

Steering Committee

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LEA Profile

Agora is a cyber charter school where the average enrollment over the 2022-23 school year was about 5200 students from 498 school districts. Roughly 31% of the student population are in need of special education services and supports which is nearly double the state average. Agora also serves a diverse student population with about 51.6% of students identifying as a race/ethnicity other than white, which is significantly higher than both the state average and the average among cyber charter schools, as well as a significant number of students from economically disadvantaged families. All of Agora's teachers and school counselors are state-certified. Agora's MTSS framework provides various services and supports to help with student academic and behavioral growth. Agora employs an extensive and robust student services department that includes family coaches, truancy prevention officers, nurses, parent engagement advisors, and other support staff to encourage engagement and support.

Mission and Vision

Mission

The mission of the Agora Cyber Charter School is to provide an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills and develop proficiency in the design and use of new computer technologies and scientific research. Agora embraces a collaborative partnership between teachers and parents in order to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! Through commitment, hard work, consistency, and responsibility, every student will meet the challenge of mastering high expectations.

Vision

To prepare all learners to achieve their highest potential by actively engaging in their own learning, achieving their personal learning goals, and cultivating success as lifelong learners.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Students who are economically disadvantaged had higher attendance rates than the whole school rate, with fewer students considered severely at risk for truancy.	No
Agora has improved EL screening and support processes, and has realized a higher rate of identification of students with language support needs.	No
During the Winter 2023 Biology CDT administration, 41% of students score proficient or advanced. This is an increase from the Winter 2022 Biology CDT administration in which 36% of students scored proficient or advanced.	No
In the 2021-2022 school year, Biology (n=578) course passing rates were 69% (n=399). When looking at the 31% (n=179) of students that did not pass, 45% (n=81%) of them earned less than 50% in the course, suggesting that they did not engage in class or complete a significant number of work/assignments. (Source: EOY Grades 6/13/2022	No
Agora exceeded growth expectations in grade 7 and met growth expectation in Keystone Algebra;	No
83% of students who completed constructed response items on their unit assessments earned at least half of available points as of January 2023.	Yes
During the Winter 2023 benchmark, 97% of students in grades K-5 completed the math assessment, with 48% scoring at or above grade level.	No
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	No
Continuously monitor implementation of the school improvement plan and adjust as needed	Yes
Data suggests that students in classrooms engaging in low stakes writing opportunities are more willing to participate in high stakes writing opportunities. It also suggests that these students will outperform students in classrooms not engaging in frequent low stakes writing opportunities. Students with teachers participating in the Collins cohort have an overall completion rate of 76% and a performance rate of approximately 65%.	No
All achievement groups except Quintile 5 (mid-high) realized positive growth during the 2022 reporting period, with quintiles 1, 2, 3, and 4 exhibiting blue “exceeded the growth standard” marks.	No
All Student Group met the standard for demonstrating growth, with an academic growth score of 72.5 (standard was 70.0) in ELA	Yes

Staff report high levels of satisfaction with professional learning, and see their learning as connected with school improvement efforts. They expressed the desire to observe their peers as a form of professional learning.	Yes
Use multiple professional learning designs to support the learning needs of staff	Yes
For 2022 Science/Biology Academic Growth Expectation, Agora achieved an academic growth score of 91.3, which far exceeded the state score of 70.	No
For 2022 English Language Arts/Literature Academic Growth Expectation, Agora has realized a positive trend in growth towards PVAAS English Language Arts/Literature with all student groups increasing performance for a second consecutive year. The All Student group had a growth standard of 72.5. That exceeded the statewide growth measure of 70.0.	No
In both Math and ELA Academic Growth Expectations, Students with Disabilities are exceeding the growth standard.	No
Local data tracking (2021.22 SmartFutures reports) revealed that 91% of students in Grade 5 completed all required career readiness activities during the 2021.22 school year.	No
For the ELD Program: We worked to streamline processes, resources, identification processes, workflows, and professional development offerings during the 2022.23 year. A challenge is keeping up with the changes of an ever-evolving group with a novice supervisor. Agora's high number of transfer students complicates every aspect of our EL program. We are realizing an increased need for EL support with our transfer students as well.	No
Little variation is noted among subgroups for Reading Plus growth.	No

Challenges

Challenge	Consideration In Plan
In 2020-21 Regular Attendance, Agora was below the state average and statewide performance standard for regular attendance for All Student Group with 68.6%. The statewide average was 82.2% and the statewide performance standard was 94%.	No
For the 2022 Career Standards Benchmark, the statewide average was 88.3%; Agora's All Student Group was 77.2%.	No
At the end of Qtr 3, 4 of 11 courses in Kindergarten through Algebra 1 were on pace to finish the prescribed written curriculum.	No
In the 2021-2022 school year, Algebra (n=592) course passing rates were 70% (n=414), When looking at the 30% (n=178) of students that did not pass, 53% (n=94) of them	No

earned less than 50% in the course, suggesting that they did not engage in class or complete a significant number of work/assignments. (Source: EOY Grades 6/13/2022)	
During the Winter 2023 MS Math CDT, 84% (n=1074) of students completed the assessment. 14% (n=25) of 6th Grades scored proficient or advanced. 7% (n=27) of 7th graders scored proficient or advanced. 6% (n=38) of 8th graders scored proficient or advanced	No
In the 2021-2022 school year in Math, grades 6-8 (n= 1554) had a passing rate for 2022 school year was 71% (n=1197) students. 27% (n=357) of our students failed the math course. 79% (n=282) of these students did not successfully pass for the year, suggesting they did not engage/submit work in more than two classes. (Source: EOY Grades 6/13/2022)	No
According to our local data tracking (2021.22 SmartFutures reports), in grade 8, 77% of students completed all required activities; and in grade 11, 67% of students completed all required activities.	No
Provide frequent, timely, and systematic feedback and support on instructional practices	Yes
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Yes
During 2022/23 local assessment data collection, 31% of ELA prompts resulted in “no submission,” indicating students are not making an attempt in completing constructed response questions.	Yes
Grades 4 and 5 did not meet the growth standard, with scores lower than in previous years. Grade 7 met growth expectation, but that grade level also experienced lower scores than previous years. Grades 6 and 8 exceeded growth expectations and experienced higher growth scores than in previous years.	No
Approximately 71.8% of eligible students participated in ELA state testing during the 2022 administration, an increase from 26.8% the previous year. Of those, 28.6% of students earned Proficient or Advanced scores. This is moderate decrease from the last administration, where 35.4% of students scored proficient/advanced.	No
Only 64% of staff reported feeling that the leadership team knows what's going on in classrooms, and 77% reported feeling they have received useful feedback to improve their practice from leadership.	No
Students in grades 9-12 with disabilities are attending ELA and Math classes at rates lower than the whole school average.	No
Students in grades 9-12 with disabilities are not current passing ELA and Math courses at rates equivalent to their peers.	No
During the Winter 2022 Biology CDT administration, 36% of students score proficient or advanced. This is a slight decrease from the Winter 2021 Biology CDT administration in which 37% of students scored proficient or advanced	No

Biology course passing rates for the 2021 school year was 66% passing with an A, B, C, or D in Biology and Honors Biology. When looking at the 34% of students that did not pass, 24% of the students (overall earned less than 30% in the course, suggesting that they did not engage in class or complete a significant amount of work/assignments	No
Identify and address individual student learning needs	Yes
For 2022 Proficient/Advanced Math PA State Assessments, Agora did not meet the All Student Group indicator for Math in 2021-22, with a score of 6.4%	No
For 2022 Proficient/Advanced Math PA State Assessments, Agora did not meet the All Student Group indicator for Math in 2021-22, with a score of 6.4%	No
In 2021 High School Graduation Rate, Agora did not meet the 4-year cohort goal in 2020-21, with a 50.7% graduation score	No
According to the 2022 Proficient/Advanced ELA PA State Assessments, Agora did not meet the All Student Group indicator for ELA in 2021-22, with a score of 28.6%	No
For the ELD Program: A challenge is keeping up with the changes of an ever-evolving group with a novice supervisor. Agora's high number of transfer students complicates every aspect of our EL program. We are realizing an increased need for EL support with our transfer students as well.	No
Risk is noted across all subgroups in both math and reading, but no subgroup is statistically significantly different from the all school group. Therefore, a focus on Tier 1/whole school instruction is recommended.	Yes

Most Notable Observations/Patterns

Agora has been committed to long-term solutions rather than chasing short-term successes which may not be sustainable. With 32% of Agora's population holding an IEP, it is vital that our school improvement plan and our SSIP are aligned. We use problem-solving protocols and precision statements to articulate root causes, suggest actions, monitor fidelity of implementation, and evaluate effectiveness. Agora has realized success in student growth related to critical thinking and writing tasks with those who engage in the learning. Multiple data sources suggest that a common root cause is student engagement – students can't or won't engage with the critical thinking and writing tasks and assessments that have been determined to be critical success factors. Multiple data sources suggest that grade 9 should be an area of focus, as that grade level exhibits poor performance in work completion, attendance, engagement, and academic growth. Local assessment completion data shows that 26% of grade 9 students who exhibit poor completion of assessment (less than 50%) are also severely at risk for chronic absence. Agora has a high rate of student transience. A large number of transfer students enter Agora off cohort or without the requisite skills to earn graduation. Regular attendance rates for 2021 via the FutureReady PA Index is 68.6%. Local data for the 2022-23 school year indicates that 65.8% of students were demonstrating regular attendance as of May 4, 2023.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
83% of students who completed constructed response items on their unit assessments earned at least half of available points as of January 2023.	Data shows that those who engage in the work are meeting learning targets.
Continuously monitor implementation of the school improvement plan and adjust as needed	Agora has made the goals and action items the foundation of our work, and all decisions are filtered through the lens of the SIP. This has resulted in a unified vision for where our priorities and resources should be targeted.
All Student Group met the standard for demonstrating growth, with an academic growth score of 72.5 (standard was 70.0) in ELA	This data point reflects the success of our efforts to date. Data shows that many students enter our school far below grade level, so we are working to close gaps.
Staff report high levels of satisfaction with professional learning, and see their learning as connected with school improvement efforts. They expressed the desire to observe their peers as a form of professional learning.	This year, Agora shifted to differentiated professional learning with multiple options all tied to school improvement efforts. Staff report high satisfaction with the choices, sustained learning, and relevance of PD this year.
Use multiple professional learning designs to support the learning needs of staff	Agora prioritizes staff learning through differentiated learning tracks where staff focus on a single topic through an entire semester. Additional targeted learning has taken the form of target or pilot group learning for specific topics (differentiation, Collins writing, guided reading), collaborative development of professional resources (visible learning playbook), and individual and small group instructional coaching.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Provide frequent, timely, and systematic feedback and support on	Inconsistent instructional practices and expectations in literacy contributes to lack of student	Yes	If we focus on providing timely, high-quality instructional feedback,

instructional practices	engagement in literacy-based activities. Almost 30% of literacy-based assessment attempts are not completed by students		then teachers will create student-centered classrooms that have the precision, clarity, and a toolbox of evidence-based practices to maximize student response.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Data reveals that we have students who are not engaged in their own learning, evidenced by lack of regular attendance and/or lack of active class participation. Students report that they do not regularly connect with one another during class experiences. Agora has not met fidelity for Tier 1 implementation for PBIS yet.	Yes	If we implement a PBIS framework with fidelity, then students will receive supports that address non-academic barriers and improve attendance and engagement outcomes where all students feel a sense of belonging at Agora.
During 2022/23 local assessment data collection, 31% of ELA prompts resulted in “no submission,” indicating students are not making an attempt in completing constructed response questions.	Further data analysis revealed a strong positive correlation between students who did not not submit constructed response items and attendance rates.	No	
Identify and address individual student learning needs	Data reveals that many transfer students enter Agora below their peers and/or credit deficient. A large percentage of students at Agora are identified as Economically Disadvantaged. More than 30% of students at Agora receive special education services. Agora’s overall graduation rate is low, because students have not earned enough credits in their cohort to achieve graduation. Enrollment data shows a high number of students who transfer into Agora during the 9th grade year. The current high school schedule has not provided time for support for struggling students or been flexible for transfer students.	Yes	If we collect diagnostic information to provide the appropriate academic supports to students according to their readiness, processing skills, and credit attainment (HS), then students will be more engaged and grow academically in the grade level curriculum to graduate.

<p>Risk is noted across all subgroups in both math and reading, but no subgroup is statistically significantly different from the all school group. Therefore, a focus on Tier 1/whole school instruction is recommended.</p>	<p>Agora is committed to improvement in Tier 1 instruction, as evidenced in prior and current school improvement plans.</p>	<p>No</p>	
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Goal Setting

Priority: If we focus on providing timely, high-quality instructional feedback, then teachers will create student-centered classrooms that have the precision, clarity, and a toolbox of evidence-based practices to maximize student response.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, 75% of Agora's teachers will demonstrate at least one opportunity for student-to-student engagement and 75% of Agora's teachers will demonstrate at least one evidence-based instructional strategy from Agora's Visible Learning playbook, given a random sample of 56 classroom walkthroughs divided equally among content areas and grade bands, 15 minutes in length, conducted collaboratively by a leadership team.	Engagement	N/A	N/A	By June 30, 2024, 75% of Agora's teachers will demonstrate at least one opportunity for student-to-student engagement and 75% of Agora's teachers will demonstrate at least one evidence-based instructional strategy from Agora's Visible Learning playbook, given a random sample of 56 classroom walkthroughs divided equally among content areas and grade bands, 15 minutes in length, conducted collaboratively by a leadership team.	By Nov 2, 2023, 50% of Agora's teachers will demonstrate at least one opportunity for student-to-student engagement and 75% of Agora's teachers will demonstrate at least one evidence-based instructional strategy from Agora's Visible Learning playbook, given a random sample of 56 classroom walkthroughs divided equally among content areas and grade bands, 15 minutes in length, conducted collaboratively by a leadership team.	By Jan 18, 2024, 60% of Agora's teachers will demonstrate at least one opportunity for student-to-student engagement and 75% of Agora's teachers will demonstrate at least one evidence-based instructional strategy from Agora's Visible Learning playbook, given a random sample of 56 classroom walkthroughs divided equally among content areas and grade bands, 15 minutes in length, conducted collaboratively by a leadership team.	By Mar 22, 2024, 70% of Agora's teachers will demonstrate at least one opportunity for student-to-student engagement and 75% of Agora's teachers will demonstrate at least one evidence-based instructional strategy from Agora's Visible Learning playbook, given a random sample of 56 classroom walkthroughs divided equally among content areas and grade bands, 15 minutes in length, conducted collaboratively by a leadership team.	By June 30, 2024, 75% of Agora's teachers will demonstrate at least one opportunity for student-to-student engagement and 75% of Agora's teachers will demonstrate at least one evidence-based instructional strategy from Agora's Visible Learning playbook, given a random sample of 56 classroom walkthroughs divided equally among content areas and grade bands, 15 minutes in length, conducted collaboratively by a leadership team.
English Language Arts	By June 30, 2024, 60% of students in grades 3-12 will score at least 55% on constructed response items in common assessments of each core content area: ELA, Math, Science, and Social Studies, given at least 2	Disciplinary Literacy	N/A	N/A	By June 30, 2024, 60% of students in grades 3-12 will score at least 55% on constructed response items in common assessments of each core content area: ELA, Math, Science, and Social Studies, given at least 2	By Nov 2, 2023, 50% of students in grades 3-12 will score at least 55% on constructed response items in common assessments of each core content area: ELA, Math, Science, and Social Studies, given at least 2	By Jan 18, 2024, 53% of students in grades 3-12 will score at least 55% on constructed response items in common assessments of each core content area: ELA, Math, Science, and Social Studies, given at least 2	By Mar 22, 2024, 57% of students in grades 3-12 will score at least 55% on constructed response items in common assessments of each core content area: ELA, Math, Science, and Social Studies, given at least 2	By June 30, 2024, 60% of students in grades 3-12 will score at least 55% on constructed response items in ELA common assessments

	opportunities per quarter.				opportunities per quarter.	opportunities per quarter.	opportunities per quarter.	opportunities per quarter.	
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Priority: If we implement a PBIS framework with fidelity, then students will receive supports that address non-academic barriers and improve attendance and engagement outcomes where all students feel a sense of belonging at Agora.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Regular Attendance	By June 30, 2024, 70% of students in grades 3-12 will demonstrate "regular attendance" (number of students enrolled for 90 or more school days and attending at least 90% of school days)	Attendance	N/A	N/A	By June 30, 2024, 70% of students in grades 3-12 will demonstrate "regular attendance" (number of students enrolled for 90 or more school days and attending at least 90% of school days)	By November 2, 2023, 80% of students in grades 3-12 will attend at least 90% of school days.	By Jan 18, 2024, 75% of students in grades 3-12 will demonstrate "regular attendance" (number of students enrolled for 90 or more school days an attending at least 90% of school days)	By June 30, 2024, 72% of students in grades 3-12 will demonstrate "regular attendance" (number of students enrolled for 90 or more school days an attending at least 90% of school days)	By June 30, 2024, 70% of students in grades 3-12 will demonstrate "regular attendance" (number of students enrolled for 90 or more school days an attending at least 90% of school days)
School climate and culture	By June 30, 2024, with at least 80% of the study body participating, Agora will realize a school score higher than the national average (3.12 elementary, 2.92 secondary) on the PBIS Assessment (Georgia School Climate Survey), with no statistically significant difference noted in any of the identified subgroups (grade, gender identity, race/ethnicity, and sexual orientation for MS/HS survey).	Belonging	N/A	N/A	By June 30, 2024, with at least 80% of the study body participating, Agora will realize a school score higher than the national average (3.12 elementary, 2.92 secondary) on the PBIS Assessment (Georgia School Climate Survey), with no statistically significant difference noted in any of the identified subgroups (grade, gender identity, race/ethnicity, and sexual orientation for MS/HS survey).	By November 2, Agora will score an average of 3.0 (elementary) and 2.5 (secondary) on the PBIS Assessment (Georgia School Climate Survey) overall with no statistically significant difference noted in any of the identified subgroups (grade, gender identity, race/ethnicity, and sexual orientation for MS/HS survey).	By January 18, 60% of more of elementary students will rate 3 PBIS Assessment Climate Survey questions measuring adult social support, peer social support, and cultural acceptance as occurring Often or Always. By January 18, 60% or more of MS/HS students will rate 12 questions from the PBIS Assessment Climate Survey questions as "Agree" measuring the extent of adult social support, peer social support, and cultural acceptance.	By March 22, 75% of more of elementary students will rate 3 PBIS Assessment Climate Survey questions measuring adult social support, peer social support, and cultural acceptance as occurring Often or Always. By March 22, 75% or more of MS/HS students will rate 12 questions from the PBIS Assessment Climate Survey questions as "Agree" measuring the extent of adult social support, peer social support, and cultural acceptance.	By June 30, 2024, with at least 80% of the study body participating, Agora will realize a school score higher than the national average (3.12 elementary, 2.92 secondary) on the PBIS Assessment (Georgia School Climate Survey), with no statistically significant difference noted in any of the identified subgroups (grade, gender identity, race/ethnicity, and sexual orientation for MS/HS survey).

Priority: If we collect diagnostic information to provide the appropriate academic supports to students according to their readiness, processing skills, and credit attainment (HS), then students will be more engaged and grow academically in the grade level curriculum to graduate.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Graduation rate	By June 30, 2024, 100% of students in grades 9-12 who were students at Agora during the 2022/23 school year will have a clearly-articulated path to fulfill Agora and state requirements for graduation within their 5-year cohort	Act 158 Plan	N/A	N/A	By June 30, 2024, 100% of students in grades 9-12 who were students at Agora during the 2022/23 school year will have a clearly-articulated path to fulfill Agora and state requirements for graduation within their 5-year cohort	By Nov 2, 2023, 50% of students in grades 9-12 who were students at Agora during the 2022/23 school year will have a clearly-articulated path to fulfill Agora and state requirements for graduation within their 5-year cohort	By Jan 18, 2024, 70% of students in grades 9-12 who were students at Agora during the 2022/23 school year will have a clearly-articulated path to fulfill Agora and state requirements for graduation within their 5-year cohort	By Mar 22, 2024, 90% of students in grades 9-12 who were students at Agora during the 2022/23 school year will have a clearly-articulated path to fulfill Agora and state requirements for graduation within their 5-year cohort	By June 30, 2024, 100% of students in grades 9-12 who were students at Agora during the 2022/23 school year will have a clearly-articulated path to fulfill Agora and state requirements for graduation within their 5-year cohort
Graduation rate	By June 30, 2024, 65% of transfer students at the high school will be passing all courses needed to graduate.	Transfer Students HS	N/A	N/A	By June 30, 2024, 65% of transfer students at the high school will be passing all courses needed to graduate.	By Nov 2, 2023, 65% of transfer students at the high school will be passing all courses needed to graduate.	By Jan 18, 2024, 55% of transfer students at the high school will be passing all courses needed to graduate.	By Mar 22, 2024, 60% of transfer students at the high school will be passing all courses needed to graduate.	By June 30, 2024, 65% of transfer students at the high school will be passing all courses needed to graduate.
Graduation rate	By June 30, 2024, 65% of transfer students at the middle school will be passing ELA and Math courses, which are indicators of success for graduation.	Transfer Students MS	N/A	N/A	By June 30, 2024, 65% of transfer students at the middle school will be passing ELA and Math courses, which are indicators of success for graduation.	By Nov 2, 2023, 65% of transfer students at the middle school will be passing ELA and Math courses, which are indicators of success for graduation.	By Jan 18, 2024, 55% of transfer students at the middle school will be passing ELA and Math courses, which are indicators of success for graduation.	By Mar 22, 2024, 60% of transfer students at the middle school will be passing ELA and Math courses, which are indicators of success for graduation.	By June 30, 2024, 65% of transfer students at the middle school will be passing ELA and Math courses, which are indicators of success for graduation.

Action Plan

Action Plan for: PBIS - <https://www.evidenceforpa.org/strategies/pbis>

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Engagement Belonging Attendance 		Precision statements based on the data Fidelity measures PBIS Instructional implications for SEL SWIS data review			Team-initiated Problem-Solving Protocol to be used monthly by the Core Team.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct Team Initiated Problem Solving (TIPS) data meetings to analyze system level and problem-solving group level data for improvements to SEL/PBIS framework; share out data with staff after every meeting.	09/05/2023	11/30/2023	PBIS District Lead (Kreider)	MCIU Coaching supports; PBIS data management system \$1200 - CSI funds)	No	No
Conduct Team Initiated Problem Solving (TIPS) data meetings to analyze system level and problem-solving group level data for improvements to SEL/PBIS framework; share out data with staff after every meeting.	12/01/2023	02/29/2024	PBIS District Lead (Kreider)	MCIU Coaching supports; Schoolwide information system for data management	No	No
Conduct Team Initiated Problem Solving (TIPS) data meetings to analyze system level and problem-solving group level data for improvements to SEL/PBIS framework; share out data with staff after every meeting.	03/01/2024	05/31/2024	PBIS District Lead (Kreider)	MCIU Coaching supports; Schoolwide information system for data management; MTSS Coordinators Salaries & Benefits -- \$238,032 -- Title I funds	No	No
Tier 1 team organized with identified internal coach, administrator, and all team roles defined and assigned	09/05/2023	10/05/2023	PBIS District Lead (Kreider)	Core team meeting time	No	No
High School / Middle School: identify student leadership team with members and set up assigned roles to assist with planning and evaluating impact of PBIS practices on student	09/05/2023	11/30/2023	PBIS District Lead (Kreider)	Core team meeting time; student team meeting time	No	No

population.						
Inservice all staff on (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	08/01/2023	09/15/2023	PBIS District Lead (Kreider)	staff PD time; PD materials; Professional Learning Coordinator Salaries & Benefits -- \$210,330 - Title I funds	Yes	No
Teach expected academic and social behaviors aligned to school values directly to all students in classrooms and across other campus settings/locations.	09/05/2023	10/05/2023	PBIS District Lead (Kreider)	Dedicated time in schedule; PD materials;	No	No
Conduct booster lessons to teach expected academic and social behaviors aligned to school values directly to students.	01/02/2024	02/15/2024	PBIS District Lead (Kreider)	Dedicated time in schedule; PD materials; staff	No	No
Semester 1: A formal acknowledgement system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is consistently implemented school-wide.	07/05/2023	01/18/2024	PBIS District Lead (Kreider)	Staff; system to capture acknowledgement; Stipend for PBIS summer work-- \$3600 CSI funds	No	No
Semester 2: A formal acknowledgement system is [a] linked to school-wide expectations and [b] consistently used across settings and within classrooms.	01/19/2024	06/07/2024	PBIS District Lead (Kreider)	Staff; system to capture acknowledgement	No	No
Expand RENEW program for students at risk to include additional facilitators at HS -- FALL Cohort	08/01/2023	01/18/2024	HS PBIS lead coach (O'Reilly)	Training/support via MCIU -- 20 hours -- CSI TAC funds; RENEW Stipend -- fall & spring-- \$6000 -- CSI funds; Social Workers Salaries & Benefits -- \$183,133 -- Title I funds	Yes	No
Expand RENEW program for students at risk to include additional facilitators at HS -- SPRING cohort	01/19/2024	06/07/2024	HS PBIS lead coach (O'Reilly)	Training/support via MCIU -- 20 hours -- TAC; Family Coach Coordinators and Parent Engagement Advisors Salary & Benefits -- \$667,014 -- Title I funds	Yes	No
Expand Check and Connect at the middle school to include 10 new staff facilitators -- FALL Cohort	08/21/2023	01/18/2024	C&C Lead (Bianconi)	Training/support via MCIU -- 30 hours -- SIP TAC funds; Check and Connect Stipend -- fall & spring -- \$4800-- CSI funds; Check and Connect participant manuals -- \$1600 -- CSI funds	Yes	No
Expand Check and Connect at the	01/19/2024	06/07/2024	C&C Lead (Bianconi)	Training/support via MCIU -- 30 hours -- SIP TAC	Yes	No

middle school to include 10 new staff facilitators -- SPRING cohort				funds; Check and Connect participant manuals		
Plan for Check In Check Out installation with Tertiary Team and Administrator teams to support HS Special Education students Install Check In Check Out program to support HS Special Education students to include 5 staff facilitators – FALL Cohort	08/21/2023	01/18/2024	CICO Lead (Natale)	Training/support via MCIU -- 10 hours -- SIP TAC funds; Check In Check Out substitute coverage -- fall & spring -- \$3000 -- CSI funds	Yes	No
Install Check In Check Out program to support HS Special Education students to include 5 staff facilitators – SPRING Cohort	01/19/2024	06/07/2024	CICO Lead (Natale)	Training/support via MCIU -- 10 hours -- SIP TAC funds; substitute coverage	Yes	No
Plan for Check In Check Out installation with Tertiary Team and Administrator teams to support HS Special Education students	08/01/2023	09/01/2023	CICO Lead (Natale)	Training/Support via MCIU -- 8 hrs -- SIP TAC funds	Yes	No
Install Student Ambassador program as a pilot for grade 8 students, pairing students who exemplify school values with newly-enrolled grade 8 students who transition into our school.	08/01/2023	06/07/2024	Student Ambassador Advisor (Keefe)	Planning time for advisors; selection criteria/form to choose ambassadors; training materials for ambassadors; club meeting time; data tracking tool; Student Ambassadors club stipends -- \$600 CSI funds;	No	No

Action Plan for: Texting With Parents -- <https://www.evidenceforpa.org/strategies/texting-parents>

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Attendance 		Class, group, and individual messages Parent login summary			Usage logs of both staff and parents monitored monthly by the PEA lead and shared with staff	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Creation of job aid and usage guidelines for all stakeholder groups, including training for new users	08/01/2023	09/29/2023	Parent Engagement Advisor Lead (Boren)	Dedicated training time for new users; time for creation of training materials; ParentSquare program (\$30,000 – Title I funds)	Yes	No
Communication and training plan for parent portal signup and usage	08/01/2023	09/29/2023	Parent Engagement Advisor Lead (Boren)	Meeting time for plan creation	No	No
Conduct parent training and sign-up help sessions	09/05/2023	10/31/2023	Parent Engagement Advisor Lead (Boren)	Dedicated training time for parents; time for creation of training materials; subscription for ParentSquare	No	Yes
Analyze staff access to determine monthly usage and share with staff monthly.	09/05/2023	01/18/2024	Parent Engagement Advisor Lead (Boren)	subscription for ParentSquare	No	No
Analyze parent usage and share with staff monthly; providing support for those parents who have not accessed or used the tool.	09/05/2023	01/18/2024	Parent Engagement Advisor Lead (Boren)	subscription for ParentSquare	No	Yes
At least 75% of staff with ParentSquare access will use it at least twice per month during the second semester.	01/19/2024	06/04/2024	Parent Engagement Advisor Lead (Boren)	subscription for ParentSquare	No	Yes
At least 50% of parents with ParentSquare access will use it at least once per month during the second semester.	01/19/2024	06/04/2024	Parent Engagement Advisor Lead (Boren)	subscription for ParentSquare	No	Yes

Action Plan for: Align classroom observations with professional development --

<https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6> (p. 9)

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Engagement Disciplinary Literacy Belonging Transfer Students HS Transfer Students MS 		Individual teacher professional development plans; improved usage rates of targeted instructional strategies; custom walkthrough/feedback form			Leadership team walkthroughs with feedback for individual teachers at least twice per quarter	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Build leadership capacity of selected Middle School teachers through action research in learning and coaching for differentiated instruction strategies by participating in a series of workshops and supplemental individual and small group coaching surrounding differentiation strategies.	08/01/2023	06/07/2024	PLC Lead (Thomas)	TLS Coaching contract -- \$38,500 -- CSI funding	Yes	No
Semester 1: "Train the trainer" for internal staff to lead belonging through literacy	08/01/2023	01/18/2024	Director CIA (Giovanisci)	PLN Coaching contract -- \$30,000 CSI funds	Yes	No
Semester 2: Internal staff lead professional learning series on belonging through literacy for K-12 staff (PD track for self selection)	01/19/2024	06/07/2024	Director CIA (Giovanisci)	Dedicated time for professional development; PLN Belonging texts -- \$2500 CSI funds	Yes	No
Provide professional development on classroom strategies to increase belonging and engagement for self selection (PD track)	08/01/2023	01/18/2024	PLC Team	We Belong book -- \$5000 -- CSI funds; dedicated time for learning; training materials; instructional coach support	Yes	No
Semester 1: Provide middle school reading specialists with training related to diagnosing, goal-setting, and providing interventions for struggling adolescent readers - 5 sessions during semester 1 (PD track)	09/06/2023	01/18/2024	Literacy Coordinator (Wilson)	TA from MCIU; dedicated PD track time for specialists; Adolescent lit books -- \$500 CSI funds; Salary for Literacy Coordinator -- \$35,818 CSI funds; Reading diagnostic tool -- \$30,000 -- CSI funds; Salary and Benefits for Remedial Specialists -- \$1,889,099 -- Title I funds	Yes	No
Quarter 1: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs	09/05/2023	11/02/2023	Director CIA (Giovanisci)	Dedicate time for leadership to conduct walkthroughs; custom	No	No

and provide feedback on school's area of focus, ensuring that every teacher receives at least two walkthroughs during the first quarter.				form for walkthrough/feedback		
Semester 2: Provide middle school reading specialists with training related to diagnosing, goal-setting, and providing interventions for struggling adolescent readers - 5 sessions during semester 2 (PD track)	01/19/2024	06/07/2024	Literacy Coordinator (Wilson)	TA from MCIU; dedicated PD track time for specialists; Adolescent literacy resource books; Literacy coordinator support	Yes	No
Quarter 2: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs and provide feedback on school's area of focus, ensuring that every teacher receives at least two walkthroughs during the second quarter.	11/03/2023	01/18/2024	Director CIA (Giovanisci)	Dedicate time for leadership to conduct walkthroughs; custom form for walkthrough/feedback	No	No
Quarter 3: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs and provide feedback on school's area of focus, ensuring that every teacher receives at least two walkthroughs during the third quarter.	01/19/2024	03/22/2024	Director CIA (Giovanisci)	Dedicate time for leadership to conduct walkthroughs; custom form for walkthrough/feedback	No	No
Quarter 4: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs and provide feedback on school's area of focus, ensuring that every teacher receives at least two walkthroughs during the fourth quarter.	03/25/2024	06/07/2024	Director CIA (Giovanisci)	Dedicate time for leadership to conduct walkthroughs; custom form for walkthrough/feedback	No	No
Create a walkthrough form for district-wide use and conduct learning related to inter-rater reliability	07/03/2023	08/31/2023	Director CIA (Giovanisci)	Dedicated meeting time for form construction; dedicated training time	No	No
Introduce teachers to custom walkthrough forms and areas of focus for instructional walkthroughs 2023.24	08/21/2023	09/29/2023	Principals & Directors of SE (Hornbake)	Dedicated time for learning; training materials; Atlas curriculum warehouse -- \$21,500 -- CSI funds	Yes	No
Create student success guides that articulate essential content, alternate eligible content, and pacing required for students to have the opportunity to demonstrate mastery of essential content for each math course from grade K – Algebra I	07/05/2023	01/18/2024	Math Curriculum Coordinator (Long)	Dedicated time for creation of guides; Atlas online curriculum warehouse	No	No
Peer Observation Qtr 1: Teachers and family coaches will observe and provide feedback to a peer at least once during quarter 1	09/05/2023	11/02/2023	PLC Lead (DiStefano)	Dedicated time; feedback form	Yes	No
Peer Observation Qtr 2: Teachers and family coaches will observe and provide feedback to a peer at least once during quarter 2	11/03/2023	01/18/2024	PLC Lead (DiStefano)	Dedicated time; feedback form	Yes	No
Peer Observation Qtr 3: Teachers and family coaches will observe and provide feedback to a peer at least once during quarter 3	01/19/2024	03/22/2024	PLC Lead (DiStefano)	Dedicated time; feedback form	Yes	No
Peer Observation Qtr 4: Teachers and family coaches will observe and	03/25/2024	06/07/2024	PLC Lead (DiStefano)	Dedicated time; feedback form	Yes	No

provide feedback to a peer at least once during quarter 4						
Monitor fidelity to student success guides in math classes, providing support for teachers who encounter challenges	01/19/2024	06/07/2024	Math Curriculum Coordinator (Long)	Dedicated time for walkthroughs/feedback; instructional coaching support; benchmark test in math	No	No
Provide instructional coaches with reboot of visible learning strategies through webinar or conference attendance and updated research (book).	07/05/2023	01/18/2024	Literacy Coordinator (Wilson)	Visible learning training – CSI funds \$12,000	Yes	No
Instructional coaches model visible learning strategies for and with teachers in classrooms.	01/19/2024	06/07/2024	Literacy Coordinator (Wilson)	Time for preparation and coaching support; tracking tool for coaches	Yes	No
Install coaching software platform to ensure fidelity of the impact cycle per coach	07/05/2023	06/07/2024	Literacy Coordinator (Wilson)	Coaching tracking software -- \$12,000 CSI funds Vendor training for coaches and administrators	Yes	No
Low Stakes Writing Expansion -- John Collins Writing -- Provide introduction of Collins writing to teachers in grades 3-5 to support the writing process;	08/01/2023	06/07/2024	ELA Curriculum Coordinator (Harbaugh)	Collins writing training contract - - \$10,000 CSI funding; Collins writing resources -- \$1500 -- CSI funds; dedicated PD time	Yes	No
Low Stakes Writing Expansion -- John Collins Writing -- Expand existing cohort knowledge base to advanced levels of Collins writing, including focus correction areas to enable students to have input into their own growth and development in writing	08/01/2023	06/07/2024	ELA Curriculum Coordinator (Harbaugh)	Dedicated PD track for participants; Contract with Collins writing vendor; Resource materials/books	Yes	No
Structured literacy: Train all teachers in grades 3-5 who are New to differentiated reading groups to understand the Collect Decide Guide framework	09/06/2023	04/30/2024	PLC (Hartman) and MTSS (Kreutzer)	Structured literacy texts -- \$1500 -- CSI Funds; dedicated training time; training materials; Structured literacy training contract -- \$5000 -- CSI funds	Yes	No
Ensure content teachers have received state-mandated professional development for teaching Holocaust, tobacco, and substance abuse	08/01/2023	06/07/2024	PLC Lead (Thomas)	LIU12 contract for online PD -- \$2000 -- CSI funds	Yes	No
Exploration and piloting of resources to support STEELS standards implementation for content teachers, with recommendations for adoption by March 15, 2024	08/01/2023	03/15/2024	Curriculum Coordinator (Shaffer)	Resources as recommended by STEELS committee --STEELS resources-- \$25,000 -- CSI funds; dedicated meeting time for STEELS committee	No	No
Structured Literacy: Provide phonics and wordstudy lessons for grades 3-5 to support and fill gaps of learners with T2 and T3 needs	09/06/2023	04/30/2024	PLC (Hartman) and MTSS (Kreutzer)	Books; dedicated training time; training materials	Yes	No
Use diagnostic survey of all educators to analyze the data culture as	08/01/2023	10/27/2023	Data Analyst (Cragle)	Survey results from PDE CSI	No	No

part of Q1 monitoring routine.				Performance Management		
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Action Plan for: Assess student learning frequently --

<https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6> (p. 11)

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Engagement Disciplinary Literacy Belonging Act 158 Plan Transfer Students HS Transfer Students MS Attendance 		Reports from objective and standardized assessments; assessment records; intervention and action plans with data analysis			Quarterly reports by grade band administrators on PD activities, including trends of success and needs.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Quarter 1: Inservice academic leadership on data literacy through monthly learning sessions.	07/03/2023	11/02/2023	Data Analyst (Cragle)	Dedicated time for training; training materials; reference text such as Data Analysis for Continuous School Improvement; Data Analysis book-- \$2500 – CSI funds	Yes	No
Grade 9 teacher teams review data and use team-initiated problem-solving frameworks to identify and solve needs of students monthly with report out to MTSS	08/21/2023	06/07/2024	Grade 9 Principal (McCormick)	Dedicated time for meeting; Team Initiated Problem-Solving (TIPS) framework; Linkit Assessment Warehouse -- \$118,113 -- CSI funds	No	
Quarter 1: Senior Academic Leadership team conduct at least one data literacy session with their staff based on topics from leadership learning experiences during the first quarter, with reporting to the academic leadership team	08/21/2023	11/02/2023	SALT (Hornbake PoC)	Dedicated time for training; training materials; reference text such as Data Analysis for Continuous School Improvement	Yes	No
Quarter 2: Inservice academic leadership on data literacy through monthly learning sessions during the second quarter.	11/03/2023	01/18/2024	Data Analyst (Cragle)	Dedicated time for training; training materials; reference text such as Data Analysis for Continuous School Improvement	No	No
Quarter 2: Senior Academic Leadership team conduct at least one data literacy session with their staff based on topics from leadership learning experiences during the second quarter, with reporting to the academic leadership team.	11/03/2023	01/18/2024	SALT (Hornbake PoC)	Dedicated time for training; training materials; reference text such as Data Analysis for Continuous School Improvement	Yes	No

Quarter 3: Inservice academic leadership on data literacy through monthly learning sessions during the third quarter	01/19/2024	03/22/2024	Data Analyst (Cragle)	Dedicated time for training; training materials; reference text such as Data Analysis for Continuous School Improvement	No	No
Quarter 3: Senior Academic Leadership team conduct at least one data literacy session with their staff based on topics from leadership learning experiences during the third quarter , with reporting to the academic leadership team.	01/19/2024	03/22/2024	SALT (Hornbake PoC)	Dedicated time for training; training materials; reference text such as Data Analysis for Continuous School Improvement	Yes	No
Quarter 4: Inservice academic leadership on data literacy through monthly learning sessions during the fourth quarter	03/25/2024	06/07/2024	Data Analyst (Cragle)	Dedicated time for training; training materials; reference text such as Data Analysis for Continuous School Improvement	Yes	No

Action Plan for: Prepare students for postsecondary options --

<https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6> (p. 27)

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Act 158 Plan 		graduation plans including college/career options; college and career readiness student artifacts			Quarterly reports by Assistant Principal with Act 158 assignment to MTSS core team and to HS staff.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop curriculum for grade 8 career course aligned with Act 158 preparation and expectations	07/05/2023	06/07/2024	Act 158 Assistant Principal (Hilson)	Planning time; Atlas curriculum warehouse; support of CIA team; Curriculum development stipend -- \$2500 -- CSI funds; College & Career Coordinator Salary & Benefits -- \$72,236 -- Title I funds	No	No
School counselors will collaborate with all students on their caseloads to craft a viable graduation plan aligned with their career goals, problem-solving supports to mitigate identified barriers, completing plans with at least 50% of students who were students at Agora during the 2022/23 school year by the end of Quarter 1.	08/28/2023	11/02/2023	Act 158 Assistant Principal (Hilson)	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No
School counselors will collaborate with all students on their caseloads to craft a viable graduation plan aligned with their career goals, problem-solving supports to mitigate identified barriers, completing plans with at least 70% of students who were students at Agora during the 2022/23 school year by the end of Quarter 2.	11/03/2023	01/18/2024	Act 158 Assistant Principal (Hilson)	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No
School counselors will collaborate with all students on their caseloads to craft a viable graduation plan aligned with their career goals, problem-solving supports to mitigate identified barriers, completing plans with at least 90% of students who were students at Agora during the 2022/23 school year by the end of Quarter 3.	01/19/2024	03/22/2024	Act 158 Assistant Principal (Hilson)	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No
School counselors will collaborate with all students on their caseloads to craft a viable graduation plan aligned with their career goals, problem-solving supports to mitigate identified barriers, completing plans with 100% of students who were students at Agora during the 2022/23 school year by the end of Quarter 4.	03/25/2024	06/07/2024	Act 158 Assistant Principal (Hilson)	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No

School counselors will collaborate with new grade 9 students on their caseloads to craft a viable graduation plan aligned with their career goals, problem solving supports to mitigate identified barriers, completing plans with at least 50% of new grade 9 students on their caseloads by the end of Quarter 1.	08/28/2023	11/02/2023	Act 158 Assistant Principal (Hilson)	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No
School counselors will collaborate with new grade 9 students on their caseloads to craft a viable graduation plan aligned with their career goals, problem solving supports to mitigate identified barriers, completing plans with at least 70% of new grade 9 students on their caseloads by the end of Quarter 2.	11/03/2023	01/18/2024	Act 158 Assistant Principal (Hilson)	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No
School counselors will collaborate with new grade 9 students on their caseloads to craft a viable graduation plan aligned with their career goals, problem solving supports to mitigate identified barriers, completing plans with at least 90% of new grade 9 students on their caseloads by the end of Quarter 3.	01/19/2024	03/22/2024	Act 158 Assistant Principal (Hilson)	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No
School counselors will collaborate with new grade 9 students on their caseloads to craft a viable graduation plan aligned with their career goals, problem solving supports to mitigate identified barriers, completing plans with 100% of new grade 9 students on their caseloads by the end of Quarter 4.	03/25/2024	06/07/2024	Act 158 Assistant Principal (Hilson)	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No

Action Plan for: Assist students with transitions --

<https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6> (p. 28)

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Act 158 Plan Transfer Students HS Transfer Students MS 		freshman academy; college and career planning documents (Act 158 plans); student tracker/Early Warning System			HS principal will provide status report to HS staff and MTSS core teams on quarterly basis.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Schedule grade 9 students in focused groups	07/05/2023	08/25/2023	Grade 9 Assistant Principal (McCormick)	High school operations and counseling personnel; dedicated meeting time; student schedule requests	No	No
Plan structured advisory program to include PBIS core values, SEL, and college/career planning for grade 9	07/05/2023	08/25/2023	Grade 9 Assistant Principal (McCormick)	Planning time; curriculum warehouse; Curriculum development stipend --\$1200 – CSI funds	No	No
Install structured advisory program to include PBIS core values, SEL, and college/career planning for grade 9 to include at least 4 meetings during semester 1	09/05/2023	01/18/2024	Grade 9 Assistant Principal (McCormick)	Advisory period built into HS schedule; grade 9 teaching team; advisory lesson plans	No	No
Install structured advisory program to include PBIS core values, SEL, and college/career planning for grade 9 to include at least 4 meetings during semester 2	01/19/2024	06/07/2024	Grade 9 Assistant Principal (McCormick)	Advisory period built into HS schedule; grade 9 teaching team; advisory lesson plans	No	No
Grade 9 teacher teams conduct Team Initiated Problem Solving (TIPS) data meetings to analyze system level and problem-solving group level data for improvements to grade 9 program; share out data with MTSS and HS Admin teams after every meeting.	09/11/2023	06/07/2024	Grade 9 Assistant Principal (McCormick)	Dedicated meeting time; TIPS protocol; facilitation through MTSS coordinator	No	No
Review and revise orientation program to ensure inclusion of PBIS core values, attendance expectations, and available academic and behavioral supports.	07/05/2023	08/15/2023	CIA Director (Giovanisci)	Orientation program lesson plans; orientation team; guiding documents for PBIS; curriculum warehouse (Atlas); student handbook	No	No
Prepare for installation of new HS schedule in the 2024-2025 school year, to include communication plan for stakeholders, curriculum adjustments and preparation, and master schedule and staffing	08/01/2023	06/07/2024	High School Principal (Miller)	Dedicated time for teachers to plan; communication plan; ParentSquare platform for	No	Yes

construction, with monthly reports to the Board of Trustees				parent and staff communication		
Establish a team to develop an intervention and enrichment program for the high school	07/05/2023	08/01/2023	High School Principal (Miller)	Staff volunteers; dedicated meeting time	No	No
Develop decision rules for student scheduling of intervention and enrichment program	08/01/2023	01/18/2024	High School Principal (Miller)	Dedicated meeting time; student data and master schedule	No	No
Develop logistics for staffing and student scheduling of intervention and enrichment program	08/01/2023	01/18/2024	High School Principal (Miller)	Dedicated meeting time; student data and master schedule	No	No
Problem-solving with students experiencing educational instability to remove barriers to accessing the educational program	08/01/2023	06/07/2024	Federal Programs Coordinator (Kitchell)	Time for counselors to meet with individual students; Homeless Supplies Set-Aside -- \$100 -- Title I fund	No	No

Action Plan for: Provide a tiered system of instructional and behavioral supports and interventions --
<https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view> (p. 11)

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Attendance 		Systems-level roles and responsibilities document for Attendance Team; yearlong work plan; reach out and support plan			AT Facilitator will provide monthly updates to MTSS district team	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop guiding set of roles and responsibilities for systems-level Attendance Team and establish the team (Attendanceworks resources)	07/05/2023	08/31/2023	AT Facilitator (Keth)	MCIU Support; dedicated meeting time	No	No
Train Attendance Team on Team-initiated problem solving (TIPS) framework	09/01/2023	10/31/2023	AT Facilitator (Keth)	MCIU Support; MTSS facilitator support; dedicated meeting time	No	No
Conduct an Attendance Self-Assessment; share results with academic leadership and MTSS core team (Attendanceworks resources)	09/01/2023	10/31/2023	AT Facilitator (Keth)	Self-Assessment tool; dedicated meeting time	No	No
Construction of Year-long plan for Attendance Team work (Attendanceworks resources)	11/01/2023	12/22/2023	AT Facilitator (Keth)	MCIU Support; dedicated meeting time	No	No
Conduct Team Initiated Problem Solving (TIPS) data meetings to analyze system level and problem-solving group level data for improvements to attendance framework; share out data with MTSS team after every meeting.	11/01/2023	06/07/2024	AT Facilitator (Keth)	MCIU support; MTSS facilitator coaching/support for AT facilitator; dedicated meeting time	No	No
Creation of reach out and support plan for student absences (Attendanceworks resources)	01/03/2024	03/22/2024	AT Facilitator (Keth)	MCIU support; dedicated meeting time	No	No
installation of reach out and support plan (Attendanceworks resources)	03/25/2024	06/07/2024	AT Facilitator (Keth)	MCIU support; dedicated meeting time;	No	Yes
monitoring, data review, and problem-solving of reach out and support plan (Attendanceworks resources)	04/25/2024	06/07/2024	AT Facilitator (Keth)	MCIU support; dedicated meeting time; TIPS protocol	No	No
AT team will learn evidence-based tiered	09/14/2023	09/28/2023	AT Facilitator (Keth)	Attendanceworks e-learning series	Yes	No

strategies to engage students and promote attendance using a team approach through participation in professional development e-learning series (Attendanceworks resources)				registration -- \$3600 – CSI funds; substitute coverage for participants -- \$3000 -- CSI funds		
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Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS - https://www.evidenceforpa.org/strategies/pbis	<ul style="list-style-type: none">• Inservice all staff on (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.• Expand RENEW program for students at risk to include additional facilitators at HS -- FALL Cohort• Expand RENEW program for students at risk to include additional facilitators at HS -- SPRING cohort• Expand Check and Connect at the middle school to include 10 new staff facilitators -- FALL Cohort• Expand Check and Connect at the middle school to include 10 new staff facilitators -- SPRING cohort

	<ul style="list-style-type: none"> • Plan for Check In Check Out installation with Tertiary Team and Administrator teams to support HS Special Education students • Install Check In Check Out program to support HS Special Education students to include 5 staff facilitators – FALL Cohort • Plan for Check In Check Out installation with Tertiary Team and Administrator teams to support HS Special Education students
<p>Texting With Parents -- https://www.evidenceforpa.org/strategies/texting-parents</p>	<ul style="list-style-type: none"> • Creation of job aid and usage guidelines for all stakeholder groups, including training for new

<p>Align classroom observations with professional development -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6 (p. 9)</p>	<p>users</p> <ul style="list-style-type: none"> • Build leadership capacity of selected Middle School teachers through action research in learning and coaching for differentiated instruction strategies by participating in a series of workshops and supplemental individual and small group coaching surrounding differentiation strategies. • Semester 1: “Train the trainer” for internal staff to lead belonging through literacy • Semester 2: Internal staff lead professional learning series on belonging through literacy for K-12 staff (PD track for self selection) • Provide professional development on
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classroom strategies to increase belonging and engagement for self selection (PD track)

- Semester 1: Provide middle school reading specialists with training related to diagnosing, goal-setting, and providing interventions for struggling adolescent readers - 5 sessions during semester 1 (PD track)
- Semester 2: Provide middle school reading specialists with training related to diagnosing, goal-setting, and providing interventions for struggling adolescent readers - 5 sessions during semester 2 (PD track)
- Introduce teachers to custom walkthrough forms and areas of focus for instructional

walkthroughs
2023.24

- Peer Observation
Qtr 1: Teachers
and family coaches
will observe and
provide feedback
to a peer at least
once during
quarter 1
- Peer Observation
Qtr 2: Teachers
and family coaches
will observe and
provide feedback
to a peer at least
once during
quarter 2
- Peer Observation
Qtr 3: Teachers
and family coaches
will observe and
provide feedback
to a peer at least
once during
quarter 3
- Peer Observation
Qtr 4: Teachers
and family coaches
will observe and
provide feedback
to a peer at least
once during
quarter 4
- Provide
instructional
coaches with
reboot of visible
learning strategies

through webinar or conference attendance and updated research (book).

- Instructional coaches model visible learning strategies for and with teachers in classrooms.
- Install coaching software platform to ensure fidelity of the impact cycle per coach
- Low Stakes Writing Expansion -- John Collins Writing -- Provide introduction of Collins writing to teachers in grades 3-5 to support the writing process;
- Low Stakes Writing Expansion -- John Collins Writing -- Expand existing cohort knowledge base to advanced levels of Collins writing, including focus correction areas to enable students to have input into their own growth and development in

	<p>writing</p> <ul style="list-style-type: none"> • Structured literacy: Train all teachers in grades 3-5 who are New to differentiated reading groups to understand the Collect Decide Guide framework • Ensure content teachers have received state-mandated professional development for teaching Holocaust, tobacco, and substance abuse • Structured Literacy: Provide phonics and wordstudy lessons for grades 3-5 to support and fill gaps of learners with T2 and T3 needs
<p>Assess student learning frequently -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6 (p. 11)</p>	<ul style="list-style-type: none"> • Quarter 1: Inservice academic leadership on data literacy through monthly learning sessions. • Quarter 1: Senior Academic Leadership team

conduct at least one data literacy session with their staff based on topics from leadership learning experiences during the first quarter, with reporting to the academic leadership team

- Quarter 2: Senior Academic Leadership team conduct at least one data literacy session with their staff based on topics from leadership learning experiences during the second quarter, with reporting to the academic leadership team.
- Quarter 3: Senior Academic Leadership team conduct at least one data literacy session with their staff based on topics from leadership learning experiences during the third quarter , with reporting to the academic

	<p>leadership team.</p> <ul style="list-style-type: none">• Quarter 4: Inservice academic leadership on data literacy through monthly learning sessions during the fourth quarter
<p>Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)</p>	<ul style="list-style-type: none">• AT team will learn evidence-based tiered strategies to engage students and promote attendance using a team approach through participation in professional development e-learning series (Attendanceworks resources)

Professional Development Activities

RENEW training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Expand RENEW program for students at risk to include additional facilitators at HS -- FALL Cohort Expand RENEW program for students at risk to include additional facilitators at HS -- SPRING cohort 	Volunteer staff (teachers, family coaches, administrators, counselors) -- maximum of 5 per cohort	principles of project RENEW, including: personal futures planning, alternative education options, school-to-career options, naturally supported employment, individualized resource development, individually developed teams, mentoring, and creating sustainable community connections	identification of student mentee(s); meeting and progress notes	MTSS (O'Reilly) / PLC (DiStefano)	08/01/2023	06/07/2024
Learning Formats						
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Professional Learning Community (PLC)	One full day training; group meetings during dedicated PD days	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 		Teaching Diverse Learners in Inclusive Settings		

PBIS Reboot

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Inservice all staff on (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. 	Academic staff	schoolwide expectations; acknowledging appropriate behavior; correcting errors; requesting assistance	use of PBIS frameworks by staff, including acknowledgement system and unexpected behaviors flowchart	PBIS district lead (Kreider)	08/01/2023	09/29/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once	<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 2d: Managing Student Behavior 	

Check and Connect

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Expand Check and Connect at the middle school to include 10 new staff facilitators -- FALL Cohort Expand Check and Connect at the middle school to include 10 new staff facilitators -- SPRING cohort 	10 MS Staff (Volunteers) Fall; 10 MS Staff (Volunteers) Spring	Look at student data. Set and monitor goals for students. Building community between school and home. Provides structure for students. Improved communication and connection between students and staff.	Logs and workbooks tracking weekly meetings with students, and tracking students goals and dat	MS AP (Bianconi) / PLC (Thomas)	08/21/2023	06/07/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 	Teaching Diverse Learners in Inclusive Settings

Check In Check Out Planning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Plan for Check In Check Out installation with Tertiary Team and Administrator teams to support HS Special Education students Install Check In Check Out program to support HS Special Education students to include 5 staff facilitators – FALL Cohort Plan for Check In Check Out installation with Tertiary Team and Administrator teams to support HS Special Education students 	5 HS Special Education Staff Facilitators	Identifying students who will benefit from Check in / Check Out and Creating an Intervention Plan	Students are identified, and Intervention Plan Created	HS AD (Natale) / PLC (Nugent)	08/01/2023	01/18/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 	
Inservice day	Once	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 	

Check In Check Out Install

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Install Check In Check Out program to support HS Special Education students to include 5 staff facilitators – SPRING Cohort 	5 HS Special Education Staff Facilitators	Implement the Intervention Plan and Progress Monitor	Regular Progress monitoring of identified students to ensure plan is being followed.	HS AD (Natale) / PLC (Nugent)	01/19/2024	06/07/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 3a: Communicating with Students 3c: Engaging Students in Learning 	

Parent Square Job Aid

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Creation of job aid and usage guidelines for all stakeholder groups, including training for new users 	All Staff	How and why to text with parents	Monitor number of texts sent by staff person	Parent Engagement Advisor Lead (Boren) / PLC (Nugent)	08/01/2023	09/29/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Once	<ul style="list-style-type: none"> 4c: Communicating with Families 	

Differentiated Instruction Training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Build leadership capacity of selected Middle School teachers through action research in learning and coaching for differentiated instruction strategies by participating in a series of workshops and supplemental individual and small group coaching surrounding differentiation strategies. 	15 Middle School Staff Members in Cohort 2 13 Middle School Staff Members in Cohort 1	Power Slides / ARE Model / Effective vs. Differentiated Instruction	Classroom Walkthroughs and Coaching	PLC (Thomas)	08/01/2023	06/07/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once	<ul style="list-style-type: none"> 2c: Managing Classroom Procedures 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 	
Professional Learning Community (PLC)	Monthly for Fall semester	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 2c: Managing Classroom Procedures 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Every other month	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 	

		<ul style="list-style-type: none"> • 2c: Managing Classroom Procedures • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness 	
Workshop(s)	Monthly during fall semester	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 2c: Managing Classroom Procedures • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness 	

Belonging Through Literacy Professional Learning Pathway

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Semester 1: “Train the trainer” for internal staff to lead belonging through literacy Semester 2: Internal staff lead professional learning series on belonging through literacy for K-12 staff (PD track for self selection) 	1. EIB Course Graduates 2. Self-Selected staff 3. Leadership	1. Building Capacity Through Instructional Leadership, supporting turnaround training content from Diversity, Equity and Inclusion in a Literacy Rich Classroom 2. Promoting Equity and Belonging through Literacy. 3. Extension - Diversity, Equity, and Inclusion in a Literacy Rich Classroom	1. Participants create a Pathway proposal for new staff training in semester two. 2. Participants can identify at least 3 strategies to incorporate in their classroom that use literacy to promote equity and belonging. 3. Leaders can identify the EIB plan at Agora and are aware of the ways DEI can be included in a Literacy Rich Classroom	Director CIA (Giovanisci) / PLC (DiStefano)	08/01/2023	06/07/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly during fall semester	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 	Teaching Diverse Learners in Inclusive Settings
Professional Learning Community (PLC)	Monthly during spring semester	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 4d: Participating in a Professional Community 	Teaching Diverse Learners in Inclusive Settings
Workshop(s)	Twice during fall semester	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 	Teaching Diverse Learners in Inclusive Settings

		<ul style="list-style-type: none">• 2b: Establishing a Culture for Learning• 4e: Growing and Developing Professionally	
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Classroom Strategies to Increase Belonging and Engagement Professional Learning Pathway

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide professional development on classroom strategies to increase belonging and engagement for self selection (PD track) 	Self-selected academic staff	We Belong Book study	Participants can identify at least 3 strategies to incorporate in their classroom that increase belonging and engagement	Director CIA (Giovanisci) / PLC (DiStefano)	08/01/2023	01/18/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	monthly during fall semester	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 4d: Participating in a Professional Community 	

Struggling Adolescent Reader Professional Learning Pathway

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Semester 1: Provide middle school reading specialists with training related to diagnosing, goal-setting, and providing interventions for struggling adolescent readers - 5 sessions during semester 1 (PD track) Semester 2: Provide middle school reading specialists with training related to diagnosing, goal-setting, and providing interventions for struggling adolescent readers - 5 sessions during semester 2 (PD track) 	MS Reading Specialists	Diagnostics / Goal Setting / Interventions for Adolescent Readers	Student data profiles; intervention notes; student growth tracks	Literacy Coordinator (Wilson) / PLC (Hartman)	09/06/2023	06/07/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly throughout the year	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 4b: Maintaining Accurate Records 	Language and Literacy Acquisition for All Students

Walkthrough Forms

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Introduce teachers to custom walkthrough forms and areas of focus for instructional walkthroughs 2023.24 	Academic staff	1. Introduction to custom walkthrough form 2. Who will conduct walkthroughs 3. Analysis of data from walkthroughs	Staff can identify the purpose of the walkthrough form and apply strategies from the feedback included.	Principals & Directors of SE (Hornbake) / PLC (Hartman)	08/21/2023	09/29/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Once	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 4a: Reflecting on Teaching 4e: Growing and Developing Professionally 	

Peer Observations

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Peer Observation Qtr 1: Teachers and family coaches will observe and provide feedback to a peer at least once during quarter 1 Peer Observation Qtr 2: Teachers and family coaches will observe and provide feedback to a peer at least once during quarter 2 Peer Observation Qtr 3: Teachers and family coaches will observe and provide feedback to a peer at least once during quarter 3 Peer Observation Qtr 4: Teachers and family coaches will observe and provide feedback to a peer at least once during quarter 4 	Academic Staff and Family Coaches	Staff members within each pathway will observe another member of the same pathways recording. Staff will complete a survey looking for district wide goals and at least one pathway specific goal.	completed peer observation surveys/form (one per quarter per staff)	PLC (DiStefano)	09/05/2023	06/07/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Once per quarter (4 total)	<ul style="list-style-type: none"> 4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 	

Visible Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide instructional coaches with reboot of visible learning strategies through webinar or conference attendance and updated research (book). Instructional coaches model visible learning strategies for and with teachers in classrooms. Install coaching software platform to ensure fidelity of the impact cycle per coach 	instructional coaching staff	Hattie's visible learning strategies; Knight's impact cycle coaching; vendor based training for software	IC meetings scheduled with teachers; use of platform to track coaching; debrief and/or turnaround training for visible learning after webinar	Literacy Coordinator (Wilson) / PLC (Thomas)	07/05/2023	06/07/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	monthly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 2e: Organizing Physical Space 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	coach-the-coaches monthly or more frequently as needed; impact coaching with teachers weekly; team coaching monthly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 2e: Organizing Physical Space 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 	

		<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness 	
Workshop(s)	Once	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 2b: Establishing a Culture for Learning • 2e: Organizing Physical Space • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness 	

John Collins Writing Expansion

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Low Stakes Writing Expansion -- John Collins Writing -- Provide introduction of Collins writing to teachers in grades 3-5 to support the writing process; • Low Stakes Writing Expansion -- John Collins Writing -- Expand existing cohort knowledge base to advanced levels of Collins writing, including focus correction areas to enable students to have input into their own growth and development in writing 	Elementary teachers in grades 3-5; existing Collins-trained teachers in grades 6-12	Five types of writing; implementing writing routines and practices into daily lessons;	teachers complete assigned activities and bring examples of student work to PD sessions	ELA Curriculum Coordinator (Harbaugh) / PLC (Thomas)	08/01/2023	06/07/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	monthly	<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning 	
Workshop(s)	monthly	<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning 	

Structured Reading Instruction

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Structured literacy: Train all teachers in grades 3-5 who are New to differentiated reading groups to understand the Collect Decide Guide framework Structured Literacy: Provide phonics and wordstudy lessons for grades 3-5 to support and fill gaps of learners with T2 and T3 needs 	Elementary teachers in grades 3-5	Assess, Decide, Guide framework for supporting every reader	Staff can use data from running records and word knowledge inventory to develop strategies for small group reading instruction	PLC (Hartman) / MTSS (Kreutzer)	09/06/2023	04/30/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	monthly during fall pathways	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 4b: Maintaining Accurate Records 3e: Demonstrating Flexibility and Responsiveness 	

State Required Trainings for Content Groups

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ensure content teachers have received state-mandated professional development for teaching Holocaust, tobacco, and substance abuse 	MS/HS social studies teachers; MS/HS ELA teachers; MS/HS health teachers	Holocaust / Human Rights Violations / Tobacco Abuse / Opioid Abuse / Substance Abuse	Completion report from online learning	PLC (Thomas)	08/01/2023	06/07/2024

Learning Formats

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

Data Literacy

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Quarter 1: Inservice academic leadership on data literacy through monthly learning sessions. Quarter 1: Senior Academic Leadership team conduct at least one data literacy session with their staff based on topics from leadership learning experiences during the first quarter, with reporting to the academic leadership team Quarter 2: Senior Academic Leadership team conduct at least one data literacy session with their staff based on topics from leadership learning experiences during the second quarter, with reporting to the academic leadership team. Quarter 3: Senior Academic Leadership team conduct at least one data literacy session with their staff based on topics from leadership learning experiences during the third quarter , with reporting to the academic leadership team. Quarter 4: Inservice academic leadership on data literacy through monthly learning sessions during the fourth quarter 	Academic Leadership Instructional staff	Using data for continuous school improvement; the continuous improvement framework; demographic data, perception data; student learning data; school process data; looking across data; what is working/not working; creating action steps and implementing; strategies for effective data use; evaluating our efforts;	completion of data exercises; meeting notes for teacher team data meetings	Data Analyst (Cragle) / SALT (Hornbake) / PLC (Nugent)	07/03/2023	06/07/2024

Learning Formats

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

Other	monthly for leadership; quarterly for staff	<ul style="list-style-type: none">• 1b: Demonstrating Knowledge of Students• 1c: Setting Instructional Outcomes• 1d: Demonstrating Knowledge of Resources• 3d: Using Assessment in Instruction• 3e: Demonstrating Flexibility and Responsiveness• 4a: Reflecting on Teaching• 4b: Maintaining Accurate Records• 4e: Growing and Developing Professionally	
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AttendanceWorks

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> AT team will learn evidence-based tiered strategies to engage students and promote attendance using a team approach through participation in professional development e-learning series (Attendanceworks resources) 	Attendance Team	Participants will learn how to: implement strategies that create a positive school climate that encourages attendance and participation support students who need extra support develop approaches for mobilizing school staff and community partner	completion of e-learning course;	AT Facilitator (Keth)	09/14/2023	09/28/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	weekly for 1.5 hours; total of 3 weeks	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 3c: Engaging Students in Learning 4c: Communicating with Families 	

Communications Activities

Parent Square Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Conduct parent training and sign-up help sessions At least 50% of parents with ParentSquare access will use it at least once per month during the second semester. 	Parents	information about ParentSquare platform and features; help sessions; reminders for use; troubleshooting	PEA lead (Boren)	08/28/2023	06/07/2024
Communications					
Type of Communication			Frequency		
Newsletter			monthly		
Other			Text messages -- monthly		
Presentation			quarterly		

Parent Square Staff Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Analyze parent usage and share with staff monthly; providing support for those parents who have not accessed or used the tool. At least 75% of staff with ParentSquare access will use it at least twice per month during the second semester. 	Staff	Training on appropriate use of tool; Help session for those who encounter challenges; Reminders regarding usage rates by staff and parents	PEA lead (Boren)	08/21/2023	06/07/2024

Communications

Type of Communication	Frequency
Email	Monthly
Presentation	Once (during PD)
Webinar	on demand training for new staff

HS Schedule Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Prepare for installation of new HS schedule in the 2024-2025 school year, to include communication plan for stakeholders, curriculum adjustments and preparation, and master schedule and staffing construction, with monthly reports to the Board of Trustees 	parents, staff, Board	Announcement of schedule; updates on planning progress	HS Admin (Miller)	08/01/2023	06/07/2024

Communications

Type of Communication	Frequency
Posting on district website	Once
Other	Monthly (Academic Board Report)
Letter	Once (parents)

Attendance Plan Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> installation of reach out and support plan (Attendanceworks resources) 	Staff, Parents	Reach out and Support plan announcement	Attendance Team Facilitator (Keth)	01/19/2024	03/22/2024
Communications					
Type of Communication			Frequency		
Posting on district website			Once		
Email			Once		
Newsletter			Once		