

## Steering Committee

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## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
81% of students who completed constructed response items on their unit assessments earned at least half of available points as of January 2022.	Those students who are engaging in the classroom instruction related to literacy are growing in measurable ways. We need to continue the practices.
During the Winter 2022 benchmark administration, 97% of students in grades K-5 completed the reading assessment, with 55% of students scoring at or above grade level	Participation in benchmark tests is a strength at the elementary school We need to identify and expand best practices in benchmark test administration that will allow us to increase participation across grade bands.
In the 2022 stakeholder survey, students reported using critical thinking and core literacy skills consistently in their math courses. They expressed a desire for more student-to-student interactions, choice, and connection in their daily math work.	Students provide anecdotal evidence that the professional development provided to teachers is being implemented in math courses. We can listen to student voice in providing more and different opportunities for interaction with content and with one another.
During the 2021 PSSA/Keystone administration, 48.0% of Agora’s test takers scored Proficient or Advanced on the science/biology tests, an increase from 34.4% in the prior test administration.	
Agora realized an increase in student meeting the career standards benchmark (76.6%). The 2019-2020 indicator was 65.2%	
Continuously monitor implementation of the school improvement plan and adjust as needed	Agora has implemented a system of monitoring using TIPS protocols that allow us to continually define and refine precision statements related to root causes. We communicate progress to stakeholders on a quarterly basis.
Implement a multi-tiered system of supports for academics and behavior	

### Challenges

Challenge	Discussion Points	Priority	Priority Statement
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		<b>For Planning</b>	
During 2021/22 local assessment data collection, 32% of ELA prompts resulted in “no submission,” indicating students are not making an attempt in completing constructed response questions.	Focus on standards alignment and lesson planning over past years; lessons are rigorous but may not be student-centered (walkthrough data supports). Data supports the observation that those students who willingly engage in the learning do grow; however, a persistent gap is noticed in students who do not complete constructed response or writing tasks	Yes	If we create student-centered classrooms using active student response strategies, then students will demonstrate the skill and have the opportunity to engage in the work to demonstrate learning.
In the 2022 stakeholders survey, students reported that literacy skills are evident in their ELA classes consistently and in other disciplines about half the time. Students expressed the desire to experience more hands-on learning, including opportunities for creative work and revision.	Agora teachers have been trained in content literacy skills, specifically those related to text dependent analysis. However, lesson plan audits and classroom walkthrough data reveals that literacy strategies are not evident on a regular basis in all classrooms.	Yes	If we create student-centered classrooms using active student response strategies, then students will demonstrate the skill and have the opportunity to engage in the work to demonstrate learning.
Agora did not meet the 4-year cohort in 2019.20, with a 51.5% graduation score (2020 High School Graduation Rate)	One identified root cause for Agora's persistent low graduation rate is the transience of our student population.	No	
Agora did not meet the All Student Group indicator for ELA in 2020.21, with a score of 35.4% (2021 Proficient/Advanced ELA PA State Assessments)	One identified root cause for lack of proficiency in ELA is a large number of students scoring 0 or 1 on constructed response items; this remains part of our school improvement efforts.	No	
Agora did not meet the All Student Group indicator for Math in 2020.21, with a score of 17.1% (2021 Proficient/Advanced Math PA State Assessments)	Though we did not meet the indicator, a positive trend is noted in longitudinal scores	No	
In 2022 stakeholder surveys, Staff	Focus on standards alignment	No	

<p>and Students recognized the need for increased engagement in classes. Parents expressed the desire to be more involved in the school.</p>	<p>and lesson planning over past years; lessons are rigorous but may not be student-centered (walkthrough data supports). Data supports the observation that those students who willingly engage in the learning do grow; however, a persistent gap is noticed in students who do not complete constructed response or writing tasks</p>		
<p>Algebra course passing rates for the 2021 school year was 50% passing with an A, B, C, or D in Algebra 1, Honors Algebra, and Continuing Algebra. When looking at the 50% of students that did not pass, 30% 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.</p>	<p>Agora’s overall graduation rate is heavily influenced by students’ course passing rates. Current data suggests that lack of student engagement with assigned tasks is a root cause of course failures. An additional factor that will require attention beginning with the 2022/23 school year will be the implementation of Act 158. Since this is a new legislation, no data currently exists, but Agora must plan for supporting students to meet these new requirements.</p>	<p>Yes</p>	<p>If we increase the rigor of our lessons and support the students in meeting course-level expectations, then students will learn the coursework and skills that will lead to post-secondary readiness</p>
<p>Monitor and evaluate the impact of professional learning on staff practices and student learning</p>	<p>Staff have engaged in ongoing professional learning in high-impact areas such as standards-aligned lesson planning and assessment, disciplinary literacy, and foundational literacy skill development and support. The next steps will be to monitor and support the implementation of that learning, providing differentiated support as appropriate.</p>	<p>No</p>	
<p>Identify and address individual student learning needs</p>	<p>Agora's MTSS framework is in place for all grade levels.</p>	<p>No</p>	

## Goal Setting

**Priority:** If we create student-centered classrooms using active student response strategies, then students will demonstrate the skill and have the opportunity to engage in the work to demonstrate learning.

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, 2025, 90% of students in grades K-12 will demonstrate engagement in their own learning, as evidenced by 1) a teacher engagement rubric measuring participation in class and completion of assigned work; and 2) a student engagement survey measuring engagement actions and dispositions.	Engagement	By June 1, 2023, 60% of Agora's teachers will display at least one engagement strategy, given a random sample of 56 classroom walkthroughs divided equally among content areas and grade bands, 10 minutes in length, conducted collaboratively by a leadership team	By June 30, 2024, 75% of Agora's students will submit a self-engagement rubric and reflection on annual goals.	By June 30, 2025, 90% of students in grades K-12 will demonstrate engagement in their own learning, as evidenced by 1) a teacher engagement rubric measuring participation in class and completion of assigned work; and 2) a student engagement survey measuring engagement actions and dispositions.	By Nov 2, 2022, 30% of Agora's teachers will display at least one engagement strategy, given a random sample of 56 classroom walkthroughs divided equally among content areas and grade bands, 10 minutes in length, conducted collaboratively by a leadership team	By Jan 18, 2023, 40% of Agora's teachers will display at least one engagement strategy, given a random sample of 56 classroom walkthroughs divided equally among content areas and grade bands, 10 minutes in length, conducted collaboratively by a leadership team	By March 24, 2023, 50% of Agora's teachers will display at least one engagement strategy, given a random sample of 56 classroom walkthroughs divided equally among content areas and grade bands, 10 minutes in length, conducted collaboratively by a leadership team	By June 1, 2023, 60% of Agora's teachers will display at least one engagement strategy, given a random sample of 56 classroom walkthroughs divided equally among content areas and grade bands, 10 minutes in length, conducted collaboratively by a leadership team
English Language Arts	By June 30, 2025, 60% of students in grades 3-12 will score at least 60% on constructed response items in ELA common assessments.	Disciplinary Literacy ELA	By June 1, 2023, 60% of students in grades 3-12 will score at least 50% on constructed response items in ELA common assessments	By June 30, 2024, 60% of students in grades 3-12 will score at least 55% on constructed response items in ELA common assessments	By June 30, 2025, 60% of students in grades 3-12 will score at least 60% on constructed response items in ELA common assessments.	By Nov 2, 2022, 52.5% of students in grades 3-12 will score at least 50% on constructed response items in ELA common assessments	By Jan 18, 2023, 55% of students in grades 3-12 will score at least 50% on constructed response items in ELA common assessments	By March 24, 2023, 57.5% of students in grades 3-12 will score at least 50% on constructed response items in ELA common assessments	By June 1, 2023, 60% of students in grades 3-12 will score at least 50% on constructed response items in ELA common assessments

**Priority:** If we create student-centered classrooms using active student response strategies, then students will demonstrate the skill and have the opportunity to engage in the work to demonstrate learning.

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
Mathematics	By June 30, 2025, 60% of students in grades 3-12 will score at least 60% on constructed response items on math common assessments	Disciplinary Literacy Math	By June 1, 2023, 60% of students in grades 3-12 will score at least 50% on constructed response items in math common assessments	By June 30 2024, 60% of students in grades 3-12 will score at least 55% on constructed response items in math common assessments	By June 30, 2025, 60% of students in grades 3-12 will score at least 60% on constructed response items on math common assessments	By November 2, 2022, 52.5% of students in grades 3-12 will score at least 50% on constructed response items in math common assessments.	By January 18, 2023, 55% of students in grades 3-12 will score at least 50% on constructed response items in math common assessments	By March 24, 2023, 57.5% of students in grades 3-12 will score at least 50% on constructed response items in math common assessments	By June 1, 2023, 60% of students in grades 3-12 will score at least 50% on constructed response items in math common assessments
English Language Arts	By June 30, 2025, 60% of students in grades 3-12 will score at least 60% on constructed response items on science common assessments	Disciplinary Literacy SCI	By June 1, 2023, 60% of students in grades 3-12 will score at least 50% on constructed response items in science common assessments	By June 30 2024, 60% of students in grades 3-12 will score at least 55% on constructed response items in science common assessments	By June 30, 2025, 60% of students in grades 3-12 will score at least 60% on constructed response items on science common assessments	By November 2, 2022, 52.5% of students in grades 3-12 will score at least 50% on constructed response items in science common assessments.	By January 18, 2023, 55% of students in grades 3-12 will score at least 50% on constructed response items in science common assessments	By March 24, 2023, 57.5% of students in grades 3-12 will score at least 50% on constructed response items in science common assessments	By June 1, 2023, 60% of students in grades 3-12 will score at least 50% on constructed response items in science common assessments
English Language Arts	By June 30, 2025, 60% of students in grades 3-12 will score at least 60% on constructed response items on Social Studies common assessments	Disciplinary Literacy SS	By June 1, 2023, 60% of students in grades 3-12 will score at least 50% on constructed response items in Social Studies common assessments	By June 30, 2024, 60% of students in grades 3-12 will score at least 55% on constructed response items in Social Studies common assessments.	By June 30, 2025, 60% of students in grades 3-12 will score at least 60% on constructed response items on Social Studies common assessments	By November 2, 2022, 52.5% of students in grades 3-12 will score at least 50% on constructed response items in Social Studies common assessments.	By January 18, 2023, 55% of students in grades 3-12 will score at least 50% on constructed response items in Social Studies common assessments.	By March 24, 2023, 57.5% of students in grades 3-12 will score at least 50% on constructed response items in Social Studies common assessments.	By June 1, 2023, 60% of students in grades 3-12 will score at least 50% on constructed response items in Social Studies common assessments

**Priority:** If we increase the rigor of our lessons and support the students in meeting course-level expectations, then students will learn the coursework and skills that will lead to post-secondary readiness

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, 2025, Agora will meet or exceed the state expectation for 4-year graduation cohort for all student group (72.6%).	Grade 9-10 Cohorts Focus	By June 1, 2023, 100% of grade 9 and 10 students will develop a clearly-articulated plan to fulfill Agora and state requirements for graduation.	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 June 30, 2025, Agora will meet or exceed the state expectation for 4-year graduation cohort for all student group (72.6%).	By Nov 2, 2022, 25% of grade 9 and 10 students will develop a clearly-articulated plan to fulfill Agora and state requirements for graduation	By Jan 18, 2023, at least 50% of grade 9 and 10 students will have at least one meeting with a school counselor to formulate a graduation plan.	By March 24, 2023, at least 75% of grade 9 and 10 students will have at least one meeting with a school counselor to formulate a graduation plan.	By June 1, 2023, 100% of grade 9 and 10 students will develop a clearly-articulated plan to fulfill Agora and state requirements for graduation.
Graduation rate	By June 1, 2025, 75% of transfer students at the high school will be passing all courses needed to graduate.	Transfer Students HS	By June 1, 2023, 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.	By June 1, 2025, 75% of transfer students at the high school will be passing all courses needed to graduate.	By Nov 2, 2022, 60% of transfer students will be passing all courses needed to graduate	By Jan 18, 2023, 50% of transfer students will be passing all courses needed to graduate	By March 24, 2023, 60% of transfer students will be passing all courses needed to graduate	By June 1, 2023, 75% of transfer students at the high school will be passing all courses needed to graduate
Graduation rate	By June 30, 2025, 75% of transfer students at the middle school will be passing ELA and Math courses, which are indicators of success for graduation.	Transfer Students MS	By June 1, 2023, 60% of transfer students at the middle school will be passing ELA and Math courses, which are the 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.	By June 30, 2025, 75% of transfer students at the middle school will be passing ELA and Math courses, which are indicators of success for graduation.	By Nov 2, 2022, 60% of transfer students will be passing ELA and Math courses, which are the indicators of success for graduation	By Jan 18, 2023, 50% of transfer students will be passing ELA and Math courses, which are the indicators of success for graduation	By March 24, 2023, 60% of transfer students will be passing ELA and Math courses, which are the indicators of success for graduation	By June 1, 2023, 75% of transfer students at the middle school will be passing ELA and Math courses, which are the indicators of success for graduation



## Action Plan

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

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Engagement</li> <li>Disciplinary Literacy ELA</li> <li>Disciplinary Literacy Math</li> <li>Disciplinary Literacy SCI</li> <li>Disciplinary Literacy SS</li> </ul>		Students will actively participate in class. Teachers will design and deliver instruction that provides opportunities for all students to participate meaningfully.			Collaborative Walkthroughs (quarterly); lesson plan reviews; coaching notes	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ensure leaders and teachers are equipped to foster a community of learning where everyone belongs through DEI foundational skills	07/21/2022	03/30/2023	Director Curriculum, Instruction, and Assessment	PLN contract of 8 training sessions -- \$35,000 -- CSI funding	Yes	No
Ensure leaders and teachers are equipped to foster a community of learning where everyone belongs through acquisition and application of strategies to support English Language Learners	07/26/2022	09/01/2022	Literacy Coordinator	Dedicated professional development time; coaching support for implementation of strategies	Yes	No
Provide trauma-informed care training for all staff in alignment with PDE requirements	01/03/2023	04/10/2023	Professional Learning Coordinator	Professional Learning Coordinator Salaries & Benefits -- \$244,365 -- Title I funds; Dedicated PD time	Yes	Yes
Provide Youth Mental Health First Aid training to all Agora staff for self selection	01/03/2023	04/10/2023	Director Student Services	Books, course access, train the trainer training -- \$12,000, CSI funds School Social Workers Salaries & Benefits -- \$189,370 -- Title I funds	Yes	Yes

**Action Plan for: Engage instructional teams in assessing and monitoring student mastery**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Engagement</li> <li>Disciplinary Literacy ELA</li> <li>Grade 9-10 Cohorts Focus</li> <li>Transfer Students HS</li> <li>Transfer Students MS</li> <li>Disciplinary Literacy Math</li> <li>Disciplinary Literacy SCI</li> <li>Disciplinary Literacy SS</li> </ul>		Lesson plans that reflect high expectations for all students Lesson plans that include standards-based formative assessments that reflect learning objectives Units of study based on PA standards and including student objectives, topics, and assessments			Lesson plan audit (quarterly) Data team meeting notes	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Analyze and problem-solve around Quarter 1 student assessment and classroom engagement data, including common assessments, in course- or content teacher teams.	08/22/2022	11/02/2022	Director of Curriculum, Instruction, and Assessment	Linkit assessment/data warehouse -- \$95,000 -- CSI funds; Instructional coaching support for data literacy (embedded learning); Dedicated time for teacher team meetings	Yes	No
Install a pilot program of Eureka Math Squared by selected High School Teachers (Prealgebra and Algebra I)	08/15/2022	06/16/2023	Math Curriculum Coordinator	Great Minds Algebra digital materials and teacher resources -- \$35,000 -- CSI Funds; Tablets/pens for math teachers -- \$10,000 -- CSI funds	Yes	Yes
Ensure stakeholders are knowledgeable about Act 158 requirements and ways students at Agora can meet the expectation through varied pathways.	08/15/2022	09/15/2022	Act 158 Lead	College/Career Counselor salary & benefits -- \$103,000 -- Title I funds	Yes	Yes
Explore new PA Science Standards and plan to review/revise curriculum to accommodate new PA Science Standards	01/16/2023	06/30/2023	Science Curriculum Coordinator	Dedicated PD time; Staff to develop courses -- \$7,000 -- CSI funds	Yes	No
Revise elective courses at high school to ensure rigor, relevance, standards alignment, and time alignment with credits assigned to the course, including articulation of units of study, focus standards, and summative unit assessments by the end of semester 1.	08/22/2022	01/18/2023	Director of Curriculum, Instruction, and Assessment	Atlas Curriculum Warehouse software -- \$20,500 -- CSI funds; Dedicated PD time for affected teachers; Curriculum team support as needed	No	No

Revise elective courses at high school to ensure rigor, relevance, standards alignment, and time alignment with credits assigned to the course, including articulation of lesson plans supporting all units of study by the end of semester 2.	01/23/2023	06/16/2023	Director of Curriculum, Instruction, and Assessment	Atlas Curriculum Warehouse software; Dedicated PD time for affected teachers; Curriculum team support as needed	No	No
Analyze and problem-solve around Quarter 2 student assessment and classroom engagement data, including common assessments, in course- or content teacher teams.	11/03/2022	01/18/2023	Director of Curriculum, Instruction, and Assessment	Linkit assessment/data warehouse; Instructional coaching support for data literacy (embedded learning); Dedicated time for teacher team meetings	Yes	Yes
Analyze and problem-solve around Quarter 3 student assessment and classroom engagement data, including common assessments, in course- or content teacher teams.	01/18/2023	03/24/2023	Director of Curriculum, Instruction, and Assessment	Linkit assessment/data warehouse; Instructional coaching support for data literacy (embedded learning); Dedicated time for teacher team meetings	Yes	No
Analyze and problem-solve around Quarter 4 student assessment and classroom engagement data, including common assessments, in course- or content teacher teams.	03/27/2023	06/09/2023	Director of Curriculum, Instruction, and Assessment	Linkit assessment/data warehouse; Instructional coaching support for data literacy (embedded learning); Dedicated time for teacher team meetings	Yes	No

**Action Plan for: Assess student learning frequently**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Engagement</li> <li>Disciplinary Literacy ELA</li> <li>Grade 9-10 Cohorts Focus</li> <li>Transfer Students HS</li> <li>Transfer Students MS</li> <li>Disciplinary Literacy Math</li> <li>Disciplinary Literacy SCI</li> <li>Disciplinary Literacy SS</li> </ul>		Student writing samples using different types of writing Disciplinary Literacy playbook (for teacher use)			Participation rates in benchmark assessments, common assessments, and constructed response items	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop Visible Learning playbook to aid in disciplinary literacy strategies in each content area	11/07/2022	03/24/2023	Literacy Coordinator	Instructional Coach support; Visible Learning resource texts -- \$1200 -- CSI Funds; Staff to develop plan -- \$2500 CSI Funds	No	No
Expand implementation of Collins Writing pilot program, to improve frequency of content area writing -- Phase 2 -- Cohort 2 (MS/HS content teachers)	08/22/2022	11/09/2022	ELA Curriculum Coordinator	Contract with Cheryl York McDonough, Collins Education Associate, for professional development (11 hours) -- \$4600-- CSI Funds; Collins Writing materials -- \$5000 -- CSI funds	Yes	No
Expand implementation of Collins Writing pilot program to improve frequency of content area writing -- Phase 3 (Cohorts 1 & 2 combined)	01/03/2023	06/16/2023	ELA Curriculum Coordinator	Contract with Cheryl York McDonough, Collins Education Associate, for professional development (15 hours) -- \$5400-- CSI Funds	Yes	No

**Action Plan for: Provide a tiered system of instructional and behavioral supports and interventions**

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>Engagement</li> <li>Disciplinary Literacy ELA</li> <li>Grade 9-10 Cohorts Focus</li> <li>Transfer Students HS</li> <li>Transfer Students MS</li> <li>Disciplinary Literacy Math</li> <li>Disciplinary Literacy SCI</li> <li>Disciplinary Literacy SS</li> </ul>		increased number of students passing courses; increased student attendance; increase in fidelity to PBIS measures		Attendance reports; Passing rates reviewed at monthly MTSS steering committee meetings; fidelity measure PBIS		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create a targeted early warning system to identify Middle School students at risk and provide and monitor appropriate supports.	08/01/2022	12/23/2022	MTSS Coordinators	Reading Specialists -- \$2,029,086, Title 1 funds; MTSS Coordinators salaries & benefits -- \$244,082 -- Title I funds; Early warning system platform (LinkIt); MCIU supports for system design	No	No
Expand RENEW program for students at risk to include additional facilitators at HS -- FALL Cohort	08/01/2022	12/23/2022	HS MTSS coordinator	Training/support via MCIU -- 20 hours -- CSI TAC funds; Stipends for after-hours training -- \$3000 -- CSI funds	Yes	No
Install Check and Connect program with a cohort of 10 staff to support students at risk at Middle School.	09/05/2022	06/09/2023	MS Principal	Training/support via MCIU -- 30 hours -- SIP TAC funds; Substitute coverage for participants -- \$1500 - - CSI funds	Yes	No
Install Tier 1 components of PBIS to include (1) social emotional learning instruction in alignment with established school level values	08/17/2022	09/30/2022	PBIS District Coach	Schoolwide lesson plans in Atlas; schoolwide schedule of lessons; MCIU PBIS facilitation	Yes	No
Plan for expansion of current credit recovery options for students who are off cohort or at risk	08/15/2022	01/18/2023	Director of Curriculum, Instruction, and Assessment	Course development stipends -- \$10,000 -- CSI Funds; Curriculum coordinator support	No	No
Ensure homeless students have supports and supplies necessary to fully participate in instruction	08/01/2022	06/09/2023	McKinney-Vento Coordinator	Homeless Supplies Set-Aside -- \$7,500 -- Title I funding; Social Workers (funds allocated prior)	No	No

Expand RENEW program for students at risk to include additional facilitators at HS -- SPRING cohort	01/03/2023	04/10/2023	HS MTSS coordinator	Training/support via MCIU -- 20 hours -- SIP TAC funds; Stipends for after-hours training -- \$3000 CSI funds	Yes	No
Plan for Check & Connect installation with Tertiary Team and Administrator teams	08/01/2022	09/01/2022	MS Principal	Training/Support via MCIU -- 6 hrs -- SIP TAC funds	Yes	No
Install Tier 1 components of PBIS to include (2) development and implementation of a schoolwide acknowledgement system to support SEL instruction	09/15/2022	10/28/2022	PBIS District Coach	acknowledgement description and data storage; list of reinforcers used by each school level; MCIU PBIS facilitation	Yes	No
Install Tier 1 components of PBIS to include (3) installation of a trauma-informed, culturally responsive schoolwide system for unexpected behaviors	10/03/2022	11/18/2022	PBIS District Coach	flowchart process for managing student behavior; chart of admin vs staff managed behaviors; defined problem behaviors for Tyler; MCIU PBIS facilitation	Yes	No
Install Tier 1 components of PBIS to include (4) evaluation system for equitable and disproportionate outcomes due to non-academic barriers to learning.	11/01/2022	12/22/2022	PBIS District Coach	Tyler reports monthly; TIPS meeting forms with systems level data; MCIU PBIS facilitation	No	No
Re-boot social emotional learning instruction in alignment with established school level values as part of PBIS Tier 1 Installation	01/03/2023	02/17/2023	MTSS Coordinators	schoolwide "booster" lesson plans in Atlas; schoolwide schedule of lessons MCIU PBIS facilitation	No	No
Plan for development of remediation options for students who pass Keystone trigger courses but are not successful on Keystone exams	01/23/2023	06/30/2023	Director of Curriculum, Instruction, and Assessment	Course development stipends -- \$10,000 -- CSI Funds; Curriculum coordinator support	No	No

**Action Plan for:** Promote a growth mindset, stretch students' interests, connect learning to students' aspirations, and differentiate instruction to enhance students' engagement and persistence with learning

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Engagement</li> <li>Grade 9-10 Cohorts Focus</li> </ul>		increased number of books and literacy opportunities for students increased number of differentiated instruction strategies employed by teachers in the pilot program			Book sign-out tracking system Attendance at literacy events Classroom Walkthroughs	
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.	07/01/2022	05/01/2023	Middle School Professional Development Coordinator	Contract with Teaching Learning Solutions for coaching/PD sessions -- \$25,762 -- CSI funding	Yes	No
Install a mobile library, to include at least 8 regional literacy events with book distribution during the first semester.	08/15/2022	12/22/2023	Literacy Coordinator	Regional Literacy Outreach stipends -- \$14,000 -- CSI funds; Mileage -- \$11,000 -- CSI funds; Books and supplies -- \$20,000 -- CSI funds	No	Yes
Implementation of mobile library, to include at least 8 regional literacy events with book distribution during the second semester.	01/03/2023	06/09/2023	Literacy Coordinator	Literacy coordinator; Regional Literacy Outreach coordinators; books and supplies	No	Yes

## Action Plan for: Assist students with transitions

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Engagement</li> <li>Grade 9-10 Cohorts Focus</li> </ul>		Improved course passing rates for grade 9 and 10 students; student graduation plans/tracker archived; increased advisory attendance for grade 9 students			Course grade tracking (quarterly); graduation plan tracking (quarterly); Graduation plan tracking; advisory attendance logs	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create and Install grade 9 empowerment advisory in alignment with PBIS values to include at least 4 meetings during semester 1	09/01/2022	01/18/2023	HS Principal	advisory curriculum; dedicated time in HS schedule; training for teacher delivering advisory	No	No
School counselors will collaborate with grade 9 and 10 students to craft a viable graduation plan aligned with their career goals, problem-solving supports to mitigate identified barriers, completing plans with at least 25% of grade 9 and 10 students on their caseloads by the end of Quarter 1.	09/01/2022	11/02/2022	Director of Student Services	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No
Explore alternate schedules for High School that prioritize school goals, including opportunities for academic supports within the school day.	07/19/2022	11/23/2022	HS Principal	Schedule Consultant (Dr. Michael Rettig) -- \$6,000 -- CSI funds	Yes	No
Create and Install grade 9 empowerment advisory in alignment with PBIS values to include at least 4 meetings during semester 2	01/23/2023	06/16/2023	HS Principal	advisory curriculum; dedicated time in HS schedule;	No	No
School counselors will collaborate with grade 9 and 10 students 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 grade 9 and 10 students on their caseloads by the end of Quarter 2.	11/03/2022	01/18/2023	Director of Student Services	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No
School counselors will collaborate with grade 9 and 10 students to craft a viable graduation plan aligned with	01/19/2023	03/24/2023	Director of Student Services	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No



their career goals, problem-solving supports to mitigate identified barriers, completing plans with at least 75% of grade 9 and 10 students on their caseloads by the end of Quarter 3.						
School counselors will collaborate with grade 9 and 10 students to craft a viable graduation plan aligned with their career goals, problem-solving supports to mitigate identified barriers, completing plans with 100% of grade 9 and 10 students on their caseloads by the end of Quarter 4.	03/27/2023	06/07/2023	Director of Student Services	Planning/meeting time with school counselors; graduation plan tracking tool; SAP team for support	No	No
Share a vision and set prioritized goals that drive the selection of HS schedule and student experience with HS staff	07/11/2022	11/23/2022	HS Principal	Schedule consultant; dedicated meeting time	No	Yes

## Action Plan for: Close Reading

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Disciplinary Literacy ELA</li> <li>Disciplinary Literacy SCI</li> <li>Disciplinary Literacy SS</li> </ul>		Students will complete at least 2 TDA per quarter; Increase in student participation in TDA tasks; Increase in student performance in TDA tasks			Collection and review of student work based on PDE learning progressions (quarterly rotation of content areas); participation rates	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop discipline-specific critical reading/thinking/writing tasks in Science and Social Studies for implementation in 2023/24 (once per quarter, grades 3-12)	01/02/2023	06/09/2023	Director of Curriculum, Instruction, and Assessment	Professional development time; instructional coaching support; curriculum support	Yes	No
Revise existing TDA prompts to ensure scaffolds and support match students' learning needs throughout the academic year	08/22/2022	01/13/2023	Director of Curriculum, Instruction, and Assessment	Curriculum work time; Instructional coaching support	Yes	No

## Action Plan for: Texting with Parents

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Engagement</li> </ul>		Increased satisfaction and involvement reported by parents; Increased number of school to home communication messages			Annual stakeholder survey; communication documentation/ParentSquare log	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mobilize ParentSquare platform for 1- and 2-way communication between school personnel and parents; mobilize Talking Points program for EL families	08/15/2022	11/01/2022	Family coach coordinators	ParentSquare -- \$40, 737 -- Title I Funds; Family Coach Coordinators and Parent Engagement Advisors -- \$853,305 -- Title I Funds;	Yes	Yes
During the second semester, at least 70% of faculty with ParentSquare access will use the tool at least twice to communicate with parents.	01/19/2023	06/16/2023	Family coach coordinators	ParentSquare	No	No