure and who often come to PHCSE behind grade level after multiple educational placements, failures, or transience. Our focus is to break down barriers that are preventing students from reaching academic success and to reach their full potential. Our philosophy is based on relationship building with students and parents as well as community partners. We provide small and safe learning environments and we employ a staff that has a mindset that all students can find success if given the opportunity. PHCSE offers prescriptive academic programming to meet students at their level. An additional part of our mission is focused on workforce development training and a one-of-a kind student workforce program that teaches the soft skills needed to be employable citizens. Socio-emotional learning is important at CSE and our curriculum focuses on skillbuilding, anger control and moral reasoning. In addition to core subjects like math, language arts, science and social studies, our curriculum provides practical skill training for jobs in the local hotel and hospitality industry. We offer high interest electives such as Culinary Arts, Animation, Media Arts, Graphic Design, Fine Arts, Digital Music Production and a program designed to meet the needs of the local refugee population.

Mission and Vision

Mission

The mission of the Perseus House Charter School of Excellence is to provide a variety of educational opportunities to foster academic excellence through partnerships with families, community and school. We provide programs and services to facilitate intellectual growth and enable students to become independent, responsible and employable citizens. The PHCSE is committed to ongoing school improvement.

Vision

The overarching vision of the Perseus House Charter School of Excellence is to provide students with an individualized learning plan with the necessary curriculum areas that include a focus on reading, mathematics, and writing that will enable students to be successful in the 21st century. The PHCSE is committed to ongoing school improvement among internal and external stakeholders.

Educational Values

Students

The students at PHCSE are expected to maintain a safe, small, learning environment. They are expected to put forth best efforts to accomplish academic success. Students should be active learners when engaged in their Zone of Proximal Development relative to instruction. All students are expected to practice skills taught in evidenced based programming to enhance their social emotional well-being. Each student is expected to find their potential and create a pathway to actualize post-secondary options. All students are expected to adhere to the policies that support the holistic academic and pro-social design.

Staff

The staff at PHCSE are expected to maintain a safe, small learning environment. They are expected to put forth best efforts to accomplish instructional goals and deliver PDE academic standards. Staff must design instruction that meets students in their Proximal Zone of Development. Staff are expected to model and practice skills taught that enhance professional relationships and encourage a collaborative approach with students.

Administration

The administration at PHCSE are expected to maintain and foster a safe, small learning environment. They are expected to be instructional leaders and adhere to best practices, PDE standards, PHCSE Policy and professional responsibilities. The administration is expected to utilize data to inform decision making in the best interest of our students. The expectation to sustain the climate and culture supports the mission, vision and values in a transparent manner is critical to their function. All administrators are expected to maintain the small school approach, which includes an understanding and relationship with their students and families.

Parents

The parents at PHCSE are expected to be a partner and collaborator in the education of their children. They are expected to be engaged in the learning and behaviors their students present to ensure progress in both areas. Parents are to remain informed via the communication methods afforded to them, including and not limited to the student grade book, school website, parent conferences, Parent Advisory Board, school events, phone and email conversation, and individual meetings.

Community

The PHCSE community is expected to communicate their ideas, concerns, feedback and general comments as warranted. They are encouraged to communicate or provide opportunities to support our students, as example in our workforce development program or our

relationships with our faith-based partners. They are expected to hold our system accountable to the standards PHCSE students will face after graduation.

Other (Optional)

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

| Indicator | Comments/Notable Observations |
|--|---|
| Career Standards for PHCSE is blue = 98.1% on Future Ready | PHCSE continues to focus on post-secondary planning so all students have a plan for after graduation. Chapter 339 is a focus at PHCSE and in all buildings. This strength has continued for 3+ years. This area continues to far exceed local schools. PHCSE increased this score since the last reporting. |
| Industry-recognized credentials (IRC) for PHCSE is blue = 67.9% on Future Ready | PHCSE continues to focus on post-secondary planning so all students have a plan for after graduation. IRC is a focus at PHCSE and in all buildings. This strength has continued for 3+ years. This area continues to far exceed local schools. PHCSE increased this score from the previous year. |
| Student with disabilities sub group did not meet the standard but is increasing in ELA. | PHCSE has seen some success with academic interventions with this sub group. |
| PHCSE is the only local inner-city school that increased the Building Level Score from 47.1 to 48.6. | PHCSE continues to focus on growth and implement the CSI strategies. |
| Mathematics/Algebra All Student Group Met the Standard Demonstrating Growth with a score of 76.3 = exceeding the statewide growth average. | There have been significant CSI resources and planning around math goals resulting with the increase in score. |
| All Student Group, Black, Economically Disadvantaged, EL, Student with Disabilities, and combined Ethnicities sub groups did not meet standard in Science/Biology but scores are increasing. | PHCSE has seen some success with targeted academic interventions with these sub groups. |
| All Student Group, Economically Disadvantaged, and Combined Ethnicities Sub Groups has increased in Math/Algebra with green up arrows. | PHCSE has had success with targeted academic interventions with these sub groups. |

| | |
|--|--|
| The White Sub Groups has increased in Math/Algebra with blue up arrow in Math/Algebra. | There have been significant CSI resources and planning around math goals resulting with the increase in score. |
| Four-Year Cohort Graduation Rate for Black, Economically Disadvantaged, and Student with Disabilities sub groups have green up arrows. | PHCSE has had success with targeted academic interventions with these sub groups and with focused transition planning. |

Challenges

| Indicator | Comments/Notable Observations |
|--|---|
| PHCSE Proficient or Advanced on FRPAI for ELA was 11.7% | While this score is low, PHCSE continues to focus on growth and the CSI Plan will include more targeted interventions to address ELA. |
| PHCSE Proficient or Advanced on FRPAI for Math was 2.2% | While this score is low, PHCSE continues to focus on growth. This is the same score as the previous year. |
| PHCSE Proficient or Advanced on FRPAI for Science was 14.5% | While this score is low, PHCSE continues to focus on growth. This score did increase from the previous year. |
| Future Ready PA Index (FRPAI) Attendance for PHCSE was 42.7% based on the formula used. | While this score is low, PHCSE continues to focus on growth. The true daily attendance at PHCSE is 86%. |
| PHCSE Academic Growth PVAAS Score for ELA was 61.3%. | This indicator is Red = Not Meeting Expectation. |
| PHCSE has achievement scores in red for ELA, Math, and Science of FRPAI similar to all local inner-city schools in the area. | Unfortunately, this trend has occurred for three years across Erie city. |
| PHCSE Academic Growth PVAAS Score for Science was 67.5%. | This indicator is Red = Not Meeting Expectation. |
| 4-Year Cohort on FRPAI for PHCSE was 59.6%. | This indicator is Red = Not Meeting Expectation but this score increase from the previous year. |
| 5-Year Cohort on FRPAI for PHCSE was 66.3%. | This score decreased since the previous reporting. This indicator is Red = Not Meeting Expectation. |

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

Strengths

| | |
|--|---|
| Indicator Student with Disabilities Sub Group did not meet the standard but is increasing in ELA. ESSA Student Subgroups Students with Disabilities | Comments/Notable Observations A focus on growth continues to be a strength for PHCSE. |
| Indicator | Comments/Notable Observations |

| | |
|---|---|
| <p>All Student Group, Economically Disadvantaged, and Combined Ethnicities Sub Groups has increased in Math/Algebra with green up arrows.</p> <p>ESSA Student Subgroups Multi-Racial (not Hispanic), Economically Disadvantaged</p> | <p>A focus on growth continues to be a strength for PHCSE.</p> |
| <p>Indicator The White Sub Group has increased in Math/Algebra with blue up arrow in Math/Algebra.</p> <p>ESSA Student Subgroups White</p> | <p>Comments/Notable Observations A focus on growth continues to be a strength for PHCSE.</p> |
| <p>Indicator Four-Year Cohort Graduation Rate for Black, Economically Disadvantaged, and Student with Disabilities sub groups have green up arrows.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p> | <p>Comments/Notable Observations A focus on growth continues to be a strength for PHCSE.</p> |
| <p>Indicator In Science/Biology, 7 out of 8 sub groups went up but did not meet academic standard.</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged</p> | <p>Comments/Notable Observations A focus on growth continues to be a strength for PHCSE.</p> |
| <p>Indicator Students with Disabilities Sub Group went up in ELA.</p> <p>ESSA Student Subgroups Students with Disabilities</p> | <p>Comments/Notable Observations A focus on growth continues to be a strength for PHCSE.</p> |

Challenges

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|--|---|
| <p>Indicator White and English Learner Sub Groups did not meet standard in Math/Algebra.</p> <p>ESSA Student Subgroups White, English Learners</p> | <p>Comments/Notable Observations PHCSE has been impacted by teacher shortages and teacher certifications. Approximately 30% of PHCSE teachers are emergency certified in their content area.</p> |
| <p>Indicator The white, ED, EL, and Student with Disabilities sub groups all had a decrease in performance in ELA.</p> <p>ESSA Student Subgroups White, Economically Disadvantaged, English Learners, Students with Disabilities</p> | <p>Comments/Notable Observations PHCSE has been impacted by teacher shortages and teacher certifications. Approximately 30% of PHCSE teachers are emergency certified in their content area.</p> |

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|---|---|
| <p>Indicator The White Sub Group is the only decreasing score in Science/Biology.</p> <p>ESSA Student Subgroups White</p> | <p>Comments/Notable Observations PHCSE has been impacted by teacher shortages and teacher certifications. Approximately 30% of PHCSE teachers are emergency certified in their content area.</p> |
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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.

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| <p>Future Ready PA Index (FRPAI) Attendance for PHCSE was 42.7% based on the formula used however, PHCSE average daily attendance is 86% so at-risk students are improving their attendance.</p> |
| <p>Career Benchmarks Standards continue to be strong for PHCSE demonstrating blue results.</p> |

Challenges

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

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| <p>PVAAS Growth Scores in Math and ELA.</p> |
| <p>Achievement Scores in Math and ELA.</p> |

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|---|--|
| Approximately 35% Special Education students, 20% English Learners, and the majority of students who enroll at PHCSE are already behind grade level according to Reading Inventory and Math Inventory and across CDTs in Math, ELA and Science. | There is a need to address this challenge based on the student population. |
| Students who took the HMH Reading Inventory (RI), continue to show they are not performing at grade level on average. | There is a need to address this challenge in the plan. |
| 6th grade middle school students are the closest to reaching the RI goal. | PHCSE continues to focus on growth. |
| The HMH RI scores are remaining stagnant while math scores are improving. | PHCSE continues to focus on growth and there is a need for new ELA strategies. |
| SSIP process has been making an impact on targeting the needs of students and level of interventions. | SSIP has been a helpful process. |

English Language Arts Summary

Strengths

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| The middle school RI scores increase by grade level on average while the high school RI scores remain somewhat stagnant by grade level. |
| There is a consistent ELA Department across grades 6-12 and targeted approaches to student populations need addressed to close the achievement gap. Coaching has been focused on IES strategy guide that can be applied to ELA and other content area strategies. |
| The 9th grade EL sub group has an almost proficient RI lexile. |
| At one of the high schools (SC), there was RI growth ranging from 6.8% to 10.8% from fall to winter. |

Challenges

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| CDT data in ELA and Math for new PHCSE students at entry is 99% red - well below grade level standard from local public schools. |
| Reading Inventory growth goals have not been met across PHCSE. |
| Students continue to enroll at PHCSE behind grade level. |
| Not all of the PHCSE ELA teachers are PDE certified. |

Mathematics

| Data | Comments/Notable Observations |
|------|-------------------------------|
|------|-------------------------------|

| | |
|--|--|
| CDT data for PHCSE students at entry is 99% red - well below grade level standard from local public schools. | We have started to track students at entry to see if they are on grade level in ELA, Math, and Science and data continues to show red CDT scores at entry. |
| 54% of the students taking the MI in the Spring of 2023 either maintained or increased their score in the Fall of 2023. | PHCSE continues to focus on growth. |
| 40% of PHCSE students have demonstrated proficiency in using the UPS Check process to solve problems. | PHCSE continues to focus on growth and interventions to meet students where they are at while using CSI strategies. |
| The middle school surpassed the UPS Check growth expectation by 8%. | UPS Check continues to make an impact on student learning. |
| All teachers made progress toward the UPS Check goal since mid-year with 60% of teachers either meeting or exceeding the EOY goal. | UPS Check continues to make an impact on student learning. |
| 100% of incoming 6th graders have not known their multiplication tables for the past four years. | This area needs addressed based on the majority of students who enroll behind grade level. Also, students who enroll at PHCSE generally have had a poor educational experience prior to enrollment and also in Math. Foundational math skills continue to be a need. |

Mathematics Summary

Strengths

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| The UPS Check data indicates that there was growth from Q2 128/204 = 63% to Q3 data of 193/243 = 79%. |
| Panorama results show that there has been an increase in student efficacy in math and a growth mindset overall. |
| SSIP process has been making an impact on targeting the needs of students and level of interventions. |
| There are a lot of supports available to students in Math for interventions such as Math Inventory, Math 180, Go Math, Rocket Math, Waggle, IXL, Into Math, Lead Math Coach and Specialist at the Ph.D. level, strong coaching model, etc. |

Challenges

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| Not all of the PHCSE Math teachers are PDE certified. |
| 54% of the students taking the MI in the Spring of 2023 either maintained or increased their score in the Fall of 2023. |
| We track new and incoming students at entry and nearly all students were red in the CTDs in the beginning of the school year. |
| Math Inventory goals were not met at the middle school or the high schools. |

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|---|---|
| PHCSE students generally show growth in science CDTs. | PHCSE has decreased in Science recently, but is close to meeting the state growth standard. |

Science, Technology, and Engineering Education Summary

Strengths

PHCSE students are low in Science at entry and the ability to grow their content knowledge is high.

Challenges

Basic Biological Principles continues to be an area PHCSE students struggle in.

PHCSE students have shown the ability to grow significantly in Science, but grade level content also needs focused on.

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|---|--|
| PHCSE has a Workforce Development Program where nearly 60% of student participate in it to gain soft skills and other post-secondary skills. | This is a unique program setup by PHCSE. |
| The Workforce Development Program expanded to the middle school this past year for 14 yo and there is anticipated to be an increase in student participation. | The goal is to get as many students participating as interested. |
| Workforce students, on average, have higher attendance than those not in the program. | This trend has continued since the program started in 2010. |
| Workforce students, on average, have higher GPAs than those not in the program. | This trend has continued since the program started in 2010. |
| PHCSE continues to have strong scores in the College and Careers Measures on FRPAI and this pattern has been for 4+ years. | PHCSE has dedicated numerous resources and supports to a strong Workforce Development Program. |
| PHCSE students may not transition to a four year college but they do have the workforce soft skills that will positively impact any employment they have in the future. | PHCSE values the soft skills needs to enter the workforce. |

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

Gannon University

Agreement Type

Program/Course Area

High School to College Dual Enrollment

Uploaded Files

gannon-04212023115926.pdf

Partnering Institution

Penn West University

Agreement Type

Program/Course Area

High School to College Dual Enrollment

Uploaded Files

PW-23-00560 Perseus House Charter School of Excellence.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.

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| The PHCSE has a major focus on post-secondary planning that is based in Culinary Arts, Hospitality, and the local workforce centered around tourism in the mission of our school. |
| Chapter 339 has been a strong focus so that all PHCSE students have a plan for after high school. |
| The Workforce Development Program gives students the opportunity to see academics and other soft skills are important too and the addition of credentials has been valuable for PHCSE students. |
| The Transition Planning at PHCSE continues to be a strong area. |
| PHCSE continues to have strong scores in the College and Careers Measures on FRPAI and this pattern has been for 4+ years. |

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.

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| While Career Readiness continues to be a strong area for PHCSE that is relatable to what our students want to do after high school, it is still a challenge for students who are at-risk for academic failure. |
| The number of teachers who are non-certified continues to grow. |

Equity Considerations

English Learners

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

| Data | Comments/Notable Observations |
|---|--|
| EL High School CDT scores continue to show lower scores than the GE population. | PHCSE continues to focus on growth. |
| On average, middle and high school CDT scores in math and ELA are significantly behind grade level. | PHCSE students have a history of performing 2-4 grade levels behind which is the reason the charter was created. |
| EL CDT Science scores are generally higher than Math and ELA. | PHCSE EL sub group = approximately 20%. |
| EL sub group is entering PHCSE with lower scores than 5 and 10 years ago. | PHCSE continues to focus on growth. |
| The EL RI lexile from 6th to 8th grade increases nearly three hundred points. | PHCSE continues to focus on growth. |

Students with Disabilities

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

| Data | Comments/Notable Observations |
|---|--|
| Special Education students have the lowest CDT results in Math and ELA. | This continues to be an area of need at PHCSE. |
| There is a need to focus on fluency. | We started tracking this more in 23-24SY. |
| SSIP process has been valuable in tracking targeted student interventions. | PHCSE SE subgroup = approximately 32%. |
| The attendance rates, on average, for SE students, was slightly higher than EL but lower than total HS population attendance. | PHCSE has a strong focus on attendance. |
| PHCSE has met the targeted number of Special Education graduates. | SSIP process and transition service contributes to meeting this number of graduates. |

Students Considered Economically Disadvantaged

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

| Data | Comments/Notable Observations |
|---|--|
| PVAAS ELA data shows that 6th and 7th grade PSSA scores are below and 8th grade scores are above. | ELA growth and proficiency continues to be an area of need at PHCSE. |
| PVAAS Math data shows that 6th and 7th grade PSSA scores meet the expected growth and 8th grade scores are above. | Math growth and proficiency continues to be an area of need at PHCSE and CSI strategies are working. |
| PVAAS Science data shows that 8th grade PSSA scores are above. | Science growth and proficiency continues to be an area of need at PHCSE. |

Student Groups by Race/Ethnicity

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

| Student Groups | Comments/Notable Observations |
|----------------|---|
| Black | PVAAS indicators in ELA and Math for Middle School PSSA meets the growth standards in this student group. |
| Hispanic | PVAAS indicators in ELA for Middle School meets the growth standards in this student group and at the high school is below. PVAAS indicators in Math for Middle School is above the growth standards in this student group and at the high school is well below. |
| White | PVAAS indicators in ELA for Middle School meets the growth standards in this student group and at the high school is below. PVAAS indicators in Math for Middle School is above the growth standards in this student group and at the high school is below. |

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.

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| PHCSE has seen progress in on grade level math and how these positive gains have impacting growth mindset and hopefulness with math data. |
| PHCSE has a strong focus to get students to school and the true daily attendance for 22-23SY & 23-24SY was 86%. |
| Rocket Math & UPS Check data continues to show progress at middle school and high school and will continue to be used more. |
| Master schedule is supporting students who are on grade level in Math at the middle school and this has transferred to the new 9th grade class for 24-25SY resulting in 9th graders taking the Keystone Algebra course. |
| Instructional coaching has been a strong part of the School Improvement Plan and strategies. |

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.

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|--|
| PHCSE needs to focus on highly quality instruction that is rigorous and pushing students to on grade level. |
| Routines and protocols for academic success, goal setting, and growth mindset scores continue to show that PHCSE students have a need for self-management. |
| There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff. |
| There is a lot of testing at PHCSE and students don't often get to feel the small successes which can led to further test apathy, etc. |
| PHCSE has a high number of teachers who are on an emergency-cert or are in their first or second year of teaching. |

Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|--------------------------------------|---|
| Special Education Plan | PDE audits have approved the PHCSE Special Education Plan consistently since inception in 2003. SE rate at PHCSE in 23-24SY = 33%. |
| Title 1 Program | The PHCSE School-Wide program has successfully met all requirements and approvals from PDE audits since inception in 2003. |
| Student Services | The internal MTSS model has supported students in both academics and social-emotional. Approximately 70% of the student population moves through the Student Assistance Program annually. Nearly 30% of students are new to PHCSE every year. |
| K-12 Guidance Plan (339 Plan) | The district 339 Plan has positively impacted post-secondary planning and career-readiness. |
| Technology Plan | The PHCSE technology plan has been a thorough plan during the Pandemic as well as pre and post to outline the tech needs of the district and how to support student learning on a continuum. |
| English Language Development Program | The English Language Development Program allows for a targeted approach to student academic intervention and is aligned to evidence-based strategies and curriculum. |
| The PHCSE Workforce Development Plan | This one-of-a-kind program is unique to PHCSE and was started in 2010. It provides training and education to students for all post-secondary path they choose to pursue. The addition of the PHCSE Food Truck has also given students the ability to apply what they have learned in the real world. Career Benchmark Standards continue to be high scores because our student population is focused on realistic after high school planning. |
| The PAYS Survey | The PAYS Survey results have identified many positive aspects related to safety and school climate. |
| Panorama | The Panorama results have identified a positive school climate, safe school environment, and student and parent satisfaction when it comes to PHCSE. |
| Check and Connect, SSIP, P2G | PHCSE continues to receive these supports for Special Education students. The teamwork among this group has been incredible. |

Strengths

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

| |
|---|
| K-12 Guidance Plan (339 Plan) |
| The PHCSE Workforce Development Plan |
| English Language Development Program |
| Special Education Plan |
| Student Services & Levels of Intervention |

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.

| |
|---|
| There is a need for continued focus on Special Education Students. |
| There is a need for continued focus on English Learners. |
| The need for collaborative work with families and co-ownership of learning. |
| There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff. |
| Number of PHCSE teachers who need a PDE certification. |

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Foster Quality Professional Learning

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

Summary

Strengths

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

The following Essential Practices are Operational: 1, 3, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18

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?

The following Essential Practices are Emerging: 2, 4, 5, 14, 17.

There are no Essential Practices that are Not Yet Evident.

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 |
|---|---------------------------------|
| Future Ready PA Index (FRPAI) Attendance for PHCSE was 42.7% based on the formula used however, PHCSE average daily attendance is 86% so at-risk students are improving their attendance. | False |
| Career Benchmarks Standards continue to be strong for PHCSE demonstrating blue results. | False |
| The middle school RI scores increase by grade level on average while the high school RI scores remain somewhat stagnant by grade level. | False |
| There is a consistent ELA Department across grades 6-12 and targeted approaches to student populations need addressed to close the achievement gap. Coaching has been focused on IES strategy guide that can be applied to ELA and other content area strategies. | True |
| PHCSE students are low in Science at entry and the ability to grow their content knowledge is high. | False |
| Chapter 339 has been a strong focus so that all PHCSE students have a plan for after high school. | False |
| The UPS Check data indicates that there was growth from Q2 128/204 = 63% to Q3 data of 193/243 = 79%. | False |
| Panorama results show that there has been an increase in student efficacy in math and a growth mindset overall. | True |
| SSIP process has been making an impact on targeting the needs of students and level of interventions. | False |
| The Workforce Development Program gives students the opportunity to see academics and other soft skills are important too and the addition of credentials has been valuable for PHCSE students. | False |
| Rocket Math & UPS Check data continues to show progress at middle school and high school and will continue to be used more. | False |
| There are a lot of supports available to students in Math for interventions such as Math Inventory, Math 180, Go Math, Rocket Math, Waggle, IXL, Into Math, Lead Math Coach and Specialist at the Ph.D. level, strong coaching model, etc. | True |
| PHCSE has a strong focus to get students to school and the true daily attendance for 22-23SY & 23-24SY was 86%. | False |
| K-12 Guidance Plan (339 Plan) | False |
| The PHCSE Workforce Development Plan | False |
| English Language Development Program | False |

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|---|-------|
| Special Education Plan | False |
| Student Services & Levels of Intervention | False |
| The following Essential Practices are Operational: 1, 3, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18 | False |
| | False |
| The 9th grade EL sub group has an almost proficient RI lexile. | False |
| At one of the high schools (SC), there was RI growth ranging form 6.8% to 10.8% from fall to winter. | False |
| The PHCSE has a major focus on post-secondary planning that is based in Culinary Arts, Hospitality, and the local workforce centered around tourism in the mission of our school. | False |
| The Transition Planning at PHCSE continues to be a strong area. | False |
| Master schedule is supporting students who are on grade level in Math at the middle school and this has transferred to the new 9th grade class for 24-25SY resulting in 9th graders taking the Keystone Algebra course. | False |
| PHCSE continues to have strong scores in the College and Careers Measures on FRPAI and this pattern has been for 4+ years. | False |
| PHCSE has seen progress in on grade level math and how these positive gains have impacting growth mindset and hopefulness with math data. | False |
| Instructional coaching has been a strong part of the School Improvement Plan and strategies. | False |

Challenges

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

| Strength | Check for Consideration in Plan |
|--|---------------------------------|
| PVAAS Growth Scores in Math and ELA. | True |
| Achievement Scores in Math and ELA. | True |
| CDT data in ELA and Math for new PHCSE students at entry is 99% red - well below grade level standard from local public schools. | False |
| Reading Inventory growth goals have not been met across PHCSE. | False |
| Not all of the PHCSE Math teachers are PDE certified. | False |
| 54% of the students taking the MI in the Spring of 2023 either maintained or increased their score in the Fall of 2023. | False |
| We track new and incoming students at entry and nearly all students were red in the CTDs in the beginning of the school year. | False |

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| Math Inventory goals were not met at the middle school or the high schools. | False |
| There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff. | True |
| There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff. | False |
| Basic Biological Principles continues to be an area PHCSE students struggle in. | False |
| There is a lot of testing at PHCSE and students don't often get to feel the small successes which can led to further test apathy, etc. | False |
| PHCSE needs to focus on highly quality instruction that is rigorous and pushing students to on grade level. | False |
| Routines and protocols for academic success, goal setting, and growth mindset scores continue to show that PHCSE students have a need for self-management. | False |
| PHCSE students have shown the ability to grow significantly in Science, but grade level content also needs focused on. | False |
| While Career Readiness continues to be a strong area for PHCSE that is relatable to what our students want to do after high school, it is still a challenge for students who are at-risk for academic failure. | False |
| The following Essential Practices are Emerging: 2, 4, 5, 14, 17. | True |
| There are no Essential Practices that are Not Yet Evident. | False |
| Students continue to enroll at PHCSE behind grade level. | False |
| Not all of the PHCSE ELA teachers are PDE certified. | False |
| The number of teachers who are non-certified continues to grow. | False |
| There is a need for continued focus on Special Education Students. | False |
| There is a need for continued focus on English Learners. | False |
| The need for collaborative work with families and co-ownership of learning. | False |
| Number of PHCSE teachers who need a PDE certification. | False |
| PHCSE has a high number of teachers who are on an emergency-cert or are in their first or second year of teaching. | False |

Most Notable Observations/Patterns

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

There is a need for a comprehensive and integrated approach to supporting students in ELA and Math.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|---|---|--------------------|
| PVAAS Growth Scores in Math and ELA. | PHCSE has a history of low ELA and Math scores based on our mission to serve students who are academically below grade level. | True |
| Achievement Scores in Math and ELA. | PHCSE has a history of low ELA and Math scores based on our mission to serve students who are academically below grade level. | True |
| The following Essential Practices are Emerging: 2, 4, 5, 14, 17. | Essential Practices 4 and 17 will be priority. | False |
| There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff. | This is an area of need at PHCSE based on the diverse learning needs of students. | True |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|---|
| There is a consistent ELA Department across grades 6-12 and targeted approaches to student populations need addressed to close the achievement gap. Coaching has been focused on IES strategy guide that can be applied to ELA and other content area strategies. | There is readiness among the department with this unified approach and strategies. |
| Panorama results show that there has been an increase in student efficacy in math and a growth mindset overall. | Small success in math has impacted the math growth mindset especially in the middle school. |
| There are a lot of supports available to students in Math for interventions such as Math Inventory, Math 180, Go Math, Rocket Math, Waggle, IXL, Into Math, Lead Math Coach and Specialist at the Ph.D. level, strong coaching model, etc. | PHCSE continues to provide resources that are designed to meet students at their level. |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|---|
| | If we provide staff resources and supports around the essential elements of explicit instruction AND we develop a screening and intervention framework for literacy, then our core instruction (paired with intervention supports) will meet the learning needs of our students and increase student growth and engagement in learning. |

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| | If we provide staff resources and supports around the essential elements of explicit instruction AND we develop a screening and intervention framework for literacy, then our core instruction (paired with intervention supports) will meet the learning needs of our students and increase student growth and engagement in learning. |
| | If we structure our system of targeted job-embedded supports for teachers to also include intentional teacher collaboration opportunities, then teachers will share, refine, and implement consistent instructional practices across classrooms that will provide equitable and engaging learning experiences and supports, AND (as a result) students will increase their readiness and willingness to learn. |

Goal Setting

Priority: If we structure our system of targeted job-embedded supports for teachers to also include intentional teacher collaboration opportunities, then teachers will share, refine, and implement consistent instructional practices across classrooms that will provide equitable and engaging learning experiences and supports, AND (as a result) students will increase their readiness and willingness to learn.

| | | | |
|---|---|---|--|
| Outcome Category | | | |
| Essential Practices 4: Foster Quality Professional Learning | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By end of June 2025, the mean % of teacher favorable responses on three priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents relative to baseline results). | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| PLC | | | |
| Target Year 1 | Target Year 2 | Target Year 3 | |
| By end of June 2025, the mean % of teacher favorable responses on three priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents relative to baseline results). | By end of June 2025, the mean % of teacher favorable responses on three priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents relative to baseline results). | By end of June 2025, the mean % of teacher favorable responses on three priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents relative to baseline results). | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| The mean % of teacher favorable responses on three priority aligned questions of the Panorama Educator Survey will be at least 50% at baseline. | At least 50% of teachers who attended second quarter PLCs will show evidence of professional learning/growth from Q2 PLC meetings as evidenced by post-PLC exit tickets. | At least 60% of teachers will show evidence of professional learning/growth from Q3 PLC meetings as evidenced by post-PLC exit tickets. | By end of June 2025, the mean % of teacher favorable responses on three priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 |

| | | | |
|--|--|--|--|
| | | | respondents relative to baseline results). |
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| Outcome Category | | | |
| Essential Practices 4: Foster Quality Professional Learning | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By the end of June 2025, 100% of teachers will show positive growth on their SPM as evidenced by documentation of student growth on EOY SPM paperwork. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Explicit Instruction SPM | | | |
| Target Year 1 | Target Year 2 | Target Year 3 | |
| | | By the end of June 2025, 100% of teachers will show positive growth on their SPM as evidenced by documentation of student growth on EOY SPM paperwork. | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| 100% of teachers will incorporate an evidence-based strategy aligned to their SPM in lesson planning as evidenced by administrative lesson plan analysis. | 100% of teachers will demonstrate at least one evidence-based strategy aligned to their SPM in the strategy look-fors during administrative walk throughs. | 100% of teachers will demonstrate either: 2 evidence-based strategies or 1 strategy with quality markers aligned to their individualized PD growth goal as evidenced by look-fors during administrative walk throughs. | By the end of June 2025, 100% of teachers will show positive growth on their SPM as evidenced by documentation of student growth on EOY SPM paperwork. |

Priority: If we provide staff resources and supports around the essential elements of explicit instruction AND we develop a screening and intervention framework for literacy, then our core instruction (paired with intervention supports) will meet the learning needs of our students and increase student growth and engagement in learning.

| | | | |
|---|--|--|--|
| Outcome Category | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By June 30, 2025, at least 80% of students will score proficient or above (as determined by departmental scale) on a Collins math prompt. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Math | | | |

| Target Year 1 | Target Year 2 | Target Year 3 | |
|---|--|--|---|
| By June 30, 2025, at least 80% of students will score proficient or above (as determined by departmental scale) on a Collins math prompt. | By June 30, 2025, at least 80% of students will score proficient or above (as determined by departmental scale) on a Collins math prompt. | By June 30, 2025, at least 80% of students will score proficient or above (as determined by departmental scale) on a Collins math prompt. | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| After participating in BOY professional development, 100% of Math teachers will assigned and score at least four Collins Type 1 math prompts, one Collins Type 2 math prompt, and one Collins Type 3 math prompt. | By January 30, 2025, at least 50% of students will score proficient or above (as determined by departmental scale) on a Collins math prompt. | By April 30, 2025, at least 65% of students will score proficient or above (as determined by departmental scale) on a Collins math prompt. | By June 30, 2025, at least 80% of students will score proficient or above (as determined by departmental scale) on a Collins math prompt. |

Priority: If we provide staff resources and supports around the essential elements of explicit instruction AND we develop a screening and intervention framework for literacy, then our core instruction (paired with intervention supports) will meet the learning needs of our students and increase student growth and engagement in learning.

| Outcome Category | | | |
|---|--------------------|---|--------------------|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By June 30, 2025, post class-wide intervention, the median score of all students in all ELA classrooms on the EOY fluency screener will increase by at least 10 points relative to the BOY fluency screening. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| ELA | | | |
| Target Year 1 | Target Year 2 | Target Year 3 | |
| 2025 | 2026 | By June 30, 2025, post class-wide intervention, the median score of all students in all ELA classrooms on the EOY fluency screener will increase by at least 10 points relative to the BOY fluency screening. | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |

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|---|---|--|--|
| <p>After initial teacher explicit instruction of expectations, at least 80% of students in ELA classrooms implementing classwide intervention (PRPS or PALS) will show readiness to engage in the intervention as measured by 3 behavior components on the intervention fidelity checker.</p> | <p>85% of students participating in one round of the PRPS or PALS classwide intervention will increase their fluency rates relative to the BOY MAZE universal screener.</p> | <p>90% of students participating in a second round of the PRPS or PALS classwide intervention will increase their fluency rates relative to the MOY MAZE universal screener.</p> | <p>Post classwide intervention, the median score of all students in all ELA classrooms on the EOY MAZE screener will increase by at least 20 points relative to the BOY MAZE screener.</p> |
|---|---|--|--|

Action Plan

Measurable Goals

| | |
|--------------------------|------|
| PLC | Math |
| Explicit Instruction SPM | |
| ELA | |

Action Plan For: Explicit Instruction

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|--|
| Measurable Goals: |
| <ul style="list-style-type: none"> By the end of June 2025, 100% of teachers will show positive growth on their SPM as evidenced by documentation of student growth on EOY SPM paperwork. By June 30, 2025, post class-wide intervention, the median score of all students in all ELA classrooms on the EOY fluency screener will increase by at least 10 points relative to the BOY fluency screening. By June 30, 2025, at least 80% of students will score proficient or above (as determined by departmental scale) on a Collins math prompt. |

| Action Step | | Anticipated Start/Completion Date | |
|---|--|-----------------------------------|------------|
| Conduct professional development for principals and instructional coaches on explicit instruction and literacy. | | 2024-07-15 | 2024-09-17 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| CAO and Lead Principal | Training Resources from IU#5 | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Develop explicit instruction walkthrough tool (Q1). | | 2024-08-21 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| District Leaders, Building Principals | Training Resources from IU#5 Walkthrough template and look fors. | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Professional development for teachers on an overview of explicit instruction. | | 2024-07-15 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| CAO, Lead Principal | Training Resources from IU#5 | Yes | No |

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|--|--|--|------------------|
| Action Step | | Anticipated Start/Completion Date | |
| Professional development for teachers with MOY follow-up training on explicit instruction. Q2. | | 2024-10-31 | 2025-02-28 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| CAO, Lead Principal | Training Resources from IU#5 | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Professional development for teachers on specific explicit vocabulary approaches Q1. | | 2024-08-21 | 2024-11-01 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| CAO, Lead Principal | Training Resources from IU#5 | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Professional development for ELA teachers, principals, and coaches on how to use the MAZE fluency screener Q1. | | 2024-08-21 | 2024-10-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| CAO, Lead Principal | Training Resources from IU#5 MAZE | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Professional Development on training principals and ELA teachers on PRPS/PALS class-wide intervention Q1. | | 2024-08-21 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| CAO, Lead Principal | Training Resources from IU#5 | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| ELA teachers will conduct a BOY screening of their classes using the MAZE fluency screener. | | 2024-09-02 | 2024-10-04 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coach, Lead Principal | MAZE screener materials, IU5 literacy TaC support as needed | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| ELA teachers will analyze the data from the BOY MAZE screener to determine whether each class would benefit from a classwide intervention (either PALS or PRPS). | | 2024-09-16 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional coach, Lead Principal | Classwide intervention support materials and IU5 literacy TaC support as needed. | No | No |

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|---|---|--|------------------|
| Action Step | | Anticipated Start/Completion Date | |
| After MAZE data analysis, ELA teachers finding that a classwide fluency intervention is warranted will implement either PALS or PRPS during Qs 2-3. | | 2024-11-04 | 2025-03-28 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Lead Principal, Instructional Coach | PALS and PRPS resources. support from IU5 Literacy TaC as needed | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Provide individual (or widespread) behavior support for classrooms implementing PRPS/PALS Q2-Q3 and using behavioral management digital product to support on task behaviors, | | 2024-10-01 | 2025-04-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Lead Principal, Instructional Coach | Coaching support from IU5 Behavior TaC as needed | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Instructional coach will provide implementation support for PRPS/PALS classrooms during implementation windows Q2-Q3. | | 2024-11-01 | 2025-04-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coach | PRPS/PALS resources | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| ELA teachers implementing PALS and PRPS will collect and analyze student progress data after implementation of the intervention and use teacher laptops to compile the data. | | 2025-01-02 | 2025-04-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Lead Principal, Instructional Coach | PALS and PRPS resources, support from IU5 Literacy TaC as needed. | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Provide professional development on Math Collins Writing Q1. | | 2024-08-21 | 2024-10-04 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| CAO | Training Resources from IU5 Math Collins writing examples | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |

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| After BOY PD, math teachers will assign and score at least six Type 1, two Type 2, and one Type 3 Collins math writing prompts in Q1. | | 2024-09-02 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Math coach | Collins writing resources: portfolios, prompt lists Math coach support | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Math teachers will assign and score at least ten Type 1, five Type 2, and one Type 3 Collins math writing prompts in Q2. | | 2024-11-04 | 2025-01-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Math Coach | Collins writing resources: portfolios, prompt lists Math coach support | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Math teachers will assign and score at least fifteen Type 1, seven Type 2, and two Type 3 Collins math writing prompts in Q3. | | 2025-02-03 | 2025-06-06 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Math coach | Collins writing resources: portfolios, prompt lists Math coach support | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Math coach to provide implementation support for Collins writing in Math classrooms Q2-Q4. | | 2024-10-29 | 2025-05-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Math Coach | Collins examples and support materials | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Provide ELD Training on explicit instruction Q1. | | 2024-08-21 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Pupil Services, ELD Teacher | ELD training resources, IU#5 resources and support | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Coaches will provide explicit instruction implementation and follow up support to teachers Q2-Q4. | | 2024-11-01 | 2025-05-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coaches | Support and resources from IU5 TaC as needed | No | No |
| Action Step | | Anticipated Start/Completion Date | |

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| Provide professional development for new mentors on Check and Connect Q1. | | 2024-08-21 | 2024-11-01 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Pupil Services | Check and Connect Resources and training support from IU5 Behavior TaC | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Math coach to provide intervention supports for identified students (all year). | | 2024-09-02 | 2025-06-02 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Math Coach | Math interventions and data | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| UPS Check and RocketMath BOY data collection and to use teacher laptops for the data collection. | | 2024-09-02 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Math Coach, Lead Principal | UPSCheck and RocketMath classroom data | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| UPS Check and RocketMath MOY data collection. | | 2024-12-02 | 2025-01-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Math Coach, Lead Principal | UPSCheck and RocketMath classroom data | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| UPS Check and RocketMath EOY data collection. | | 2025-04-07 | 2025-06-06 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Math Coach, Lead Principal | UPSCheck and RocketMath classroom data | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Professional Development on training principals and Math teachers on Carnegie Learning in Q1. | | 2024-08-19 | 2024-10-19 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| CAO, Lead Principal | Carnegie Learning Resources and Materials | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Professional Development on training principals and teachers on the use of software to assist in preventing cheating online to limit browsers. | | 2024-08-01 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |

| | | | |
|--|---|--|------------------|
| Lead Principal | Software product and licensing | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Professional Development on training principals and teachers on the use of Google for Education for the use of Google Classroom aligned to all classroom. | | 2024-08-14 | 2024-08-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Educational Technology Coach | Licensing and training materials | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Professional Development on training principals and teachers to use the behavior management software for classroom daily usage and to show growth in learning. | | 2024-08-19 | 2024-11-29 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Lead Principal | Classroom management and behavior online tools. | Yes | No |

| | |
|--|---|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| Explicit instruction will be embedded into lesson plans, evidenced by Frontline/walkthrough documentation, qualitative evidence in curriculum and data meetings, in agendas and notes, and monthly principal-teacher meetings. Math teachers will create, assign, and score Collins writing prompts. The use of teacher laptops will be needed for these action steps and goals. | Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. Also, they will review curriculum meeting agendas, notes, and provide feedback during monthly Teacher-Principal meetings. The team will monitor the following data quarterly: amount of Collins writing happening in math classes and progress and implementation of literacy classwide interventions. |

Action Plan For: PLCs

| |
|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> By end of June 2025, the mean % of teacher favorable responses on three priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents relative to baseline results). |

| | |
|--------------------|--|
| Action Step | Anticipated Start/Completion Date |
|--------------------|--|

| | | | |
|--|---|--|------------------|
| Leadership team to create a marketing and communication plan for PLCs and PD across PHCSE. | | 2024-08-21 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| District Leaders, Coaches | PLC binder and training materials | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Update Coaches strategy binders for explicit instruction Q1. | | 2024-08-21 | 2024-10-01 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coaches | PLC binder | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Create PLC groups and schedule. | | 2024-08-14 | 2024-10-18 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coaches, District Leaders | PLC lists | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Create PLC agendas, protocols, and exit tickets. | | 2024-07-29 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coaches, District Leaders | PLC agendas | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Create Panorama PLC survey questions. | | 2024-07-29 | 2024-09-27 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coaches, District Leaders | Panorama | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Coaches and admin to conduct PLC exit ticket/agenda and survey data analysis at MOY. | | 2024-12-01 | 2025-01-17 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coaches, District Leaders | Exit tickets and agendas | No | No |
| Action Step | | Anticipated Start/Completion Date | |

| | | | |
|---|---|--|------------------|
| Coaches and admin to conduct PLC exit ticket/agenda and survey data analysis at EOY. | | 2025-04-01 | 2025-05-16 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coaches, District Leaders | Exit tickets and agendas | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Principals will complete at least 1 classroom walkthrough for each teacher using the explicit instruction walkthrough tool. | | 2024-09-03 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals, Lead Principal | Walkthrough tool | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Principals will complete at least 1 classroom walkthrough using the explicit instruction walkthrough tool. | | 2024-11-01 | 2025-01-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals, Lead Principal | Walkthrough tool | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Principals will conduct at least 1 classroom walkthrough for each teacher using the explicit instruction walkthrough tool. | | 2025-02-03 | 2025-04-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principal, Lead Principal | walkthrough tool | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Provide SPM refresher training for teachers. | | 2024-08-19 | 2024-09-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| CAO | SPM and IU#5 training resources | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Principals to meet with teachers monthly to discuss ongoing SPM goals. | | 2024-09-03 | 2025-06-02 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building principals | SPM form, monthly agendas | No | No |

| | | | |
|--|---|--|------------------|
| Action Step | | Anticipated Start/Completion Date | |
| Administer MOY Panorama survey. | | 2024-11-01 | 2025-02-03 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Lead Principal | Panorama Survey | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Administer EOY Panorama survey. | | 2025-03-17 | 2025-06-02 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Lead Principal | Panorama Survey | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Coaches to meet to debrief and plan for PLCs monthly. | | 2024-08-05 | 2025-06-06 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Coaches and Lead Principal | Agendas, PLC binder | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Coaches to engage in mentoring sessions 8x (monthly) during the school year. | | 2024-09-02 | 2025-06-06 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Coaches | Agendas, PLC binder, Coaching materials, and support from SIF | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Instructional coaches to have professional development throughout the year. | | 2024-09-02 | 2025-05-09 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Coaches | Agendas, PLC binder, Coaching materials | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| PLCs will incorporate the use of teacher laptops as a strategy to meet student needs and focus on professional development while building technology capacity. | | 2024-08-05 | 2025-04-25 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| District Leaders, Principals | PLC agendas, laptops | No | No |
| Action Step | | Anticipated Start/Completion Date | |

| | | | |
|---|---|--|------------------|
| PLCs will incorporate data review and analysis for transition planning and alignment to SSIP and levels of interventions for students who are identified. | | 2024-10-07 | 2025-05-16 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Coaches, Transition Coordinator | Transition meeting agendas and minutes, potential graduate list and data | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| PLCs will incorporate the job coach to review career readiness data with a focus on post-secondary planning. | | 2024-10-07 | 2025-05-16 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Coaches, Job Coach | Workforce Development Meeting Agendas and Minutes, list of student workers, workforce data, potential graduate list | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Coaches will incorporate Youth Literacy Project strategies into the planning, coordinating, and implementation of PLCs. | | 2024-10-07 | 2025-05-16 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Coaches | PLC meeting agendas and minutes | No | No |

| | |
|---|--|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| Enhanced PLC plan incorporating teacher input and increased participation and leadership and a creation of exit tickets and new survey. | Teacher PD goals aligned to priority outcomes will be monitored monthly and quarterly and there will be feedback in the monthly teacher-principal meetings. Panorama results will be reviewed 2x per year as well. |

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 |
|-------------------------|--|---|-----------|--------|
| HMH Read 180 | <ul style="list-style-type: none">Explicit Instruction | Supplies & Property | 1 | 36924 |
| HMH Math 180 | <ul style="list-style-type: none">Explicit Instruction | Supplies & Property | 1 | 12784 |

| | | | | |
|--------------------|--|---------------------|---|------|
| Math Exemplars | <ul style="list-style-type: none"> • Explicit Instruction | Supplies & Property | 3 | 770 |
| Rocket Math | <ul style="list-style-type: none"> • Explicit Instruction | Supplies & Property | 3 | 1790 |
| UPS Check for Math | <ul style="list-style-type: none"> • Explicit Instruction | Supplies & Property | 3 | 300 |

| | | | | |
|----------------|--|---------------------|---|-------|
| | | | | |
| Panorama | <ul style="list-style-type: none"> • PLCs | Supplies & Property | 1 | 17000 |
| Frontline | <ul style="list-style-type: none"> • Explicit Instruction • PLCs | Supplies & Property | 3 | 4545 |
| SAS Conference | <ul style="list-style-type: none"> • Explicit Instruction • PLCs | Services | 3 | 6000 |

| | | | | |
|-------------------|--|---------------------|---|------|
| | | | | |
| IXL | <ul style="list-style-type: none">• Explicit Instruction | Supplies & Property | 3 | 3450 |
| Continental Press | <ul style="list-style-type: none">• Explicit Instruction | Supplies & Property | 3 | 4664 |

| | | | | |
|-------------------------|--|---------------------|---|-------|
| Sadlier Materials | <ul style="list-style-type: none"> • Explicit Instruction | Supplies & Property | 3 | 10116 |
| 30 Laptops for Teachers | <ul style="list-style-type: none"> • PLCs | Supplies & Property | 3 | 26482 |
| Administration | <ul style="list-style-type: none"> • Explicit Instruction • PLCs | Salary | 3 | 12500 |

| | | | | |
|----------------------|--|---------------------|---|------|
| | | | | |
| Securly | <ul style="list-style-type: none"> • Explicit Instruction | Supplies & Property | 3 | 3848 |
| Google for Education | <ul style="list-style-type: none"> • Explicit Instruction • PLCs | Supplies & Property | 3 | 3000 |
| Live School | <ul style="list-style-type: none"> • Explicit Instruction | Supplies & Property | 3 | 6930 |

| | | | | |
|--------------------------|--|---------------------|---|------|
| | | | | |
| Newsela | <ul style="list-style-type: none"> • Explicit Instruction • PLCs | Supplies & Property | 3 | 8883 |
| Math In Focus and Waggle | <ul style="list-style-type: none"> • Explicit Instruction | Supplies & Property | 1 | 8769 |

| | | | | |
|------------------------------|--|---------------------|---|-------|
| Carnegie Learning for Math | <ul style="list-style-type: none"> • Explicit Instruction | Supplies & Property | 1 | 12418 |
| Collins Writing | <ul style="list-style-type: none"> • Explicit Instruction | Supplies & Property | 3 | 900 |
| Extended Year Summer Program | <ul style="list-style-type: none"> • Explicit Instruction | Services | 3 | 15051 |

| | | | | |
|---------------------------|--|---------------------|---|--------|
| | | | | |
| Kahoot! | <ul style="list-style-type: none"> Explicit Instruction | Supplies & Property | 3 | 4047 |
| Total Expenditures | | | | 201171 |

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

| eGrant Budget Category (Schoolwide Funding) | Action Plan(s) | Expenditure Description | Amount |
|---|--|--|--------|
| Instruction | <ul style="list-style-type: none"> Explicit Instruction | Salaries for Reading Specialist and ELA Teachers | 234000 |
| Instruction | <ul style="list-style-type: none"> Explicit Instruction | Benefits for Reading Specialist and ELA Teachers | 132000 |

| | | | |
|--------------------|--|--|--------|
| Instruction | <ul style="list-style-type: none"> • Explicit Instruction | Salaries for Transition | 60000 |
| Instruction | <ul style="list-style-type: none"> • Explicit Instruction | Benefits for Transition | 20000 |
| Instruction | <ul style="list-style-type: none"> • Explicit Instruction | Job Coach and Transition Services | 31500 |
| Equipment | <ul style="list-style-type: none"> • Explicit Instruction | Youth Literacy Project | 10000 |
| Equipment | <ul style="list-style-type: none"> • Explicit Instruction | Supplies and materials to support online curriculum, technology software, and hardware for Title I | 24556 |
| Other Expenditures | <ul style="list-style-type: none"> • Explicit Instruction | Provide technical and administrative support for federal programs | 4000 |
| Equipment | <ul style="list-style-type: none"> • Explicit Instruction | homeless set aside | 500 |
| Equipment | <ul style="list-style-type: none"> • Explicit Instruction | parent engagement | 2000 |
| Other Expenditures | <ul style="list-style-type: none"> • PLCs | Provide parents with workshops on Title I related matters and student services | 3200 |
| Total Expenditures | | | 521756 |

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|-------------------------|---|
| Explicit Instruction | Conduct professional development for principals and instructional coaches on explicit instruction and literacy. |
| Explicit Instruction | Professional development for teachers on an overview of explicit instruction. |
| Explicit Instruction | Professional development for teachers with MOY follow-up training on explicit instruction. Q2. |
| Explicit Instruction | Professional development for teachers on specific explicit vocabulary approaches Q1. |
| Explicit Instruction | Professional development for ELA teachers, principals, and coaches on how to use the MAZE fluency screener Q1. |
| Explicit Instruction | Professional Development on training principals and ELA teachers on PRPS/PALS class-wide intervention Q1. |
| Explicit Instruction | Provide individual (or widespread) behavior support for classrooms implementing PRPS/PALS Q2-Q3 and using behavioral management digital product to support on task behaviors, |
| Explicit Instruction | Provide professional development on Math Collins Writing Q1. |
| Explicit Instruction | Provide ELD Training on explicit instruction Q1. |
| Explicit Instruction | Provide professional development for new mentors on Check and Connect Q1. |
| Explicit Instruction | Professional Development on training principals and Math teachers on Carnegie Learning in Q1. |
| Explicit Instruction | Professional Development on training principals and teachers on the use of software to assist in preventing cheating online to limit browsers. |
| Explicit Instruction | Professional Development on training principals and teachers on the use of Google for Education for the use of Google Classroom aligned to all classroom. |
| Explicit Instruction | Professional Development on training principals and teachers to use the behavior management software for classroom daily usage and to show growth in learning. |
| PLCs | Provide SPM refresher training for teachers. |
| PLCs | Instructional coaches to have professional development throughout the year. |

CSI Plan Goals and Action Steps

| |
|---|
| Action Step |
| <ul style="list-style-type: none"> Conduct professional development for principals and instructional coaches on explicit instruction and literacy. |
| Audience |
| Teachers, principals, instructional coaches |
| Topics to be Included |
| Review of goals and action steps in the CSI Plan |
| Evidence of Learning |

| | | |
|--|--------------------------|-------------------------------|
| Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| CAO and District Leaders and Principals | 2024-08-05 | 2024-10-04 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Inservice day | Monthly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 4c: Communicating with Families • 1f: Designing Student Assessments • 4a: Reflecting on Teaching • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning | |
| This Step Meets the Requirements of State Required Trainings | |
| Language and Literacy Acquisition for All Students | |

Explicit Instruction and Literacy

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Conduct professional development for principals and instructional coaches on explicit instruction and literacy. | | |
| Audience | | |
| Teachers, principals, instructional coaches | | |
| Topics to be Included | | |
| Explicit instruction and literacy | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work, Lesson Plans | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| District leaders, Principals | 2024-08-21 | 2025-05-02 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Inservice day | Monthly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning | |

| |
|--|
| <ul style="list-style-type: none"> • 4a: Reflecting on Teaching • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes |
| This Step Meets the Requirements of State Required Trainings |
| Structured Literacy |

Explicit Instruction Overview

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Professional development for teachers on an overview of explicit instruction. | | |
| Audience | | |
| Teachers | | |
| Topics to be Included | | |
| Overview of Explicit Instruction | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| IU#5/SIF | 2024-08-19 | 2024-10-31 |

Learning Format

| | |
|--|------------------|
| Type of Activities | Frequency |
| Inservice day | 2x per year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 1b: Demonstrating Knowledge of Students | |
| This Step Meets the Requirements of State Required Trainings | |
| Structured Literacy | |

Explicit Instruction PD Mid-Year

| |
|--|
| Action Step |
| <ul style="list-style-type: none"> • Professional development for teachers with MOY follow-up training on explicit instruction. Q2. |

| | | |
|--|--------------------------|-------------------------------|
| Audience | | |
| Teachers | | |
| Topics to be Included | | |
| Mid year follow up on explicit instruction | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| District Leaders | 2024-11-29 | 2025-02-28 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Inservice day | 2x per year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy | |
| This Step Meets the Requirements of State Required Trainings | |
| Structured Literacy | |

Explicit Vocabulary

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Professional development for teachers on specific explicit vocabulary approaches Q1. | | |
| Audience | | |
| Teachers | | |
| Topics to be Included | | |
| vocabulary with explicit instruction in all classrooms | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| District Leaders | 2024-08-26 | 2024-12-23 |

Learning Format

| | |
|---------------------------|------------------|
| Type of Activities | Frequency |
|---------------------------|------------------|

| | |
|--|---------|
| Inservice day | monthly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes | |
| This Step Meets the Requirements of State Required Trainings | |
| Structured Literacy | |

MAZE

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Professional development for ELA teachers, principals, and coaches on how to use the MAZE fluency screener Q1. | | |
| Audience | | |
| ELA Teachers, Principals, Coaches | | |
| Topics to be Included | | |
| Maze usage and purpose | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| District Leaders | 2024-07-31 | 2024-12-20 |

Learning Format

| | |
|--|------------------|
| Type of Activities | Frequency |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | quarterly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 2c: Managing Classroom Procedures • 1c: Setting Instructional Outcomes • 2b: Establishing a Culture for Learning | |
| This Step Meets the Requirements of State Required Trainings | |
| Language and Literacy Acquisition for All Students | |

PRPS/PALS

| |
|---|
| Action Step |
| <ul style="list-style-type: none"> • Professional Development on training principals and ELA teachers on PRPS/PALS class-wide intervention Q1. |
| Audience |

| | | |
|--|--------------------------|-------------------------------|
| Teachers and Principals | | |
| Topics to be Included | | |
| class-wide intervention usage and purpose | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| District Leaders | 2024-09-02 | 2025-02-18 |

Learning Format

| | |
|--|------------------|
| Type of Activities | Frequency |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | quarterly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning • 3b: Using Questioning and Discussion Techniques • 2c: Managing Classroom Procedures | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

Behavioral Support

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Provide individual (or widespread) behavior support for classrooms implementing PRPS/PALS Q2-Q3 and using behavioral management digital product to support on task behaviors, | | |
| Audience | | |
| Teachers | | |
| Topics to be Included | | |
| behavioral support for classrooms implementing PRPS/PALS | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| District Leaders, Principals, Coaches | 2024-08-26 | 2025-02-21 |

Learning Format

| | |
|---------------------------|------------------|
| Type of Activities | Frequency |
|---------------------------|------------------|

| | |
|---|-------------|
| Inservice day | 2x per year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

Math Collins Writing

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Provide professional development on Math Collins Writing Q1. | | |
| Audience | | |
| Math teachers and coaches and principals | | |
| Topics to be Included | | |
| Math Collins Writing | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| District leaders, math coach | 2024-08-26 | 2024-12-27 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Inservice day | quarterly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

ELD Training

| |
|--------------------|
| Action Step |
|--------------------|

| | | |
|--|--------------------------|-------------------------------|
| <ul style="list-style-type: none"> Provide ELD Training on explicit instruction Q1. | | |
| Audience | | |
| All teachers | | |
| Topics to be Included | | |
| ELD strategies | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| District Leaders | 2024-08-26 | 2025-03-30 |

Learning Format

| | |
|--|------------------|
| Type of Activities | Frequency |
| Inservice day | 2x per year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

Check and Connect

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Provide professional development for new mentors on Check and Connect Q1. | | |
| Audience | | |
| Teachers | | |
| Topics to be Included | | |
| Check and Connect student and data analysis | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, Check and Connect Documentation, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Director of Pupil Services | 2024-07-15 | 2024-11-29 |

Learning Format

| | |
|--|------------------|
| Type of Activities | Frequency |
| Classroom/school visitation | quarterly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 1c: Setting Instructional Outcomes | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

SPM PD

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Provide SPM refresher training for teachers. | | |
| Audience | | |
| Teachers and Principals and Coaches | | |
| Topics to be Included | | |
| SPM usage | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| District Leaders, IU#5 | 2024-08-26 | 2024-11-18 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Inservice day | 1x per year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

Coaches PD

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Instructional coaches to have professional development throughout the year. | | |
| Audience | | |
| Instructional Coaches | | |
| Topics to be Included | | |
| Coaching topics such as PLCs, data collection, exit tickets, plans for agendas | | |
| Evidence of Learning | | |
| Agendas, Meeting Minutes, Sign In Sheets, PLC binder, Sample Work | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Coaches and SIF | 2024-08-26 | 2025-05-02 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Classroom/school visitation | quarterly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

Coaches PD

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Instructional coaches to have professional development throughout the year. | | |
| Audience | | |
| | | |
| Topics to be Included | | |
| | | |
| Evidence of Learning | | |
| | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| | | |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Classroom/school visitation | quarterly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

Carnegie Learning for Math

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Professional Development on training principals and Math teachers on Carnegie Learning in Q1. | | |
| Audience | | |
| | | |
| Topics to be Included | | |
| | | |
| Evidence of Learning | | |
| | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| | | |

Learning Format

| | |
|---|------------------------------|
| Type of Activities | Frequency |
| Inservice day | At minimum one time per year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

Classroom Management and Behavior Intervention Program

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Professional Development on training principals and teachers to use the behavior management software for classroom daily usage and to show growth in learning. | | |
| Audience | | |
| | | |
| Topics to be Included | | |
| | | |
| Evidence of Learning | | |
| | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| | | |

Learning Format

| | |
|---|--|
| Type of Activities | Frequency |
| Inservice day | At minimum 2x per year and as needed for new hires |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 2d: Managing Student Behavior 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 2c: Managing Classroom Procedures | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

Google for Education

| |
|---|
| Action Step |
| <ul style="list-style-type: none"> Professional Development on training principals and teachers on the use of Google for Education for the use of Google Classroom aligned to all classroom. |
| Audience |
| |
| Topics to be Included |
| |
| Evidence of Learning |
| |

| Lead Person/Position | Anticipated Start | Anticipated Completion |
|----------------------|-------------------|------------------------|
| | | |

Learning Format

| Type of Activities | Frequency |
|--|---|
| Inservice day | One time at BOY and as needed for new hires |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

Software for online supervision and open browsers

| Action Step | | |
|--|-------------------|------------------------|
| <ul style="list-style-type: none"> • Professional Development on training principals and teachers on the use of software to assist in preventing cheating online to limit browsers. | | |
| Audience | | |
| | | |
| Topics to be Included | | |
| | | |
| Evidence of Learning | | |
| | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| | | |

Learning Format

| Type of Activities | Frequency |
|---|---|
| Inservice day | At minimum one time and as needed for new hires |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 2c: Managing Classroom Procedures | |

- 2a: Creating an Environment of Respect and Rapport

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Communications Activities

| PLCs | | | | | |
|--|----------------|--|----------------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> Leadership team to create a marketing and communication plan for PLCs and PD across PHCSE. | PHCSE Teachers | Purpose of PLCs and plan for the 24-25SY | District Leaders & Coaches | 08/21/2024 | 09/27/2024 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Presentation | | | monthly | | |

| CSI Plan Review | | | | | |
|-----------------------|--|--|-----------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | Teachers, Principals, Coaches, Board Members, Students, and other Stakeholders | CSI Plan overview of goals and action steps and professional development | CAO | 07/15/2024 | 10/25/2024 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Presentation | | | 3 times | | |

Approvals & Signatures

| Uploaded Files |
|---|
| <ul style="list-style-type: none">CSIboard affirmation statement-05212024134706.pdf |

| Chief School Administrator | Date |
|--|------------|
| Renee Gordon | 2024-09-25 |
| Building Principal Signature | Date |
| Christopher D. Primavere | 2024-09-25 |
| School Improvement Facilitator Signature | Date |
| Laura Patterson | 2024-09-25 |