Agora Cyber CS
CSI School Plan | 2024 - 2025

Profile and Plan Essentials

LEA Type		AUN
Charter School		126510020
Address 1		
1018 W. 8th Avenue		
Address 2		
City	**State**	**Zip Code**
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Single Point of Contact Name		
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Single Point of Contact Email		
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Principal Name		
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School Improvement Facilitator Name		**School Improvement Facilitator Email**
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Name	Position/Role	Building/Group/Organization	Email
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LEA Profile

Agora is a cyber charter school where the average enrollment over the 2023-24 school year was about 4600 students from 412 school districts. Roughly 36% 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 57.5% 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.

Educational Values

Students

Agora Cyber Charter School is governed by four core values that are used to shape and define the culture and climate of the school. These values also guide behavior and decision-making. *Learner-centered *Wellness *Responsibility *Engagement

Staff

Agora Cyber Charter School is governed by four core values that are used to shape and define the culture and climate of the school. These values also guide behavior and decision-making. *Learner-centered *Wellness *Responsibility *Engagement

Administration

Agora Cyber Charter School is governed by four core values that are used to shape and define the culture and climate of the school. These values also guide behavior and decision-making. *Learner-centered *Wellness *Responsibility *Engagement

Parents

Agora Cyber Charter School is governed by four core values that are used to shape and define the culture and climate of the school. These values also guide behavior and decision-making. *Learner-centered *Wellness *Responsibility *Engagement

Community

Agora Cyber Charter School is governed by four core values that are used to shape and define the culture and climate of the school. These values also guide behavior and decision-making. *Learner-centered *Wellness *Responsibility *Engagement

Other (Optional)

Omit selected.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
2023 Science/Biology Academic Growth Expectation	All student groups exceeded the standard of demonstrating growth, with a score of 84.7, compared to the state average of 74.7 and the performance standard of 70.
2023 Industry-based credentials	39% of Agora's students earned an industry-based credential, exceeding the statewide average of 32.8% and the performance standard of 30.7%.
2023 English Language Arts/Literature Academic Growth Expectation	Students with Disabilities have shown continued growth for four consecutive years. During 2023, this group exhibited a growth score of 80.3, far exceeding expectation.
2022-23 PSSA/Keystone participation ELA	75.6% of eligible students participated in ELA state testing, an increase from 71.8% the previous year
2022-23 PSSA/Keystone participation math	75.2% of eligible students participated in Math state testing, an increase from 70.6% the previous year.
2022-23 PSSA/Keystone participation science	76.7% of eligible students participated in Science state testing, an increase from 70.9% the previous year

Challenges

Indicator	Comments/Notable Observations
2023 Proficient/Advanced ELA PA State Assessments	Agora did not meet the All Student Group indicator for ELA in 2022-23, with a score of 24.7%, a decrease from the previous year's score of 28.6%.
2023 Proficient/Advanced Math PA State Assessments	Agora did not meet the All Student Group indicator for Math in 2022-2023, with a score of 6.2%.
2023 Proficient/Advanced Science/Biology PA State Assessments	Agora did not meet the All Student Group Indicator for Science in 2022-2023, with a score of 31.3%.

2022-2023 Four Year Cohort Graduation Rate	Agora did not meet the target; however, increased from 50.7% in 21-22 to 53.7% in 22-23. Economically disadvantaged subgroup met the target and increased in performance from the previous year (46.6% - 64.8%).
2021-22 Regular Attendance	Agora was below the state average and statewide performance standard for regular attendance for All Student Group with 66.2% (down 2.4% from the previous year). The statewide average was 73.9% (down 8.3% from the previous year) and the statewide performance standard was 94.1%.
2023 Mathematics/Algebra Academic Growth Expectations	Agora earned a growth score of 50.0, which did not meet the state growth expectation of 70.
2023 Career Standards Benchmark	68.4% of Agora's students met the career standards benchmark. This is a decrease from the previous year (77.2%) and does not meet the state's performance standard of 98%.

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

Strengths

Indicator 2023 ELA/Literature Academic Growth Expectations **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Students who are Black exceeded the statewide growth standard of 70 with a 76.7.
Indicator 2023 Science/Biology Academic Growth Expectation **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Black students earned a growth score of 78.3, which is above the state average of 74.7.
Indicator 2023 Advanced on State Assessments Science **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** In Science, the Hispanic subgroup improved scores of "advanced" from 6.1 to 8.1%
Indicator 2023 Science/Biology Academic Growth Expectation **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** Hispanic subgroup decreased from last year and is now 79.3% but is still above the state average growth score.
Indicator	**Comments/Notable Observations**

Indicator	
ESSA Student Subgroups	
Indicator ESSA Student Subgroups	**Comments/Notable Observations**
Indicator ESSA Student Subgroups	**Comments/Notable Observations**
Indicator 2023 Science/Biology Academic Growth Expectation **ESSA Student Subgroups** White	**Comments/Notable Observations** White students earned a growth score of 87.3, which is above the state growth average of 74.7 and above the state expectation of 70.
Indicator 2022 Mathematics/Algebra Academic Growth Expectations **ESSA Student Subgroups** White	**Comments/Notable Observations** White students experienced a growth score of 65.8, which is an increase from the previous year (54.0)
Indicator ESSA Student Subgroups	**Comments/Notable Observations**
Indicator 2021-22 Graduation Rate **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically disadvantaged subgroup met the target for graduation and increased in performance from the previous year (46.6% - 64.8%).
Indicator 2023 ELA/Literature Academic Growth Expectations **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with Disabilities exceeded the statewide growth standard of 70, with a growth score of 80.3.
Indicator 2023 Mathematics/Algebra Academic Growth Expectations **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with Disabilities exceed the state growth standard of 70 with a student growth score of 86.8.
Indicator 2023 Science/Biology Academic Growth Expectation	**Comments/Notable Observations** Students with Disabilities exceed the state growth standard of 70 with a student growth score of 84.7.

ESSA Student Subgroups Students with Disabilities	

Challenges

Indicator 2023 Mathematics/Algebra Academic Growth Expectations **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Agora's African American/Black subgroup did not meet the growth standard of 70, and experienced a reduction in growth from the prior 2 years, earning a score of 54.2.
Indicator 2023 Advanced -- ELA, Math, Science **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Only 1.2% of students who are African American/Black earned an Advanced score on ELA assessments, compared to 2.2% for the All Student Group. Only 0.6% of students who are African American/Black earned an Advanced score on Math assessments, compared to 0.8% for the All student subgroup. Black students also have the lowest rate of advanced students in Science out of all ethnicity subgroups.
Indicator 2023 Prof/Adv ELA/Literature **ESSA Student Subgroups** Asian (not Hispanic)	**Comments/Notable Observations** Agora's Asian subgroup did not meet the target with 29.0% in ELA.
Indicator 2023 Mathematics Academic Growth Expectations **ESSA Student Subgroups** Asian (not Hispanic)	**Comments/Notable Observations** Agora's Asian subgroup did not meet the target with a growth score of 22.6.
Indicator 2023 Prof/Adv in ELA/Literature **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** Agora's Hispanic subgroup decreased from last year, and is now at 20.9%.
Indicator 2023 ELA/Literature and Math Academic Growth Expectations **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** Agora's Hispanic subgroup decreased in ELA, Math, and Science growth. Currently, the Hispanic subgroup has a growth score of 59.7 in ELA, 65.8 in Math, and 79.3 in Science. The science growth remains above the state average growth score.
Indicator 2022-23 Proficient/Advanced –	**Comments/Notable Observations** In all three content areas the subgroup of 2 or more races scored lower than the all school group in

ELA, Math, Science **ESSA Student Subgroups** Multi-Racial (not Hispanic)	achievement: ELA 23.1% for 2 or more races (all student group – 24.7%); Math 5.3% (all student group – 6.2%); Science 22.2% (all student group 31.3%).
Indicator 2022-23 Regular Attendance **ESSA Student Subgroups** Multi-Racial (not Hispanic)	**Comments/Notable Observations** Students of 2 or more races demonstrated a regular attendance rate of 56.3%, which is lower than the all student group at 66.2%, and below the statewide performance standard of 94%
Indicator 2023 ELA/Literature Academic Growth Expectations **ESSA Student Subgroups** White	**Comments/Notable Observations** Agora's White subgroup experienced a growth score of 52.8, which is a decrease of 15.5 from the previous year (68.3)
Indicator 2022-23 Academic Growth Expectation- ELA **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically disadvantaged students experienced a decrease in growth score in ELA, with a current score of 53.7. This is a 24.6 drop from last year's score of 78.3.
Indicator 2023 Prof/Adv ELA/Literature and Math **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** English Leaners achieved at rates less than the All Student group in both ELA and Math. In ELA, only 5.3% of English Learners were able to score proficient or advanced, and in math, only 5% of English Learners were able to score proficient or advanced.
Indicator 2023 Prof/Adv ELA/Literature **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 8.1% of Students with Disabilities were able to score Adv/Pro in state testing, a decrease from 12.2% (21-22), 19.4% (20-21), 14.2% (19-20 and 18-19). This number was also significantly less than the All-Student Group.
Indicator 2023 Prof/Adv Mathematics/Algebra **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 3.8% of Students with Disabilities were able to score Adv/Pro in state testing, a decrease from 4.3% (21-22), 10.0% (20-21), 7.4% (19-20 and 18-19). This number was also slightly less than the All Student Group.
Indicator 2023 Graduation Rate **ESSA Student Subgroups**	**Comments/Notable Observations** Students with Disabilities experienced a graduation rate of 45.6%, which is an increase from last year. This subgroup is far below the statewide average of 87%.

Students with Disabilities	

Summary

Strengths

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

2023 Science/Biology Academic Growth Expectation -- All student groups exceeded the standard of demonstrating growth, with a score of 84.7, compared to the state average of 74.7 and the performance standard of 70.
2023 English Language Arts/Literature Academic Growth Expectation -- Students with Disabilities have shown continued growth for four consecutive years. During 2023, this group exhibited a growth score of 80.3, far exceeding expectation.
2022-23 PSSA/Keystone participation -- in all three subject areas, overall participation rates increased by approximately 5%.

Challenges

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

2021-22 Regular Attendance -- Agora was below the state average and statewide performance standard for regular attendance for All Student Group with 66.2% (down 2.4% from the previous year). The statewide average was 73.9% (down 8.3% from the previous year) and the statewide performance standard was 94.1%.
2023 Proficient/Advanced ELA PA State Assessments -- Agora did not meet the All Student Group indicator for ELA in 2022-23, with a score of 24.7%, a decrease from the previous year's score of 28.6%.
2023 ELA/Literature Academic Growth Expectations -- Agora's White subgroup experienced a growth score of 52.8, which is a decrease of 15.5 from the previous year (68.3)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2024 Stakeholder Survey – Parents	Parents reported high levels of being welcomed and evidence of respect and efforts to remove barriers for student learning. However, they report a need for greater community collaboration and connection.
2024 Stakeholder Survey – Staff	Staff report that there is a great deal of effort to understand and acknowledge their students' demographic, culture, and traditions. However, over 70% of teaching staff feel that they have had little observation of other classrooms to provide feedback or to be observed by other teachers to receive feedback. Also, over 80% of teachers expressed a lack of response from parents to communications and suggestions for help.
2024 Stakeholder Survey – Staff	65.5% of staff reported feeling that the leadership team knows what's going on in the classroom, and 70.4% reported feeling they have received useful feedback to improve their practice from leadership.
2023-2024 LinkIt! SIP Constructed Response (Q2)	25% of our student body is not completing the quarterly Constructed response questions provided. Of the 7,212 constructed responses not submitted, 917 (13%) are from off cohort 9th graders. This trend is consistent across content areas.
2024 Stakeholder Survey – Students	In the 2024 stakeholder survey, 80% of the students reported that they often (at least once per week) discuss connections between reading a text and real life people or situations. 44% of the students report that they rarely (never or once a semester) rewrite a paper or essay in response to comments.
2023-24 Aimsweb	During the Winter 2024 benchmark administration, 63% of students in grades K-5 scored at or above grade level in reading and math.
2023-24 Reading Plus Winter Benchmark	During the Winter 2024 Reading Benchmark, 43% (n=332) of students in grades 6-8 scored at or above grade level. 54% of students in grades 6-8 had positive growth. During the Winter 2023 Reading Benchmark, 49% (n=453) of students in grades 9-12 scored at or above grade level on the Winter 2024 benchmark. 51% of students in grades 9-12 had positive growth.
2023-24 Local Assessment Review – Constructed Response	72% of students who completed constructed response items on their unit assessments earned at 55% or Greater available points as of January 2024.. However, 27% of ELA prompts resulted in "no submission," indicating students are not making an attempt in completing constructed response questions. This is a decrease from, 31% last year.
2023 Local Assessment completion data	Of 838 student in grade 9, 26.1% (219) who exhibited poor completion of assessments (less than 50% completion) also are severely at risk for chronic absence.
2024 Collins Writing program analysis	Data suggests that students in classrooms engaging in frequent low stakes writing opportunities will show consistent growth throughout the year on high stakes writing tasks. When following the same cohort of students, those students with teachers participating in the Collins cohort during that 2023-2024 SY have scored approximately 6% higher at the end of Quarter 2 than they did at the end of Quarter 2 in the previous

	school year without frequent low stakes writing opportunities.

English Language Arts Summary

Strengths

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.
Benchmark data reveals that the majority of students in elementary grades are reading at or above grade level by mid-year.
Benchmark data suggests that more than half of secondary students who participated in benchmark testing realized growth in reading during the first semester.
Students who engage with constructed response items are meeting expectations for performance.

Challenges

A strong correlation exists between those students who did not complete constructed response prompts and those who are severely at risk for chronic absenteeism.
Data reveals that off-cohort 9th graders exhibit the greatest non-compliance with submission of constructed response prompts.
Fewer than half of Agora's secondary students performed at or above grade level on winter benchmarks in reading.
Despite an increased effort to conduct walkthroughs and provide feedback, only 65.5% of staff reported feeling that the leadership team knows what's going on in classrooms. This represents a 1% increase over last year's data.

Mathematics

Data	Comments/Notable Observations
2023-24 Aimsweb	During the Winter 2024 benchmark, 99.5% (n= 1,145/1,150) of students in grades K-5 completed the math assessment, with 55% (n=638) scoring at or above grade level.
2023-2024 LinkIt Benchmark Middle School Math	During the Winter 2024 MS Math LinkIt Benchmark ¬¬¬85% (n=1008) of students completed the assessment. 21% (n=74) of 6th graders scored proficient, advanced, or bubble. 27% (n=105) of 7th graders scored proficient, advanced, or bubble. 23% (n=105) of 8th graders scored proficient, advanced, or bubble.
2023-2024 LinkIt Benchmark High School Algebra	During the Winter 2024 Algebra LinkIt administration, 25% of students scored proficient or advanced. This is an increase from the Winter 2023 Algebra CDT administration in which 14% of students scored proficient or advanced.
2023-2024 Local Assessment Review – constructed response	54.1% of students who completed constructed response items on their unit assessments earned at least 55% of available points as of January 2024. However, 24.4% of Math prompts resulted in "no submission," indicating students are not making an attempt in completing constructed response questions.

2022-2023 Math Course Passing Rates (grades 6-8)	In the 2022-2023 school year in Math, grades 6-8 (n= 1,011) had a passing rate for 2023 school year was 69% (n=693) students. 31% (n=318) of our students failed the math course. Grade 6 80% passing (n= 266), Grade 7 77% passing rate (n=242), Grade 8 51% passing rate (n=185). (Source: LinkIt Grades 2022-2023)
2022-2023 Algebra Course Passing Rates	In the 2022-2023 school year, Algebra (n=677) course passing rates were 68% (n=457). When looking at the 32% (n=220) of students that did not pass, 51% (n=112) of them earned 50% or less in the course, suggesting that they did not engage in class or complete a significant number of work/assignments. (Source: LinkIt Grades 2022-2023)
2023-2024 Process Data: Math Curriculum Sequence	At the end of Qtr 3, 8 of 11 courses in Kindergarten through Algebra 1 were on pace to finish the prescribed written curriculum. Grades K-3 are generally on pace, while instruction begins to be off target to complete curriculum beginning in grade 4. Grade 4, Grade 8 and Pre-Algebra were off target to complete curriculum.
2023-2024 Process Data: Math Curriculum Sequence	At the end of Qtr 3, Grade 4 instruction is off target to complete curriculum (Source: Student Success Guides and Atlas lesson planning). Grade 4 is also showing lower performance levels for the 23/24 school year compared to 22/23 school year on LinkIt Benchmark Common Assessments.

Mathematics Summary

Strengths

In mathematics, Agora exceeded growth expectations in grades 6 and 7.
In mathematics, 71.5% of students who completed constructed response items on their unit assessments earned at 55% of available points as of January 2024.
During the Winter 2024 benchmark in mathematics, 99.5% (n= 1,145/1,150) of students in grades K-5 completed the math assessment, with 55% (n=638) scoring at or above grade level.
At the end of Qtr 3, 8 of 11 mathematics courses in Kindergarten through Algebra 1 were on pace to finish the prescribed written curriculum. Grade 4, Grade 8 and Pre-Algebra are off pace.

Challenges

At the end of Qtr 3, Grade 4 instruction is off target to complete curriculum (Source: Student Success Guides and Atlas lesson planning). Grade 4 is also showing lower performance levels for the 23/24 school year compared to 22/23 school year on LinkIt Benchmark Common Assessments.
In the 2022-2023 school year in Math, grades 6-8 (n= 1,011) had a passing rate for 2023 school year was 69% (n=693) students. 31% (n=318) of our students failed the math course. Grade 6 80% passing (n= 266), Grade 7 77% passing rate (n=242), Grade 8 51% passing rate (n=185). (Source: LinkIt Grades 2022-2023)
In the 2022-2023 school year, Algebra (n=677) course passing rates were 68% (n=457). When looking at the 32% (n=220) that did not pass, 51% (n=112) of them earned 50% or less in the course, suggesting that they did not engage in class or complete a significant number of work/assignments. (Source: LinkIt Grades 2022-2023)

During the Winter 2024 MS Math LinkIt Benchmark ¬¬¬85% (n=1008) of students completed the assessment. 21% (n=74) of 6th graders scored proficient, advanced, or bubble. 27% (n=105) of 7th graders scored proficient, advanced, or bubble. 23% (n=105) of 8th graders scored proficient, advanced, or bubble.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2023-2024 CDT Biology	During the Winter 2024 Biology LinkIt! administration, 60% of students scored proficient or advanced. This is an increase from the Winter 2023 Biology CDT administration in which 41% of students scored proficient or advanced.
2022-2023 Biology Course Passing Rates	In the 2022-2023 school year, Biology (n=609) course passing rates were 63% (n=385). When looking at the 37% (n=224) of students that did not pass, 57% (n=129) 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 6/12/2023)
2022-2023 Science Course Passing Rates grades 6-8	In the 2022-2023 school year, science (n=1116) course passing rates were 76% (n=853). (Source: EOY Grades LinkIt!)

Science, Technology, and Engineering Education Summary

Strengths

During the Winter 2024 Biology LinkIt! administration, 60% of students scored proficient or advanced. This is an increase from the Winter 2023 Biology CDT administration in which 41% of students scored proficient or advanced.

Challenges

In the 2022-2023 school year, Biology (n=609) course passing rates were 63% (n=385).
When looking at the 37% (n=224) of students who did not pass Biology, 57% (n=129) 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 6/12/2023)

Related Academics

Career Readiness

Data	Comments/Notable Observations
2022 Career Readiness Evidence (SmartFutures Local Data)	68.4% of Agora's students met the career standards benchmark. This is a decrease from the previous year (77.2%) and does not meet the state's performance standard of 98%.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

Non-remedial undergraduate courses in these programs: Accounting, Business Administration, Criminal Justice, Cyber Security, Human Services, Petroleum & Natural Gas, Health Science, and Professional Studies

Uploaded Files

Agora Lackawanna 22.23 Final.pdf

Partnering Institution

IUP

Agreement Type

Program/Course Area

district determined

Uploaded Files

Agora IUP 4.13.23 Signed.pdf

Partnering Institution

Penn West

Agreement Type

Dual Credit

Program/Course Area

district determined

Uploaded Files

Penn West Dual Enrollment Agreement - Agora Cyber Charter School.pdf

Summary

Strengths

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

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.

Challenges

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

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.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
2023.2024 Local Identification Process Data	For the 2023.24 school year, 11 students have been identified as qualifying for English Language support services.
2022.23 ACCESS test	Forty-five students who are enrolled for the 2023-24 school year took the Access test in 2022.23. Of those, 13 scored Entering, 14 scored Emerging, 13 scored Developing, 4 scored Expanding. One student scored engaging on the alternate ACCESS.

Students with Disabilities

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

Data	Comments/Notable Observations
2023.24 Local Attendance	73.3% of students with disabilities in grades 9-12 attended more than 80% of their classes in ELA and math at the end of qtr 2. This represents a slight decrease over last year (75%).
2023.24 Grade Reports	65.1% of students with disabilities in grades 9-12 were passing their ELA classes at the end of qtr 2. This is an increase of 6% over last year.
2023.24 Grade Reports	62.3% of students with disabilities in grades 9-12 were passing their math classes at the end of qtr 2. This is a 3% decrease from last year.
2023.24 Winter LinkIt! Mathematics grades 6-8	For 2023 CDT Math proficient/advance predictions, 9% of Students with Disabilities are projected to be proficient/advanced in grades 6, 7, and 8; while the whole school prediction is 18%.
2022.23 Winter CDT Mathematics Algebra	In Algebra, Students with Disabilities realized a 10% proficiency projection, with the whole school prediction at 16%.
2023.24 December Reading Plus	In Reading Plus December benchmarks, 25% of students with disabilities scored at or above grade level

Benchmark (HS)	for grades 9-12, while the percentage of students at or above grade level in reading whole school was 47%.
2023.24 December Reading Plus Benchmark (grades 6-8)	In Reading Plus December benchmarks, 27% of students with disabilities scored at or above grade level for grades 6-8, while the percentage of students at or above grade level in reading whole school was 41%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2022.23 Winter CDT Mathematics Algebra	In Algebra, Economically Disadvantaged students realized a 16% proficiency projection, with the whole school prediction at 16%.
2023.24 Winter LinkIt! Mathematics grades 6-8	In math, Economically Disadvantaged students realized a 19% proficiency projection, with the whole school prediction at 18%.
2023.24 Mid-Term Reading Plus Benchmark (HS)	In Reading Plus Mid-Term benchmarks, 44% of Economically Disadvantaged students scored at or above grade level for grades 9-12, while the percentage of students at or above grade level in reading whole school was 47%.
2023.24 Mid-Term Reading Plus Benchmark (grades 6-8)	In the Reading Plus Mid-Term benchmark, 41% of Economically Disadvantaged students scored at or above grade level for grades 6-8, while the percentage of students at or above grade level in reading whole school was 43%.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Asian	For 2023 LinkIt! Math proficient/advance predictions, 46% of Asian students are projected to be proficient/advanced in grades 6, 7, and 8; while the whole school prediction is 18%. In Algebra, Asian students realized a 27% proficiency projection, with the whole school prediction at 16%. In Reading Plus December benchmarks, 62% of Asian students scored at or above grade level for grades 9-12, while the percentage of students at or above grade level in reading whole school was 40%. In Reading Plus

	December benchmarks, 77% of Asian students scored at or above grade level for grades 6-8, while the percentage of students at or above grade level in reading whole school was 43%.
Black	For 2024 LinkIt! Math proficient/advance predictions, 14% of Black students are projected to be proficient/advanced in grades 6, 7, and 8 while the whole school prediction is 18%. In Algebra, Black students realized a 12% proficiency projection, with the whole school prediction at 16%. In Reading Plus December benchmarks, 40% of Black students scored at or above grade level for grades 9-12, while the percentage of students at or above grade level in reading whole school was 40%. In Reading Plus December benchmarks, 32% of Black students scored at or above grade level for grades 6-8, while the percentage of students at or above grade level in reading whole school was 43%.
Hispanic	For 2023 LinkIt! Math proficient/advance predictions, 19% of Hispanic students are projected to be proficient/advanced in grades 6, 7, and 8 while the whole school prediction is 18%. In Algebra, Hispanic students realized a 9% proficiency projection, with the whole school prediction at 16%. In Reading Plus December benchmarks, 31% of Hispanic students scored at or above grade level for grades 9-12, while the percentage of students at or above grade level in reading whole school was 40%. In Reading Plus December benchmarks, 42% of Hispanic students scored at or above grade level for grades 6-8, while the percentage of students at or above grade level in reading whole school was 42%.
White	For 2023 CDT Math proficient/advance predictions, 14% of White students are projected to be proficient/advanced in grades 6, 7, and 8 while the whole school prediction is 10%. In Algebra, White students realized a 19% proficiency projection, with the whole school prediction at 16%. In Reading Plus December benchmarks, 45% of White students scored at or above grade level for grades 9-12, while the percentage of students at or above grade level in reading whole school was 40%. In Reading Plus December benchmarks, 48% of White students scored at or above grade level for grades 6-8, while the percentage of students at or above grade level in reading whole school was 42%.
2 or More Races	For 2023 CDT Math proficient/advance predictions, 13% of Multi-race students are projected to be proficient/advanced in grades 6, 7, and 8 while the whole school prediction is 10%. In Algebra, multi-race students realized a 25% proficiency projection, with the whole school prediction at 16% (n = 4 for this category). In Reading Plus December benchmarks, 36% of Multi-race students scored at or above grade level for grades 9-12, while the percentage of students at or above grade level in reading whole school was 40%. In Reading Plus December benchmarks, 56% of Multi-race students scored at or above grade level for grades 6-8, while the percentage of students at or above grade level in reading whole school was 42%.

Summary

Strengths

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

Little variation is noted among subgroups for Reading Plus growth.
Agora has improved EL screening and support processes, and has realized a higher rate of identification of students with language support

needs.

Challenges

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

Students in grades 9-12 with disabilities are attending ELA and Math classes at rates lower than the whole school average.
Students in grades 9-12 with disabilities are not current passing ELA and Math courses at rates equivalent to their peers.
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.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Agora is working with PaTTAN on a SSIP to improve graduation rates of students with IEPs
Title 1 Program	As a schoolwide Title 1 school, Agora's focus on literacy for all results in close alignment between Title 1 planning and School Improvement planning.
Student Services	NA
K-12 Guidance Plan (339 Plan)	Agora's 339 plan aligns with ASCA guidelines; High school counselors serve an average of 200 students each (as of May 2022)
Technology Plan	Agora has recently completed a strategic plan in technology for years 2023-26.
English Language Development Programs	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.

Strengths

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

For the ELD Program: We worked to streamline processes, resources, identification processes, workflows, and professional development offerings during the 2022.23 year. 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.

Challenges

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

For the ELD Program: A challenge is staffing. Agora hired a second ELD teacher, but that person resigned within the year. 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.
Agora's SSIP and SIP have operated as separate and independent plans for 2023-24.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Continuously monitor implementation of the school improvement plan and adjust as needed
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Challenges

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

Provide frequent, timely, and systematic feedback and support on instructional practices
Implement a multi-tiered system of supports for academics and behavior
Identify and address individual student learning needs

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
2023 Science/Biology Academic Growth Expectation -- All student groups exceeded the standard of demonstrating growth, with a score of 84.7, compared to the state average of 74.7 and the performance standard of 70.	False
2023 English Language Arts/Literature Academic Growth Expectation -- Students with Disabilities have shown continued growth for four consecutive years. During 2023, this group exhibited a growth score of 80.3, far exceeding expectation.	False
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.	False
Benchmark data reveals that the majority of students in elementary grades are reading at or above grade level by mid-year.	False
In mathematics, 71.5% of students who completed constructed response items on their unit assessments earned at 55% of available points as of January 2024.	True
Little variation is noted among subgroups for Reading Plus growth.	False
In mathematics, Agora exceeded growth expectations in grades 6 and 7.	False
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.	False
2022-23 PSSA/Keystone participation -- in all three subject areas, overall participation rates increased by approximately 5%.	True
Students who engage with constructed response items are meeting expectations for performance.	True
During the Winter 2024 Biology LinkIt! administration, 60% of students scored proficient or advanced. This is an increase from the Winter 2023 Biology CDT administration in which 41% of students scored proficient or advanced.	False
Benchmark data suggests that more than half of secondary students who participated in benchmark testing realized growth in reading during the first semester.	False
Agora has improved EL screening and support processes, and has realized a higher rate of identification of	False

students with language support needs.	
For the ELD Program: We worked to streamline processes, resources, identification processes, workflows, and professional development offerings during the 2022.23 year. 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.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
During the Winter 2024 benchmark in mathematics, 99.5% (n= 1,145/1,150) of students in grades K-5 completed the math assessment, with 55% (n=638) scoring at or above grade level.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Continuously monitor implementation of the school improvement plan and adjust as needed	True
At the end of Qtr 3, 8 of 11 mathematics courses in Kindergarten through Algebra 1 were on pace to finish the prescribed written curriculum. Grade 4, Grade 8 and Pre-Algebra are off pace.	True

Challenges

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

Strength	Check for Consideration in Plan
2023 Proficient/Advanced ELA PA State Assessments -- Agora did not meet the All Student Group indicator for ELA in 2022-23, with a score of 24.7%, a decrease from the previous year's score of 28.6%.	False
2023 ELA/Literature Academic Growth Expectations -- Agora's White subgroup experienced a growth score of 52.8, which is a decrease of 15.5 from the previous year (68.3)	False
2021-22 Regular Attendance -- Agora was below the state average and statewide performance standard for regular attendance for All Student Group with 66.2% (down 2.4% from the previous year). The statewide average was 73.9% (down 8.3% from the previous year) and the statewide performance standard was 94.1%.	False
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%	False
A strong correlation exists between those students who did not complete constructed response prompts and those who are severely at risk for chronic absenteeism.	True
Fewer than half of Agora's secondary students performed at or above grade level on winter benchmarks in	False

reading.	
Despite an increased effort to conduct walkthroughs and provide feedback, only 65.5% of staff reported feeling that the leadership team knows what's going on in classrooms. This represents a 1% increase over last year's data.	True
During the Winter 2024 MS Math LinkIt Benchmark ¬¬¬85% (n=1008) of students completed the assessment. 21% (n=74) of 6th graders scored proficient, advanced, or bubble. 27% (n=105) of 7th graders scored proficient, advanced, or bubble. 23% (n=105) of 8th graders scored proficient, advanced, or bubble.	False
At the end of Qtr 3, Grade 4 instruction is off target to complete curriculum (Source: Student Success Guides and Atlas lesson planning). Grade 4 is also showing lower performance levels for the 23/24 school year compared to 22/23 school year on LinkIt Benchmark Common Assessments.	False
In the 2022-2023 school year in Math, grades 6-8 (n= 1,011) had a passing rate for 2023 school year was 69% (n=693) students. 31% (n=318) of our students failed the math course. Grade 6 80% passing (n= 266), Grade 7 77% passing rate (n=242), Grade 8 51% passing rate (n=185). (Source: LinkIt Grades 2022-2023)	False
In the 2022-2023 school year, Algebra (n=677) course passing rates were 68% (n=457). When looking at the 32% (n=220) that did not pass, 51% (n=112) of them earned 50% or less in the course, suggesting that they did not engage in class or complete a significant number of work/assignments. (Source: LinkIt Grades 2022-2023)	True
Data reveals that off-cohort 9th graders exhibit the greatest non-compliance with submission of constructed response prompts.	False
In the 2022-2023 school year, Biology (n=609) course passing rates were 63% (n=385).	False
When looking at the 37% (n=224) of students who did not pass Biology, 57% (n=129) 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 6/12/2023)	False
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.	False
Students in grades 9-12 with disabilities are attending ELA and Math classes at rates lower than the whole school average.	False
Students in grades 9-12 with disabilities are not current passing ELA and Math courses at rates equivalent to their peers.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Implement a multi-tiered system of supports for academics and behavior	True
For the ELD Program: A challenge is staffing. Agora hired a second ELD teacher, but that person resigned within the year. 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.	False
Risk is noted across all subgroups in both math and reading, but no subgroup is statistically significantly	True

different from the all school group. Therefore, a focus on Tier 1/whole school instruction is recommended.	
Agora's SSIP and SIP have operated as separate and independent plans for 2023-24.	False
Identify and address individual student learning needs	False

Most Notable Observations/Patterns

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

Agora has been committed to long-term solutions rather than chasing short-term successes which may not be sustainable. With 36% 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 with fidelity at the systems-level to articulate root causes, suggest actions, monitor fidelity of implementation, and evaluate effectiveness. During the 2023-24 school year, this practice extended to teacher teams, and observational data suggests the need for further coaching to fidelity of implementation moving forward. Additionally, anecdotal data suggests that in places where peer-to-peer learning has occurred, increased buy in and willingness to engage in new behaviors has resulted. Therefore, focusing on peer-peer learning for all stakeholders (students, teachers, leaders) may be a strategy to employ in the efforts to work toward fidelity of implementation in areas such as MTSS, supports for transition and tiered supports to improve outcomes. Agora's commitment to the coaching model has improved processes overall, and has increased the communication and data sharing across teams. 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 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. A strong correlation exists between those who do not complete constructed response items and those who are severely at risk for chronic absenteeism. At the end of quarter 3, 43% of transfer students demonstrate moderate (17.5%) or severe (26.7%) chronic absence risk.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In the 2022-2023 school year, Algebra (n=677) course passing rates were 68% (n=457). When looking at the 32% (n=220) that did not pass, 51% (n=112) of them earned 50% or less in the course, suggesting that they did not engage in class or complete a significant number of work/assignments. (Source: LinkIt Grades 2022-2023)	There are inconsistent lesson planning routines as evidenced by Atlas. When consistently modeled, co planned lesson design can improve classroom instruction for students from grade band to grade band by using high yield structures and initiate the expectation for engagement across grade levels. Agora is committed to improvement in Tier 1 instruction, as evidenced in prior and current school improvement plans.	True
Provide frequent, timely, and systematic feedback and support on instructional practices	Despite increased efforts towards providing walkthroughs and visibility of leaders in classrooms, staff did not perceive that leaders know what is going on in classrooms and did not report satisfaction on feedback to improve instructional practices. One of the 2023-24 goals is to equip our teachers with visible learning strategies to facilitate student-centered lessons; this was year 1 of teacher learning and deserves more time to realize fidelity of implementation.	True
Implement a multi-tiered system of supports for academics and behavior	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.	True
A strong correlation exists between those students who did not complete constructed response prompts and those who are severely at risk for chronic absenteeism.	Further data analysis revealed that transfer students displayed higher rates of severe risk for chronic absenteeism. Grade 9 students and those who are off-cohort also displayed higher risk rates. There is strong positive correlation among all of these subgroups between absenteeism and failure to complete constructed response items.	True
Despite an increased effort to conduct walkthroughs and		False

provide feedback, only 65.5% of staff reported feeling that the leadership team knows what's going on in classrooms. This represents a 1% increase over last year's data.		
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.	There are inconsistent lesson planning routines as evidenced by Atlas. When consistently modeled, co planned lesson design can improve classroom instruction for students from grade band to grade band by using high yield structures and initiate the expectation for engagement across grade levels. Agora is committed to improvement in Tier 1 instruction, as evidenced in prior and current school improvement plans.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Students who engage with constructed response items are meeting expectations for performance.	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.
2022-23 PSSA/Keystone participation -- in all three subject areas, overall participation rates increased by approximately 5%.	We considered the possibility that increased participation may have contributed to overall scores being lower, but we choose to celebrate the possibility that more students felt confident enough to engage with the state tests than in previous years.
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.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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.
In mathematics, 71.5% of students who completed constructed response items on their unit assessments earned at 55% of available points as of January 2024.	Data shows that those who engage in the work are meeting learning targets.
At the end of Qtr 3, 8 of 11 mathematics courses in Kindergarten through Algebra 1 were on pace to finish	Pacing was an area of focus and action item for our 2023-2024 SIP. We are proud to report the success of these efforts.

the prescribed written curriculum. Grade 4, Grade 8 and Pre-Algebra are off pace.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If all leaders/contributors to classroom instruction maintain consistent focus on providing timely, high-quality instructional feedback, then teachers will have the precision and clarity to use evidence-based practices to maximize instruction, which will increase academic student outcomes
	If all leaders/contributors to classroom instruction maintain consistent focus on providing timely, high-quality instructional feedback, then teachers will have the precision and clarity to use evidence-based practices to maximize instruction, which will increase academic student outcomes
	If we consistently provide and monitor the effectiveness of academic and social/emotional supports through a multi-tiered system of support, then students will be more engaged and grow academically in the grade level standards, preparing them to graduate and achieve postsecondary success
	If we effectively train students, families, and staff on the attendance policy, ensure consistent implementation of the policy and student-facing interventions, and consistently share data, then we will see a reduction in chronic absenteeism and improve student outcomes

Goal Setting

Priority: If we consistently provide and monitor the effectiveness of academic and social/emotional supports through a multi-tiered system of support, then students will be more engaged and grow academically in the grade level standards, preparing them to graduate and achieve postsecondary success

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
By June 5 2025, 100% of students who enroll at Agora before May 1 in grades 9-12 will have a clearly-articulated, written/documented path to fulfill Agora and state requirements for graduation within their 5-year cohort			
Measurable Goal Nickname (35 Character Max)			
Graduation Plans			
Target Year 1	**Target Year 2**	**Target Year 3**	
.	.	By June 5 2025, 100% of students who enroll at Agora before May 1 in grades 9-12 will have a clearly-articulated, written/documented path to fulfill Agora and state requirements for graduation within their 5-year cohort	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30 2024, 25% of students in grades 9-12 will have a clearly articulated, written/documented path to fulfill Agora and state requirements for graduation within their 5-year cohort.	By December 30 2024, 50% of students in grades 9-12 will have a clearly articulated, written/documented path to fulfill Agora and state requirements for graduation within their 5-year cohort.	By February 28 2025, 75% of students in grades 9-12 will have a clearly articulated, written/documented path to fulfill Agora and state requirements for graduation within their 5-year cohort.	By June 5 2025, 100% of students who enroll at Agora before May 1 in grades 9-12 will have a clearly-articulated, written/documented path to fulfill Agora and state requirements for graduation within their 5-year cohort

Outcome Category
Graduation rate
Measurable Goal Statement (Smart Goal)
By June 5, 2025, 75% of MS transfer students who have been enrolled at least one full quarter will be passing at least 75% of their core

courses which aligns with the requirements for promotion at the MS.			
Measurable Goal Nickname (35 Character Max)			
Transfer Students MS			
Target Year 1	**Target Year 2**	**Target Year 3**	
		By June 5, 2025, 75% of MS transfer students who have been enrolled at least one full quarter will be passing at least 75% of their core courses which aligns with the requirements for promotion at the MS.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By October 30 2024, 75% of MS transfer students who have been enrolled at least one full quarter will be passing at least 75% of their core courses, which aligns with the requirements for promotion at the MS.	By January 17, 2024, 60% of MS transfer students who have been enrolled at least one full quarter will be passing at least 75% of their core courses, which aligns with the requirements for promotion at the MS.	By March 25, 2025, 65% of MS transfer students who have been enrolled at least one full quarter will be passing at least 75% of their core courses, which aligns with the requirements for promotion at the MS.	By June 5, 2025, 75% of MS transfer students who have been enrolled at least one full quarter will be passing at least 75% of their core courses which aligns with the requirements for promotion at the MS.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
By June 5, 2025, 60% of HS transfer students who have been enrolled for one full quarter will be passing at least 70% of courses in which they are currently enrolled.			
Measurable Goal Nickname (35 Character Max)			
Transfer Students HS			
Target Year 1	**Target Year 2**	**Target Year 3**	
		By June 5, 2025, 60% of HS transfer students who have been enrolled for one full quarter will be passing at least 70% of courses in which they are currently enrolled.	

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By October 30, 2024, 60% of HS transfer students who have been enrolled for one full quarter will be passing at least 70% of all their courses.	By January 17, 2025, 55% of HS transfer students who have been enrolled for one full quarter will be passing at least 70% of all their courses.	By March 25, 2025, 57% of HS transfer students who have been enrolled for one full quarter will be passing at least 70% of all their courses	By June 5, 2025,60% of HS transfer students who have been enrolled for one full quarter will be passing at least 70% of courses in which they are currently enrolled.

Priority: If all leaders/contributors to classroom instruction maintain consistent focus on providing timely, high-quality instructional feedback, then teachers will have the precision and clarity to use evidence-based practices to maximize instruction, which will increase academic student outcomes

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)
By June 2025, 70% of Agora's teachers will implement visible learning strategies that emphasize student-to-student engagement and enable students to provide feedback to their teacher on their mastery of the success criteria. This will be assessed through 2 walkthrough visits per teacher each quarter.

Measurable Goal Nickname (35 Character Max)
Walkthroughs

Target Year 1	Target Year 2	Target Year 3	
.	.	By June 2025, 70% of Agora's teachers will implement visible learning strategies that emphasize student-to-student engagement and enable students to provide feedback to their teacher on their mastery of the success criteria. This will be assessed through 2 walkthrough visits per teacher each quarter.	

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By October 2024, 60% of Agora's teachers will implement visible learning strategies that emphasize student-to-student	By January 2025, 50% of teachers will enable students to provide feedback to their teacher on their mastery of the success	By March 2025, 60% of teachers will enable students to provide feedback to their teacher on their mastery of the success criteria. This will be assessed through 2 walkthrough	By June 2025, 70% of Agora's teachers will implement visible learning strategies that emphasize student-to-student engagement and enable students to provide feedback

engagement. This will be assessed through 2 walkthrough visits per teacher each quarter.	criteria. This will be assessed through 2 walkthrough visits per teacher each quarter.	visits per teacher each quarter.	to their teacher on their mastery of the success criteria. This will be assessed through 2 walkthrough visits per teacher each quarter.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2025, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 35 comparing STAR ELA Benchmarks #1 and #3.			
Measurable Goal Nickname (35 Character Max)			
Literacy			
Target Year 1	**Target Year 2**	**Target Year 3**	
		By June 2025, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 35 comparing STAR ELA Benchmarks #1 and #3.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 30% of students in grades K-12 will score proficient on the ELA Benchmark #1 for the STAR program .	By December 30, 2024, 60% of students will score 60% or more of available points on CR prompts given in ELA, Science, and Social Studies during Q2	By February 28, 2025 the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 35 comparing STAR ELA Benchmarks #1 and #2.	By June 2025, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 35 comparing STAR ELA Benchmarks #1 and #3.

Priority: If we effectively train students, families, and staff on the attendance policy, ensure consistent implementation of the policy and student-facing interventions, and consistently share data, then we will see a reduction in chronic absenteeism and improve student outcomes

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
By June 2025, 75% of transfer students in grades K-12 will demonstrate no higher than a moderate risk level for chronic absenteeism.

(increased from 69% in 2022-23) Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year.

Measurable Goal Nickname (35 Character Max)			
Attendance -- Transfer			

Target Year 1	Target Year 2	Target Year 3	
.	.	By June 2025, 75% of transfer students in grades K-12 will demonstrate no higher than a moderate risk level for chronic absenteeism. (increased from 69% in 2022-23) Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year.	

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024 85% of transfer students in grades K-12 will demonstrate no higher than a moderate risk level for chronic absenteeism.	By December 30, 2024 80% of transfer students in grades K-12 will demonstrate no higher than a moderate risk level for chronic absenteeism.	By February 28, 2025 78% of transfer students in grades K-12 will demonstrate no higher than a moderate risk level for chronic absenteeism.	By June 2025, 75% of transfer students in grades K-12 will demonstrate no higher than a moderate risk level for chronic absenteeism. (increased from 69% in 2022-23) Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 5, 58% off-cohort students in grades 9-12 will demonstrate no higher than a moderate risk level for chronic absenteeism (increased from 55% in 2022-23). Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year.			
Measurable Goal Nickname (35 Character Max)			
Attendance -- Off Cohort			

Target Year 1	Target Year 2	Target Year 3	
		By June 5, 58% off-cohort students in grades 9-12 will demonstrate no higher	

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
		than a moderate risk level for chronic absenteeism (increased from 55% in 2022-23). Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year.	
By September 30, 2024, 65% of off-cohort students in grades 9-12 will demonstrate no higher than a moderate risk level for chronic absenteeism	By December 30, 2024, 62% of off-cohort students in grades 9-12 will demonstrate no higher than a moderate risk level for chronic absenteeism.	By February 28, 2025, 60% of off-cohort students in grades 9-12 will demonstrate no higher than a moderate risk level for chronic absenteeism.	By June 2025, 58% off-cohort students in grades 9-12 will demonstrate no higher than a moderate risk level for chronic absenteeism (increased from 55% in 2022-23). Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2025, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 70%. (Low Risk for chronic absenteeism is defined as missing less than 9% of school days.)			
Measurable Goal Nickname (35 Character Max)			
Attendance -- ALL			
Target Year 1	**Target Year 2**	**Target Year 3**	
		By June 2025, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 70%. (Low Risk for chronic absenteeism is defined as missing less than 9% of school days.)	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024,	By December 30, 2024,	By February 28, 2025, 77 % of Agora's	By June 2025, the percentage of

| 80% of Agora's students will demonstrate a low risk for chronic attendance by missing less than 9% of school days. | 77% of Agora's students will demonstrate a low risk for chronic attendance by missing less than 9% of school days. | students will demonstrate a low risk for chronic attendance by missing less than 9% of school days. | students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 70%. Low Risk for chronic absenteeism is defined as missing less than 9% of school days |

Priority: If all leaders/contributors to classroom instruction maintain consistent focus on providing timely, high-quality instructional feedback, then teachers will have the precision and clarity to use evidence-based practices to maximize instruction, which will increase academic student outcomes

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2025, the median growth rate for students in grades K-5 will meet or exceed an SGP (Student Growth Percentile) of 35 comparing STAR Math comparing Benchmarks #1 and #3.			
Measurable Goal Nickname (35 Character Max)			
Elem Math Growth			
Target Year 1	**Target Year 2**	**Target Year 3**	
.	.	By June 2025, the median growth rate for students in grades K-5 will meet or exceed an SGP (Student Growth Percentile) of 35 comparing STAR Math comparing Benchmarks #1 and #3.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By Sept 30, 2024, 10% of students in grades K-5 will score proficient on the Math Benchmark #1 for the STAR assessment.	By December 30, 2024, 60% of students in grades K-5 will score 60% or more of available points on math constructed response writing prompts.	By February 28, 2025, the median growth rate for students in grades K-5 will meet or exceed an SPG of 35 comparing STAR Math Benchmark Assessments #1 and #2.	By June 2025, the median growth rate for students in grades K-5 will meet or exceed an SGP (Student Growth Percentile) of 35 comparing STAR Math comparing Benchmarks #1 and #3.

Outcome Category

Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2025, 70% of students in grades 6 through Algebra 1 courses will show a typical or high growth in math, in comparison to baseline LINKIT math benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			
Secondary Math Growth			
Target Year 1	**Target Year 2**	**Target Year 3**	
		By June 2025, 70% of students in grades 6 through Algebra 1 courses will show a typical or high growth in math, in comparison to baseline LINKIT math benchmark assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By Sept 30, 2024, 10% of students in grades 6 – Algebra 1 will score Proficient on the LINKIT math benchmark #1.	By December 30, 2024, 50% of students in grades 6-Alg 1 will score 60% or more of available points on math CR prompts	By February 28, 2025, 60% of students in grades 6 – Alg 1 will show a typical or higher growth rate from LINKIT Math Benchmark #1 to #2	By June 2025, 70% of students in grades 6 through Algebra 1 courses will show a typical or high growth in math, in comparison to baseline LINKIT math benchmark assessment.

Action Plan

Measurable Goals

Graduation Plans	Transfer Students MS
Transfer Students HS	Walkthroughs
Literacy	Attendance -- Transfer
Attendance -- Off Cohort	Attendance -- ALL
Elem Math Growth	Secondary Math Growth

Action Plan For: PBIS - https://www.evidenceforpa.org/strategies/pbis

Measurable Goals:

- By June 2025, 75% of transfer students in grades K-12 will demonstrate no higher than a moderate risk level for chronic absenteeism. (increased from 69% in 2022-23) Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year.
- By June 5, 2025, 75% of MS transfer students who have been enrolled at least one full quarter will be passing at least 75% of their core courses which aligns with the requirements for promotion at the MS.
- By June 5, 58% off-cohort students in grades 9-12 will demonstrate no higher than a moderate risk level for chronic absenteeism (increased from 55% in 2022-23). Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year.
- By June 2025, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 70%. (Low Risk for chronic absenteeism is defined as missing less than 9% of school days.)
- By June 5, 2025, 60% of HS transfer students who have been enrolled for one full quarter will be passing at least 70% of courses in which they are currently enrolled.

Action Step		Anticipated Start/Completion Date	
PBIS: Conduct monthly Team Initiated Problem Solving (TIPS) data meetings at each grade band to analyze system level and problem-solving group level data for improvements to SEL/PBIS framework; share out data with staff after every meeting.		2024-09-03	2024-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS District Leader (TK)	MCIU Coaching supports; PBIS data management system $1200 - CSI funds); Salary for	No	No

	social workers who make up the problem solving team membership -- $153524 -- Title I Funds; Benefits for social workers -- $29610 -- Title I Funds		

Action Step		**Anticipated Start/Completion Date**	
PBIS: Conduct monthly Team Initiated Problem Solving (TIPS) data meetings at each grade band to analyze system level and problem-solving group level data for improvements to SEL/PBIS framework; share out data with staff after every meeting.		2024-12-01	2025-02-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS District Leader (TK)	MCIU Coaching supports; Schoolwide information system for data management	No	No

Action Step		**Anticipated Start/Completion Date**	
PBIS: Conduct monthly Team Initiated Problem Solving (TIPS) data meetings at each grade band to analyze system level and problem-solving group level data for improvements to SEL/PBIS framework; share out data with staff after every meeting.		2025-03-01	2025-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS District Leader (TK)	MCIU Coaching supports; Schoolwide information system for data management	No	No

Action Step		**Anticipated Start/Completion Date**	
PBIS: Maintain Tier 1 team organized with identified internal coach, administrator, and all team roles defined and assigned		2024-08-26	2024-10-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS District Leader (TK)	Roles definitions, responsibilities, expectations; Core team meeting time	No	No

Action Step		**Anticipated Start/Completion Date**	
PBIS: High School / Middle School: identify student PBIS leadership teams with members and set up assigned roles to assist with planning and evaluating impact of PBIS practices on student population.		2024-09-02	2024-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com**

			Step?
PBIS District Leader (TK)	Procedure for identifying student members; time to meet with students; roles definitions, responsibilities, expectations; Core team meeting time; student team meeting time	No	No

Action Step	Anticipated Start/Completion Date	
PBIS: Inservice all staff on (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	2024-08-01	2024-09-13

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
PBIS District Leader (TK)	Staff PD time; PD materials	Yes	No

Action Step	Anticipated Start/Completion Date	
PBIS: Teach expected academic and social behaviors aligned to school values directly to all students in classrooms and across other campus settings/locations.	2024-08-26	2024-09-26

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
PBIS District Leader (TK)	lesson plans; dedicated time in schedule	No	No

Action Step	Anticipated Start/Completion Date	
PBIS: Conduct booster lessons to teach expected academic and social behaviors aligned to school values directly to students.	2025-01-03	2025-02-14

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
PBIS District Leader (TK)	Dedicated time in schedule; PD materials; staff	No	No

Action Step	Anticipated Start/Completion Date	
PBIS: Semester 1: Continue with and modify based on feedback 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.	2024-07-01	2025-01-17

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
PBIS District Leader (TK)	Staff; system to capture acknowledgement	No	No

Action Step		Anticipated Start/Completion Date	
PBIS: Semester 2: Continue with and modify based on feedback 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.		2025-01-21	2025-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
PBIS District Leader (TK)	Staff; system to capture acknowledgement	No	No

Action Step		Anticipated Start/Completion Date	
PBIS: Administer PBIS Self-Assessment survey to staff; Analyze and report data to staff		2025-03-26	2025-05-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
PBIS District Leader (TK)	Survey; dedicated time for staff	No	No

Action Step		Anticipated Start/Completion Date	
Belonging: Fall Student Survey: Administer local progress monitoring survey to grades 3-12 (based on Georgia Climate Survey) to evaluate student perceptions of adult social support, peer social support, and cultural acceptance. Analyze and report data to staff. Address any disproportionalities by adjusting belonging strategies within classrooms and face-to-face events		2024-11-15	2024-12-15

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Equity, Inclusion, Belonging (EIB) team (KD)	survey; collection system; dedicated time in schedule	No	Yes

Action Step		Anticipated Start/Completion	

	Date	
Belonging: Spring Student Survey: Administer local progress monitoring survey to grades 3-12 (based on Georgia Climate Survey) to evaluate student perceptions of adult social support, peer social support, and cultural acceptance. Analyze and report data to staff. Address any disproportionalities by adjusting belonging strategies within classrooms and face-to-face events	2025-03-25	2025-04-25

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
EIB team (KD)	survey; collection system; dedicated time in schedule	No	Yes

Action Step		Anticipated Start/Completion Date	

Belonging leader prep: Prepare new Pathway leaders in train the trainer model and plan/prepare for facilitating Belonging through a Culture of Dignity in 25-26	2024-11-06	2025-03-26

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
EIB team (KD)	dedicated PD time for staff; PD materials	Yes	No

Action Step		Anticipated Start/Completion Date	

Belonging: Train Student Services Team in We Belong strategies (chapters 1-3) to support interactions between peers and peers at face to face events	2024-09-01	2025-01-17

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
EIB team (KD)	We Belong texts -- $1400 CSI funds for schoolwide book study; dedicated PD time for staff; PD materials	Yes	No

Action Step		Anticipated Start/Completion Date	

Belonging: Train Student Services Team in We Belong strategies (chapters 4-7) to support interactions between peers and peers at face to face events	2025-01-20	2025-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
EIB team (KD)	We Belong texts; dedicated PD time for staff; PD materials	Yes	No
Action Step		Anticipated	

	Start/Completion Date	
Belonging: Provide "We Belong" refreshers to past /veteran facilitators through Async and Synchronous options.	2024-08-01	2024-11-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
EIB team (KD)	PD materials; dedicated time for staff	Yes	No

Action Step	**Anticipated Start/Completion Date**	
Tier3 Check & Connect (C & C) for middle school: Install monitoring form on Linkit	2024-07-01	2024-08-15

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
C&C Lead (HB)	Linkit -- $25,000 -- CSI funds for development of Intervention Manager forms for Check and Connect monitoring and student planning;	No	No

Action Step	**Anticipated Start/Completion Date**	
C&C: Pre-school "strong start" communication and reach-out by mentors	2024-08-01	2024-08-16

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
C&C Lead (HB)	dedicated time for mentors	No	No

Action Step	**Anticipated Start/Completion Date**	
C&C Q1: Monitor program implementation fidelity and student outcomes via monthly meetings using TIPS protocols. Monthly reports to MTSS ACTS	2024-09-01	2024-10-30

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
C&C Lead (HB)	dedicated time for meeting; TIPS framework	No	No

Action Step	**Anticipated Start/Completion**

		Date	
C&C Q2: Monitor program implementation fidelity and student outcomes via monthly meetings using TIPS protocols. Monthly reports to MTSS ACTS		2024-10-31	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
C&C Lead (HB)	dedicated time for meeting; TIPS framework	No	No
Action Step		**Anticipated Start/Completion Date**	
C&C Q3: Monitor program implementation fidelity and student outcomes via monthly meetings using TIPS protocols. Monthly reports to MTSS ACTS		2024-01-18	2024-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
C&C Lead (HB)	dedicated time for meeting; TIPS framework	No	No
Action Step		**Anticipated Start/Completion Date**	
C&C Q4: Monitor program implementation fidelity and student outcomes via monthly meetings using TIPS protocols. Monthly reports to MTSS ACTS		2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
C&C Lead (HB)	dedicated time for meeting; TIPS framework	No	No
Action Step		**Anticipated Start/Completion Date**	
C&C PD: Mentors complete additional training modules through https://checkandconnect.umn.edu/resources.html		2024-11-06	2025-03-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
C&C Lead (HB)	dedicated PD time for mentors; PD materials; system for tracking completion of modules (TeachPoint)	Yes	No
Action Step		**Anticipated Start/Completion Date**	

CICO: Plan for Check In Check Out continuation for the 24-25 school year with Tertiary Team and Administrator teams to support HS Special Education students.		2024-08-01	2024-09-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CICO Lead (VN)	MCIU support; time for meeting	No	No
Action Step		**Anticipated Start/Completion Date**	
CICO: Train 4 new facilitators for the 2024-25 school year		2024-08-01	2024-09-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CICO Lead (VN)	MCIU support; release time for staff	Yes	No
Action Step		**Anticipated Start/Completion Date**	
CICO: Install Check In Check Out program to support HS Special Education students to include at least 10 students for a FALL Cohort.		2024-09-12	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CICO Lead (VN)	dedicated meeting time	No	No
Action Step		**Anticipated Start/Completion Date**	
CICO: Install Check In Check Out program to support HS Special Education students to include at least 10 students for a SPRING Cohort.		2025-01-18	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CICO Lead (VN)	dedicated meeting time	No	No
Action Step		**Anticipated Start/Completion Date**	
CICO Q1: Monthly meetings of CICO facilitators and administrative team to monitor student participation, goals, and outcomes, as well as fidelity of implementation; Use TIPS to problem-solve around identified barriers; monthly		2024-09-12	2024-10-31

report-out to MTSS ACTS committee			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CICO Lead (VN)	dedicated meeting time; TIPS framework; Targeted Interventions Assessment Tool	No	No
Action Step		**Anticipated Start/Completion Date**	
CICO Q2: Monthly meetings of CICO facilitators and administrative team to monitor student participation, goals, and outcomes,as well as fidelity of implementation;; Use TIPS to problem-solve around identified barriers; monthly report-out to MTSS ACTS committee. End-of-semester report of student outcomes		2024-11-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CICO Lead (VN)	dedicated meeting time; TIPS framework; Targeted Interventions Assessment Tool	No	No
Action Step		**Anticipated Start/Completion Date**	
CICO Q3: Monthly meetings of CICO facilitators and administrative team to monitor student participation, goals, and outcomes, as well as fidelity of implementation; Use TIPS to problem-solve around identified barriers; monthly report-out to MTSS ACTS committee		2025-01-18	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CICO Lead (VN)	dedicated meeting time; TIPS framework; Targeted Interventions Assessment Tool	No	No
Action Step		**Anticipated Start/Completion Date**	
CICO Q4: Monthly meetings of CICO facilitators and administrative team to monitor student participation, goals, and outcomes, as well as fidelity of implementation; Use TIPS to problem-solve around identified barriers; monthly report-out to MTSS ACTS committee. End-of-semester report of student outcomes		2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CICO Lead (VN)	dedicated meeting time; TIPS framework; Targeted Interventions Assessment Tool	No	No
Action Step		**Anticipated Start/Completion Date**	

RENEW Q1: Meeting with RENEW facilitators and Tertiary team to monitor student participation, goals, and outcomes; Use TIPS to problem-solve around identified barriers; quarterly report-out to MTSS ACTS committee		2024-08-23	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Renew lead (JO)	dedicated meeting time; TIPS framework	No	No
Action Step		**Anticipated Start/Completion Date**	
RENEW Q2: Meetings with RENEW facilitators and tertiary team to monitor student participation, goals, and outcomes; Use TIPS to problem-solve around identified barriers; quarterly report-out to MTSS ACTS committee. End-of-semester report of student outcomes		2024-11-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Renew lead (JO)	dedicated meeting time; TIPS framework	No	No
Action Step		**Anticipated Start/Completion Date**	
RENEW Q3: Meetings with RENEW facilitators and Tertiary team to monitor student participation, goals, and outcomes; Use TIPS to problem-solve around identified barriers; quarterly report-out to MTSS ACTS committee		2025-01-18	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Renew lead (JO)	dedicated meeting time; TIPS framework	No	No
Action Step		**Anticipated Start/Completion Date**	
RENEW Q4: Meetings with RENEW facilitators and Tertiary team to monitor student participation, goals, and outcomes; Use TIPS to problem-solve around identified barriers; quarterly report-out to MTSS ACTS committee. End-of-semester report of student outcomes		2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Renew lead (JO)	dedicated meeting time; TIPS framework	No	No
Action Step		**Anticipated Start/Completion Date**	

RENEW: Tertiary team complete Implementation Checklist during first quarter to assess needs; analyze data and establish plan for filling gaps		2024-08-01	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Renew lead (JO)	RENEW Implementation Checklist; dedicated meeting time; MCIU support for data analysis and planning	No	No
Action Step		**Anticipated Start/Completion Date**	
RENEW: Tertiary team complete Implementation Checklist during fourth quarter; if score reaches 80%, plan for annual assessment; if not, analyze and plan for filling gaps.		2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Renew lead (JO)	RENEW Implementation Checklist; dedicated meeting time; MCIU support for data analysis and planning	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
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. Monthly review of data by MTSS ACTS committee.

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:
- By June 2025, 70% of students in grades 6 through Algebra 1 courses will show a typical or high growth in math, in comparison to baseline LINKIT math benchmark assessment.   - By June 2025, 75% of transfer students in grades K-12 will demonstrate no higher than a moderate risk level for chronic absenteeism. (increased from 69% in 2022-23) Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year.   - By June 5 2025, 100% of students who enroll at Agora before May 1 in grades 9-12 will have a clearly-articulated, written/documented path to fulfill Agora and state requirements for graduation within their 5-year cohort   - By June 5, 2025, 75% of MS transfer students who have been enrolled at least one full quarter will be passing at least 75% of their core

courses which aligns with the requirements for promotion at the MS.
- By June 2025, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 35 comparing STAR ELA Benchmarks #1 and #3.
- By June 5, 58% off-cohort students in grades 9-12 will demonstrate no higher than a moderate risk level for chronic absenteeism (increased from 55% in 2022-23). Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year.
- By June 2025, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 70%. (Low Risk for chronic absenteeism is defined as missing less than 9% of school days.)
- By June 2025, the median growth rate for students in grades K-5 will meet or exceed an SGP (Student Growth Percentile) of 35 comparing STAR Math comparing Benchmarks #1 and #3.
- By June 5, 2025, 60% of HS transfer students who have been enrolled for one full quarter will be passing at least 70% of courses in which they are currently enrolled.

Action Step		Anticipated Start/Completion Date	
AT: Presentation of schoolwide plan to leadership		2024-07-01	2024-08-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	dedicated time for leadership	No	No
Action Step		**Anticipated Start/Completion Date**	
AT: Leadership book study		2024-07-01	2024-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	Book (School Leader's Guide to Tackling Attendance Challenges) -- $1350 CSI funds for book study; dedicated time for discussion	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Attendance Team (AT) Q1: Provide at least one professional learning opportunity for all student-facing staff on		2024-08-	2024-10-

supporting student attendance.		01	31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Attendance Team Lead (AT) lead (PK)	dedicated time for staff; PD materials; system for tracking completion (TeachPoint)	Yes	No
Action Step		**Anticipated Start/Completion Date**	
AT Q2: Provide at least one professional learning opportunity for all student-facing staff on supporting student attendance.		2024-11-04	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	dedicated time for staff; PD materials; system for tracking completion (TeachPoint)	Yes	No
Action Step		**Anticipated Start/Completion Date**	
AT Q3: Provide at least one professional learning opportunity for all student-facing staff on supporting student attendance.		2025-01-21	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	dedicated time for staff; PD materials; system for tracking completion (TeachPoint)	Yes	No
Action Step		**Anticipated Start/Completion Date**	
AT Q4: Provide at least one professional learning opportunity for all student-facing staff on supporting student attendance.		2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	dedicated time for staff; PD materials; system for tracking completion (TeachPoint)	Yes	No
Action Step		**Anticipated Start/Completion Date**	
AT: Establish and train Grade Band (k-5, 6-8, off cohort 9th, 9-12) Attendance Teams		2024-08-01	2024-09-27

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
AT lead (PK)	dedicated time for team training; PD materials; roles and responsibilities document	Yes	No
Action Step		**Anticipated Start/Completion Date**	
AT: Family coaches (new students) and Attendance Team (returning students) evaluate and assign chronic absence risk levels to students		2024-08-15	2024-09-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	Attendance risk guiding documents; system for tracking/reporting student attendance	No	No
Action Step		**Anticipated Start/Completion Date**	
AT Q1: Attendance team review and adjust chronic absence risk levels for students and provide report to Family Coaches; Coaches complete an Attendance Plan in Intervention Manager for students with moderate or severe chronic absence		2024-10-23	2024-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	Attendance risk guiding documents; system for tracking/reporting student attendance	No	No
Action Step		**Anticipated Start/Completion Date**	
AT Q2: Attendance team review and adjust chronic absence risk levels for students and provide report to Family Coaches; Coaches complete an Attendance Plan in Intervention Manager for students with moderate or severe chronic absence		2025-01-10	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	Attendance risk guiding documents; system for tracking/reporting student attendance	No	No
Action Step		**Anticipated Start/Completion Date**	
AT Q3: Attendance team review and adjust chronic absence risk levels for students and provide report to Family Coaches; Coaches complete an Attendance Plan in Intervention Manager for students with moderate or severe		2025-03-18	2025-03-25

chronic absence			

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	Attendance risk guiding documents; system for tracking/reporting student attendance	No	No

Action Step		**Anticipated Start/Completion Date**
AT Q4: Attendance team review and adjust chronic absence risk levels for students and provide report to Family Coaches; Coaches complete an Attendance Plan in Intervention Manager for students with moderate or severe chronic absence		2025-05-29 · 2025-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	Attendance risk guiding documents; system for tracking/reporting student attendance	No	No

Action Step		**Anticipated Start/Completion Date**
AT Q1: Monitor, review and analyze attendance data and attendance campaign fidelity - including Attendance Team Data Collection, Sapphire - Period Attendance Posting List report; Provide quarter 1 student and schoolwide attendance data to faculty		2024-10-30 · 2024-11-13

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	Attendance report and presentation	No	No

Action Step		**Anticipated Start/Completion Date**
AT Q2: Monitor, review and analyze attendance data and attendance campaign fidelity - including Attendance Team Data Collection, Sapphire - Period Attendance Posting List report; Provide quarter 2 student and schoolwide attendance data to faculty		2025-01-17 · 2025-01-31

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	Attendance report and presentation	No	No

Action Step		**Anticipated Start/Completion Date**

AT Q3: Monitor, review and analyze attendance data and attendance campaign fidelity - including Attendance Team Data Collection, Sapphire - Period Attendance Posting List report; Provide quarter 3 student and schoolwide attendance data to faculty		2025-03-25	2025-04-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	Attendance report and presentation	No	No
Action Step		**Anticipated Start/Completion Date**	
AT Q4: Monitor, review and analyze attendance data and attendance campaign fidelity- including Attendance Team Data Collection, Sapphire - Period Attendance Posting List report; Provide quarter 4 student and schoolwide attendance data to faculty		2025-06-05	2025-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	Attendance report and presentation	No	No
Action Step		**Anticipated Start/Completion Date**	
AT: Create year long attendance campaign - including acknowledgement of daily and period attendance of classrooms, teachers, family coaches and students		2024-07-01	2024-07-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	dedicated time; Attendance Works and other evidence-based resources; tracking system for acknowledgement	No	No
Action Step		**Anticipated Start/Completion Date**	
AT: Kick off attendance campaign and presentation of schoolwide plan and action steps to all staff at face to face professional development (roles and responsibilities)		2025-08-15	2025-08-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	dedicated time; PD materials	Yes	No
Action Step		**Anticipated Start/Completion**	

		Date
AT: Create and share Attendance Manual for families		2024-07-01	2024-08-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
AT lead (PK)	dedicated work time; electronic distribution; printing of copies for distribution as needed -- $500, CSI funds for copying attendance manual for families.	No	Yes

Action Step		**Anticipated Start/Completion Date**
AT: Create and implement attendance module for learning coach orientation		2024-07-01	2024-08-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
AT lead (PK)	dedicated time; recording/production/editing support	No	No

Action Step		**Anticipated Start/Completion Date**
AT: Conduct school self assessments end of Q1		2024-10-30	2024-11-08

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
AT lead (PK)	dedicated time for staff; self-assessment; system for tracking/reporting results	No	No

Action Step		**Anticipated Start/Completion Date**
AT: Conduct school self assessments end of Q4		2025-06-01	2025-06-10

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
AT lead (PK)	dedicated time for staff; self-assessment; system for tracking/reporting results	No	No

Action Step		**Anticipated Start/Completion Date**

AT: Update Attendance Report Card Template		2024-07-01	2024-08-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	dedicated time; installation of template in Sapphire SIS	No	No
Action Step		**Anticipated Start/Completion Date**	
AT Q1: Share quarterly attendance information and schoolwide data with families; Send quarterly Attendance Report Cards and Certificates		2024-10-30	2024-11-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	informational documents and templates; ParentSquare messaging system -- $34,640 (Parent Engagement 1% set aside -- Title I funds); mailing supplies and postage for quarterly attendance reports to families -- $1500 -- CSI funds	No	Yes
Action Step		**Anticipated Start/Completion Date**	
AT Q2: Share quarterly attendance information and schoolwide data with families; Send quarterly Attendance Report Cards and Certificates		2025-01-17	2025-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	informational documents and templates; ParentSquare messaging system; mailing supplies and postage	No	Yes
Action Step		**Anticipated Start/Completion Date**	
AT Q3: Share quarterly attendance information and schoolwide data with families; Send quarterly Attendance Report Cards and Certificates		2025-03-25	2025-04-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	informational documents and templates; ParentSquare messaging system; mailing supplies and postage	No	Yes
Action Step		**Anticipated**	

		Start/Completion Date	
AT Q4: Share quarterly attendance information and schoolwide data with families; Send quarterly Attendance Report Cards and Certificates		2025-06-05	2025-06-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	informational documents and templates; ParentSquare messaging system; mailing supplies and postage	No	Yes
Action Step		**Anticipated Start/Completion Date**	
AT: Review and Update SAIP document and process		2024-07-01	2024-07-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AT lead (PK)	dedicated meeting time; SAIP document;	No	No
Action Step		**Anticipated Start/Completion Date**	
G9OC: Schedule grade 9 students in focused groups including on-cohort team structures and flexible off-cohort Rapid Recovery programming		2024-07-01	2024-08-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
G9OC Principal (EB)	Linkit assessment warehouse; Renaissance learning suite -- $230,000 -- CSI funds for STAR Benchmark Assessments; Sapphire SIS	No	No
Action Step		**Anticipated Start/Completion Date**	
G9OC: Design plan for students enrolled in Rapid Recovery courses including criteria, requirements, finishing early, needing extended time (beyond a Semester) ... and share with counselors, teachers and students. Craft description in HS Student Course Guide		2024-07-01	2024-08-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
G9OC Principal (EB)	Guiding doc for counselors/teachers; Informational documents for students	No	Yes

Action Step		Anticipated Start/Completion Date	
G9OC Q1: Quarter 1: Recovery Teachers use Team Initiated Problem Solving (TIPS) data meetings with MTSS coordinator support to identify and solve needs of students and monitor fidelity and efficacy of proposed actions identified to address precision statements; analyze data for improvement; share out data with MTSS and HS Admin teams after every meeting.		2024-08-23	2024-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
G9OC Principal (EB)	dedicated time for team meetings; MTSS coordinator support; TIPS framework;	No	No
Action Step		Anticipated Start/Completion Date	
G9OC Quarter 2: Recovery Teachers use Team Initiated Problem Solving (TIPS) data meetings with MTSS coordinator support to identify and solve needs of students and monitor fidelity and efficacy of proposed actions identified to address precision statements; analyze data for improvement; share out data with MTSS and HS Admin teams after every meeting.		2024-10-31	2025-01-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
G9OC Principal (EB)	dedicated time for team meetings; MTSS coordinator support; TIPS framework;	No	No
Action Step		Anticipated Start/Completion Date	
G9OC Quarter 3: Recovery Teachers use Team Initiated Problem Solving (TIPS) data meetings with MTSS coordinator support to identify and solve needs of students and monitor fidelity and efficacy of proposed actions identified to address precision statements; analyze data for improvement; share out data with MTSS and HS Admin teams after every meeting.		2025-01-20	2025-03-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
G9OC Principal (EB)	dedicated time for team meetings; MTSS coordinator support; TIPS framework;	No	No
Action Step		Anticipated Start/Completion Date	
G9OC Quarter 4: Recovery Teachers use Team Initiated Problem Solving (TIPS) data meetings with MTSS		2025-03-	2025-06-

coordinator support to identify and solve needs of students and monitor fidelity and efficacy of proposed actions identified to address precision statements; analyze data for improvement; share out data with MTSS and HS Admin teams after every meeting.		26	05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
G9OC Principal (EB)	dedicated time for team meetings; MTSS coordinator support; TIPS framework;	No	No
Action Step		**Anticipated Start/Completion Date**	
G9OC: Install two new rapid recovery courses (American Lit, US History) including training of two new teachers		2025-07-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
G9OC Principal (EB)	Stride training modules; Stride curriculum frameworks	Yes	No
Action Step		**Anticipated Start/Completion Date**	
G9: Schedule grade 9 students in teams (ELA, Sci, SS, PE) including Math to the greatest degree possible and Spanish as applicable		2024-07-01	2024-08-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
G9 Principal (HM)	Linkit assessment warehouse; Renaissance learning suite; Sapphire SIS	No	No
Action Step		**Anticipated Start/Completion Date**	
G9 Quarter 1: Grade 9 teacher teams use Team Initiated Problem Solving (TIPS) data meetings with MTSS coordinator support to identify and solve needs of students and monitor fidelity and efficacy of proposed actions identified to address precision statements; analyze system level and problem-solving group level data for improvements to grade 9 program for on-cohort students; share out data with MTSS and HS Admin teams after every meeting.		2024-08-23	2024-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
G9 Principal (HM)	dedicated time for team meetings; MTSS coordinator support; TIPS framework;	No	No
Action Step		**Anticipated**	

			Start/Completion Date	
G9 Quarter 2 Grade 9 teacher teams use Team Initiated Problem Solving (TIPS) data meetings with MTSS coordinator support to identify and solve needs of students and monitor fidelity and efficacy of proposed actions identified to address precision statements; analyze system level and problem-solving group level data for improvements to grade 9 program for on-cohort students; share out data with MTSS and HS Admin teams after every meeting.			2024-10-31	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
G9 Principal (HM)	dedicated time for team meetings; MTSS coordinator support; TIPS framework;		No	No
Action Step			**Anticipated Start/Completion Date**	
G9 Quarter 3: Grade 9 teacher teams use Team Initiated Problem Solving (TIPS) data meetings with MTSS coordinator support to identify and solve needs of students and monitor fidelity and efficacy of proposed actions identified to address precision statements; analyze system level and problem-solving group level data for improvements to grade 9 program for on-cohort students; share out data with MTSS and HS Admin teams after every meeting.			2025-01-20	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
G9 Principal (HM)	dedicated time for team meetings; MTSS coordinator support; TIPS framework;		No	No
Action Step			**Anticipated Start/Completion Date**	
G9 Quarter 4: Grade 9 teacher teams use Team Initiated Problem Solving (TIPS) data meetings with MTSS coordinator support to identify and solve needs of students and monitor fidelity and efficacy of proposed actions identified to address precision statements; analyze system level and problem-solving group level data for improvements to grade 9 program for on-cohort students; share out data with MTSS and HS Admin teams after every meeting.			2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
G9 Principal (HM)	dedicated time for team meetings; MTSS coordinator support; TIPS framework;		No	No
Action Step			**Anticipated Start/Completion**	

		Date
LSW: The core Collins (low stakes writing) team will establish a roll-out plan for identified teacher groups, to address types 1 and 2 writing and Focus Correction Areas.	2024-07-01	2024-09-15

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
LSW lead (AH)	time for core team meeting	No	No

Action Step		**Anticipated Start/Completion Date**	
LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led learning and follow-up during regular Grade 3-5 ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS.		2024-10-01	2025-01-17

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
LSW lead (AH)	time for department meetings; guiding documents for writing types; system for capturing and reporting implementation and perceptions; support of ELA curriculum coordinator and humanities instructional coaches (ICs) through classroom walkthroughs and impact cycle support	Yes	No

Action Step		**Anticipated Start/Completion Date**	
LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led learning and follow-up during regular Grade 6-8 ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS.		2024-10-01	2025-01-17

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
LSW lead (AH)	time for department meetings; guiding documents for writing types; system for capturing and reporting implementation and perceptions; support of ELA curriculum coordinator and humanities ICs through classroom walkthroughs and impact cycle support	Yes	No

Action Step		**Anticipated Start/Completion Date**	

LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led learning and follow-up during regular Grade 9-10 Keystone ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS.		2024-10-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
LSW lead (AH)	time for department meetings; guiding documents for writing types; system for capturing and reporting implementation and perceptions; support of ELA curriculum coordinator and humanities ICs through classroom walkthroughs and impact cycle support	Yes	No
Action Step		**Anticipated Start/Completion Date**	
LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led learning and follow-up during regular Grade 9-12 Rapid Recovery ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS		2024-10-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
LSW lead (AH)	time for department meetings; guiding documents for writing types; system for capturing and reporting implementation and perceptions; support of ELA curriculum coordinator and humanities ICs through classroom walkthroughs and impact cycle support	Yes	No
Action Step		**Anticipated Start/Completion Date**	
LSW: The core Collins team will implement the John Collins approach to writing within their own classrooms for Type 3 writing and offer demonstrations to peers through the peer observation process during the spring semester.		2025-01-21	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
LSW lead (AH)	dedicated time for peer observation; guiding documents for Type 3 writing	No	No
Action Step		**Anticipated Start/Completion Date**	
LSW: High school ELA teams will collaboratively review and analyze student work for each common writing assessment that was revised during the 2023-24 school year, and administered during Qtr 1, with an end-of-		2024-09-03	2024-10-30

quarter report (including student performance by standard and team recommendations for future use) to the Director of CIA.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS ELA AP (HA)	dedicated time for team meeting; common writing assessment prompts and rubrics; student work; schema for reporting; support of ELA curriculum coordinator	No	No

Action Step	**Anticipated Start/Completion Date**	
LSW: High school ELA teams will collaboratively review and analyze student work for each common writing assessment that was revised during the 2023-24 school year, and administered during Qtr 2, with an end-of-semester report (including student performance by standard and team recommendations for future use) to the Director of CIA.	2024-10-31	2025-01-17

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS ELA AP (HA)	dedicated time for team meeting; common writing assessment prompts and rubrics; student work; schema for reporting; support of ELA curriculum coordinator	No	No

Action Step	**Anticipated Start/Completion Date**	
LSW: High school ELA teams will collaboratively review and analyze student work for each common writing assessment that was revised during the 2023-24 school year, and administered during Qtr 3, with an end-of-quarter report (including student performance by standard and team recommendations for future use) to the Director of CIA.	2025-01-21	2025-03-25

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS ELA AP (HA)	dedicated time for team meeting; common writing assessment prompts and rubrics; student work; schema for reporting; support of ELA curriculum coordinator	No	No

Action Step	**Anticipated Start/Completion Date**	
LSW: High school ELA teams will collaboratively review and analyze student work for each common writing assessment that was revised during the 2023-24 school year, and administered during Qtr 4, with an end-of-year report (including student performance by standard and team recommendations for future use) to the Director of	2025-03-26	2025-06-05

CIA.

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HS ELA AP (HA)	dedicated time for team meeting; common writing assessment prompts and rubrics; student work; schema for reporting; support of ELA curriculum coordinator	No	No

Action Step		Anticipated Start/Completion Date	
STEELS: The STEELS curriculum coordinator will collaborate with other leaders to facilitate a PD pathway series on the creation and/or revision of STEELS course assessments for selected teachers		2024-11-01	2025-03-25

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
STEELS lead (LS)	dedicated time for PD; support of curriculum coordinator, MTSS coordinator, PLC team, and instructional coaches	Yes	No

Action Step		Anticipated Start/Completion Date	
STEELS: Curriculum coordinators will collaborate with coaches and teachers in implementing STEELS curriculum		2025-02-01	2025-06-25

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
STEELS lead (LS)	In-classroom support from curriculum team and instructional coaches	No	No

Action Step		Anticipated Start/Completion Date	
STEELS: Instructional coaches will collaborate with teachers to design STEELS-aligned instruction, using success criteria and learning intentions. Lessons will revisit success criteria and check for mastery throughout the lesson.		2024-11-01	2025-01-25

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
STEELS lead (LS)	Instructional coach support; visible learning playbook; Atlas curriculum warehouse	No	No

Action Step		Anticipated Start/Completion Date	
STEELS: Continue to explore and evaluate resources aligned with STEELS (ex: conferences, local resources,		2024-08-	2025-01-

supplemental programs)		01	25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
STEELS lead (LS)	Resources and materials -- $10,000 -- CSI funds for instructional materials to support Tier 1 STEELS curriculum	No	No
Action Step		**Anticipated Start/Completion Date**	
STEELS: Analyze student achievement and outcomes in science pre/post STEELS shift (2022-2023, 2023-2024, and 2024-2025) to determine strengths and areas of need.		2025-05-01	2025-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
STEELS lead (LS)	system for student outcome collection and reporting; dedicated time for analysis; Linkit assessment warehouse; SIS access for course grades	No	No
Action Step		**Anticipated Start/Completion Date**	
STEELS: Collect feedback from staff regarding new resources (Mystery Science, Middle School core resources, tech & engineering course materials)		2025-05-01	2025-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
STEELS lead (LS)	dedicated time for meeting; data analysis support for perception data	No	No
Action Step		**Anticipated Start/Completion Date**	
TLS Differentiation Semester 1: Build leadership capacity of selected Middle School teachers and 9th Grade On-Cohort teachers through action research in learning and coaching for differentiated instruction strategies by participating in a series of workshops and coaching.		2024-08-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
TLS Lead (JT)	Contract with Teaching, Learning, Succeeding (TLS) -- $82,000 -- CSI Funds for leadership training on differentiation strategy coaching; dedicated time for teachers; PD presentation materials; support for implementation through PLC/IC	Yes	No
Action Step		**Anticipated**	

		Start/Completion Date	
TLS Differentiation for Leaders Semester 1: Support fidelity of implementation for differentiation strategies through coaching of High School Administrators on areas of supervision for DI, review of concepts of processes, and application of specific strategies		2024-08-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
TLS Lead (JT)	Contract with TLS; dedicated time for leader learning	Yes	No
Action Step		**Anticipated Start/Completion Date**	
TLS Differentiation Semester 2: Sustain leadership capacity of selected Middle School and 9th Grade On-Cohort teachers through action research in learning and coaching for differentiated instruction strategies by participating in a series of workshops and supplemental individual and individualized coaching surrounding differentiation strategies.		2025-01-21	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
TLS Lead (JT)	Contract with Teaching, Learning, Succeeding (TLS); dedicated time for teachers; PD presentation materials; support for implementation through PLC/IC	Yes	No
Action Step		**Anticipated Start/Completion Date**	
TLS Power Slides for Semester 1: Develop capacity for all Middle School Teachers to create Power Slides, based on TLS framework, through face-to-face professional development and virtual coaching.		2024-08-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
TLS Lead (JT)	planning/prep support of PLC/IC	Yes	No
Action Step		**Anticipated Start/Completion Date**	
TLS Power Slides for Semester 2 :Prepare and deliver booster professional learning in Jan. 2025 for all Middle School Teachers on Power Slides; monitor fidelity and accuracy of implementation across middle school during spring semester		2025-01-15	2025-01-25
Lead	**Material/Resources/Supports Needed**	**PD Step?**	**Com**

Person/Position				Step?
TLS Lead (JT)	dedicated time; PD materials; system for tracking implementation		Yes	No

Action Step		Anticipated Start/Completion Date	
SoR: Conduct Science of Reading learning for leaders, including look-fors to grow instructional practices.		2024-07-01	2024-08-16

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Literacy Coordinator (LW)	Contract with University of FL -- $82,000 -- CSI Funds for science of reading leadership consultation; dedicated time for selected leaders	Yes	No

Action Step		Anticipated Start/Completion Date	
SoR: Q1: Engage reading interventionists in small group learning on science of reading and practical implications (5 full day sessions) with the expectation that reading interventionists will implement SoR learning into existing practices/lessons. This will be assessed through look-for docs used by leaders and through student response to interventions.		2025-08-19	2024-10-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Literacy Coordinator (LW)	Dedicated time for University of Florida-led learning; support of reading leadership team (admin, IC, PLC, literacy coordination); student response to intervention tracking system	Yes	No

Action Step		Anticipated Start/Completion Date	
SoR Q1: Reading leaders will use look-for document to grow literacy instructional practices. These will be shared 2x/month including video analysis, with the IC taking exemplars back to teachers through team and impact coaching.		2024-08-19	2024-10-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Literacy Coordinator (LW)	Dedicated meeting time; look-for docs	No	No

Action Step		Anticipated Start/Completion	

	Date	

SoR Q2: Engage Reading interventionists in 3 full day trainings on small group instructional routines using the science of reading; reading interventionists will implement small group reading learning in their classes after training. This will be assessed through look-for docs used by leaders and through student response to interventions.	2024-10-31	2025-01-17

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Literacy Coordinator (LW)	Dedicated time for UF-led learning; support of reading leadership team (admin, IC, MTSS, PLC, lit coord); RtI tracking doc	Yes	No

Action Step	**Anticipated Start/Completion Date**	

SoR Q2: Reading leaders will use look-for document to grow literacy instructional practices. These will be shared 2x/month including video analysis, with the IC taking exemplars back to teachers through team and impact coaching.	2024-10-31	2025-01-17

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Literacy Coordinator (LW)	Dedicated meeting time; look for docs	No	No

Action Step	**Anticipated Start/Completion Date**	

SoR Semester 2: Reading interventionists will implement SoR small group reading learning in their classes, given collaborative planning time, coaching and support. This will be assessed through look-for docs used by leaders and through student response to interventions.	2025-01-21	2025-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Literacy Coordinator (LW)	dedicated team planning time; support from reading leadership team; RtI tracking tool	No	No

Action Step	**Anticipated Start/Completion Date**	

SoR Semester 2: Reading leaders will use look-for documents to grow literacy instructional practices. These will be shared 2x/month including video analysis, with the IC taking exemplars back to teachers through team and	2025-01-21	2025-06-05

impact coaching.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Lit Coord (LW)	Dedicated meeting time look for docs	No	No

Action Step	**Anticipated Start/Completion Date**	
SoR: Develop data review and decision-making protocols, including TIPS framework for problem-solving, to monitor student growth for those students working with reading interventionists	2024-07-01	2024-09-20

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CK)	Linkit assessment warehouse; Renaissance reading diagnostic/PM tool; TIPS framework	No	No

Action Step	**Anticipated Start/Completion Date**	
SoR Semester 1: Implement data protocols (including student data reporting and TIPS framework) to monitor student growth, including additions/removals to reading interventionists rosters on a quarterly basis.	2024-09-23	2025-01-17

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CK)	data protocol; dedicated meeting time	No	No

Action Step	**Anticipated Start/Completion Date**	
SoR Semester 2: Implement data protocols (including student data reporting and TIPS framework) to monitor student growth, including additions/removals to reading interventionists rosters on a quarterly basis.	2025-01-21	2025-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CK)	data protocol; dedicated meeting time	No	No

Action Step	**Anticipated Start/Completion Date**	

Curriculum: Audit and Update the quality of entries in the Curriculum Power app (Q2/Q3 aligned with track time) and provide feedback to teams to ensure the quality of course development		2024-10-31	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director CIA (KG)	curriculum tracking tool; time for curriculum work; CIA team support	No	No

Action Step		**Anticipated Start/Completion Date**	
Curriculum: Provide Department Chairs with access to view Courses within Curriculum Power App and initiate reflection among departments. Quarterly collaboration meetings between DC and CC to determine departmental needs for curriculum review/improvement.		2024-11-01	2025-05-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director CIA (KG)	curriculum tracking tool; meeting time for department chairs with curriculum coordinators	No	No

Action Step		**Anticipated Start/Completion Date**	
Intervention/Extension (I/E): Prepare for installation of new HS schedule in the 2024-2025 school year. Focus on both Intervention and Enrichment for Agora students: show that Secondary MTSS as foundation of the block, provide schedule, grouping, criteria for fluid grouping and point persons/supports for implementation. Provide expectation documents for teachers and students. Provide comprehensive presentation to HS staff.		2024-07-01	2024-08-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal (JM)	PD presentation; dedicated time for staff; student and staff schedules; teacher expectations document	Yes	No

Action Step		**Anticipated Start/Completion Date**	
I/E: Create criteria and decision rules to ensure all current and incoming/transfer students are assigned to I/E appropriately		2024-08-01	2024-08-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal (JM)	planning time; student tracking system; Linkit assessment warehouse; Sapphire SIS	No	No
Action Step		**Anticipated**	

	Start/Completion Date	
I/E: Train HS teachers on Linkit intervention manager	2024-08-19	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal (JM)	Linkit assessment warehouse; PD materials and job aid; dedicated time for teachers	Yes	No

Action Step	Anticipated Start/Completion Date	
I/E: HS teachers identify and track interventions for students assigned to them during the I/E block during first quarter	2024-08-19	2024-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal (JM)	Linkit assessment warehouse; with intervention manager; job aid for teachers; support of MTSS	No	No

Action Step	Anticipated Start/Completion Date	
I/E Quarter 1: Install intervention and enrichment program at the high school, monitoring student interventions, attendance and academic outcomes on a bi-weekly basis. Monthly reports to MTSS ACTS and to full HS staff, with adjustments to student schedules made at end of quarter.	2024-08-19	2024-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal (JM)	Sapphire SIS; Linkit assessment warehouse; student tracking system;	No	Yes

Action Step	Anticipated Start/Completion Date	
I/E: HS teachers identify and track interventions for students assigned to them during the I/E block during second quarter	2024-10-31	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal (JM)	Linkit assessment warehouse; with intervention manager; job aid for teachers; support of MTSS	No	No

Action Step		Anticipated Start/Completion Date	
I/E Quarter 2: Install intervention and enrichment program at the high school, monitoring student interventions, attendance and academic outcomes on a bi-weekly basis. Monthly reports to MTSS ACTS and to full HS staff, with adjustments to student schedules made at end of quarter.		2024-10-31	2025-01-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal (JM)	Sapphire SIS; Linkit assessment warehouse; student tracking system;	No	Yes
Action Step		**Anticipated Start/Completion Date**	
I/E: HS teachers identify and track interventions for students assigned to them during the I/E block during third quarter		2025-01-20	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal (JM)	Linkit assessment warehouse; with intervention manager; job aid for teachers; support of MTSS	No	No
Action Step		**Anticipated Start/Completion Date**	
I/E Quarter 3: Install intervention and enrichment program at the high school, monitoring student interventions, attendance and academic outcomes on a bi-weekly basis. Monthly reports to MTSS ACTS and to full HS staff, with adjustments to student schedules made at end of quarter.		2025-01-28	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal (JM)	Sapphire SIS; Linkit assessment warehouse; student tracking system;	No	Yes
Action Step		**Anticipated Start/Completion Date**	
I/E: HS teachers identify and track interventions for students assigned to them during the I/E block during fourth quarter		2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

HS Principal (JM)	Linkit assessment warehouse; with intervention manager; job aid for teachers; support of MTSS	No	No

Action Step		**Anticipated Start/Completion Date**	
I/E Quarter 4: Install intervention and enrichment program at the high school, monitoring student interventions, attendance and academic outcomes on a bi-weekly basis. Monthly reports to MTSS ACTS and to full HS staff, with adjustments to student schedules made at end of quarter.		2025-03-26	2025-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal (JM)	Sapphire SIS; Linkit assessment warehouse; student tracking system;	No	Yes

Action Step		**Anticipated Start/Completion Date**	
I/E: Evaluate program success -- including stakeholder perception data, student attendance, and student outcomes -- and determine plans for 2025-26		2025-05-01	2025-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS Principal (JM)	Sapphire SIS; Linkit assessment warehouse; student tracking system; method for collecting perception data; support for data analysis	No	No

Action Step		**Anticipated Start/Completion Date**	
Math Sem 1: Continue student success guides in select grades to align written and taught curriculum, monitoring and problem-solving during team-led planning and reporting to MTSS ACTS on a monthly basis.		2024-08-15	2025-01-17

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Math Lead	student success guides; Atlas curriculum warehouse; team planning time; support of math IC/PLC/Curriculum coordinators	No	No

Action Step		**Anticipated Start/Completion Date**	
Math Sem 2: Continue student success guides in select grades to align written and taught curriculum, monitoring and problem-solving during team-led planning and reporting to MTSS ACTS on a monthly basis.		2025-01-20	2025-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Lead	student success guides; Atlas curriculum warehouse; team planning time; support of math IC/PLC/Curriculum coordinators	No	No

Action Step		Anticipated Start/Completion Date	
Math: Introduce Essential Mathematical Practices 3 and 8 to math teachers in grades K-12 focused on encouraging discourse and peer-to-peer through a variety of professional learning experiences, with the expectation of application into classroom practice and follow-up debrief and reflection		2024-08-15	2024-12-20

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Lead	PD resources; dedicated time for staff; support of PLC/IC/Curriculum	Yes	No

Action Step		Anticipated Start/Completion Date	
Math: Introduce Essential Mathematical Practices 5 and 6 to math teachers in grades K-12 focused on encouraging discourse and peer-to-peer through a variety of professional learning experiences, with the expectation of application into classroom practice and follow-up debrief and reflection		2025-01-02	2025-03-25

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Lead	PD resources; dedicated time for staff; support of PLC/IC/Curriculum	Yes	No

Action Step		Anticipated Start/Completion Date	
Math: Introduce Essential Mathematical Practices 1, 2, and 7 to math teachers in grades K-12 focused on encouraging discourse and peer-to-peer through a variety of professional learning experiences, with the expectation of application into classroom practice and follow-up debrief and reflection		2025-03-26	2025-06-07

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Lead	PD resources; dedicated time for staff; support of PLC/IC/Curriculum	Yes	No

Action Step		Anticipated Start/Completion Date	

Math: Engage math teachers in grades 6 through Algebra 2 in comprehensive programmatic comparison between existing and proposed curriculum, making recommendations for shifts in scope/sequence, supplemental materials, and curriculum adoption		2024-11-06	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Math Lead	dedicated PD track time; guiding documents; PD presentation materials; support of IC/PLC/curriculum	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Math: Build out Agora's visible learning playbook for mathematics, using strategies gleaned from The Mathematics Playbook that align with school goals.		2024-08-01	2024-10-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Math lead	Copies of The Mathematics Playbook; Agora's VL playbook; collaborative work time for Math ICs	No	No
Action Step		**Anticipated Start/Completion Date**	
Math: Provide team and individual coaching for mathematics, using strategies gleaned from The Mathematics Playbook that align with school goals with the expectation that math teachers will incorporate at least one new strategy during semester 1.		2024-10-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Math lead	Copies of The Mathematics Playbook; Agora's VL playbook;; team planning time with support from IC	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Math: Provide team and individual coaching for mathematics, using strategies gleaned from The Mathematics Playbook that align with school goals with the expectation that math teachers will incorporate at least one new strategy during semester 2.		2025-01-20	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Math lead	Copies of The Mathematics Playbook; Agora's VL playbook;; team planning time with support from IC	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Power slides embedded in middle school lesson plans; student response to intervention tracking sheet; precision statements; look for documents; revised assessments in STEELS classes; feedback form for STEELS teachers; student work analysis reports; samples of student writing in Types 1 and 2; guiding documents for I/E decisions; student tracking system for I/E; monthly reports on HS student outcomes for I/E; student intervention plans and tracker; mathematics strategies in VL playbook; lesson plans including new math strategies and essential practices	leadership walkthroughs of classrooms, conducted monthly; reports to MTSS ACTs team monthly on action step fidelity.

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:
• By June 2025, 75% of transfer students in grades K-12 will demonstrate no higher than a moderate risk level for chronic absenteeism. (increased from 69% in 2022-23) Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year. • By June 5 2025, 100% of students who enroll at Agora before May 1 in grades 9-12 will have a clearly-articulated, written/documented path to fulfill Agora and state requirements for graduation within their 5-year cohort • By June 5, 2025, 75% of MS transfer students who have been enrolled at least one full quarter will be passing at least 75% of their core courses which aligns with the requirements for promotion at the MS. • By June 5, 58% off-cohort students in grades 9-12 will demonstrate no higher than a moderate risk level for chronic absenteeism (increased from 55% in 2022-23). Moderate risk for chronic absenteeism is defined as missing less than 20% of school days in an academic year. • By June 5, 2025, 60% of HS transfer students who have been enrolled for one full quarter will be passing at least 70% of courses in which they are currently enrolled.

Action Step		Anticipated Start/Completion Date	
Act 1 Q1: School Counselors and Federal Programs Coordinator collaboratively problem-solve with Act 1 students who demonstrate academic challenges during Q1. to remove barriers to accessing the educational program.		2024-10-30	2024-11-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Act 1 Coordinator (AK)	Time for counselors to meet with individual students; Homeless Supplies Set-Aside -- $100 -- Title I fund	No	No
Action Step		Anticipated Start/Completion Date	
Act 1 Q2: School Counselors and Federal Programs Coordinator collaboratively problem-solve with Act 1 students who demonstrate academic challenges during Q2. to remove barriers to accessing the educational program.		2025-01-17	2025-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Act 1 Coordinator (AK)	Time for counselors to meet with individual students; Homeless Supplies Set-Aside	No	No
Action Step		Anticipated Start/Completion Date	
Act 1 Q3: School Counselors and Federal Programs Coordinator collaboratively problem-solve with Act 1 students who demonstrate academic challenges during Q3. to remove barriers to accessing the educational program.		2025-03-25	2025-04-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Act 1 Coordinator (AK)	Time for counselors to meet with individual students; Homeless Supplies Set-Aside	No	No
Action Step		Anticipated Start/Completion Date	
GradPlan: Create a graduation plan template in Sapphire that is editable by counselors and viewable by students, parents, and staff.		2024-07-01	2024-08-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Act 158 AP (EH)	Sapphire SIS	No	No

Action Step		**Anticipated Start/Completion Date**	
GradPlan Q1: School counselors will plan and complete individual graduation planning sessions with 25% of students on their caseload by end of Q1, prioritizing seniors and off-cohort students, and providing a copy of the plan viewable to student and legal guardian in Sapphire after the conference.		2024-08-26	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Act 158 AP (EH)	Sapphire SIS; time for counselors to meet with students; graduation plan tracking tool; SAP team for support	No	No

Action Step		**Anticipated Start/Completion Date**	
GradPlan Q2: School counselors will plan and complete individual graduation planning sessions with 50% of students on their caseload by end of Q2, prioritizing seniors and off-cohort students, and providing a copy of the plan viewable to student and legal guardian in Sapphire after the conference.		2024-11-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Act 158 AP (EH)	Sapphire SIS; time for counselors to meet with students; graduation plan tracking tool; SAP team for support	No	No

Action Step		**Anticipated Start/Completion Date**	
GradPlan Q3: School counselors will plan and complete individual graduation planning sessions with 75% of students on their caseload by end of Q3, prioritizing seniors and off-cohort students, and providing a copy of the plan viewable to student and legal guardian in Sapphire after the conference.		2025-01-21	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Act 158 AP (EH)	Sapphire SIS; time for counselors to meet with students; graduation plan tracking tool; SAP team for support	No	No

Action Step		**Anticipated Start/Completion Date**	

GradPlan Q4: School counselors will plan and complete individual graduation planning sessions with 95% of students on their caseload by end of Q4, prioritizing seniors and off-cohort students, and providing a copy of the plan viewable to student and legal guardian in Sapphire after the conference.		2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Act 158 AP (EH)	Sapphire SIS; time for counselors to meet with students; graduation plan tracking tool; SAP team for support	No	No
Action Step		**Anticipated Start/Completion Date**	
GradPlan: School counselors will create rosters for Keystone exams based on trigger course completion and graduation pathway. Communicate Keystone testing plans with students and families on individual caseloads.		2025-01-02	2025-02-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Act 158 AP (EH)	Sapphire SIS; Linkit assessment warehouse; PVAAS access; time for counselors to meet with students	No	No
Action Step		**Anticipated Start/Completion Date**	
Transfer: School Counselors will be trained in Linkit! Intervention Manager		2024-08-01	2024-08-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CR)	dedicated time for counselors; PD materials	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Transfer: School Counselors in grades 3-12 will review records of new students within the first three weeks of enrollment during Q1 and create a specific academic profile targeting specific points using the template which wil be posted in Student Meeting Notes in Sapphire (previous retentions, course failure, absences, etc.) -		2024-08-28	2024-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CR) and Lead School Counselors (FN	Sapphire SIS	No	No

and TQ)			
Action Step			**Anticipated Start/Completion Date**
Transfer: School Counselors in grades 3-12 will review records of new students within the first three weeks of enrollment during Q2 and create a specific academic profile targeting specific points using the template which will be posted in Student Meeting Notes in Sapphire (previous retentions, course failure, absences, etc.) -		2024-10-31	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CR) and Lead School Counselors (FN and TQ)	Sapphire SIS	No	No
Action Step			**Anticipated Start/Completion Date**
Transfer: School Counselors in grades 3-12 will review records of new students within the first three weeks of enrollment during Q3 and create a specific academic profile targeting specific points using the template which will be posted in Student Meeting Notes in Sapphire (previous retentions, course failure, absences, etc.) -		2025-01-21	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CR) and Lead School Counselors (FN and TQ)	Sapphire SIS	No	No
Action Step			**Anticipated Start/Completion Date**
Transfer: School Counselors in grades 3-12 will review records of new students within the first three weeks of enrollment during Q3 and create a specific academic profile targeting specific points using the template which will be posted in Student Meeting Notes in Sapphire (previous retentions, course failure, absences, etc.)		2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CR) and Lead School Counselors (FN and TQ)	Sapphire SIS	No	No

Action Step		Anticipated Start/Completion Date	
Transfer: Develop Transfer Student Intervention Tracking Sheet in Link it and criteria and expectations for teachers to implement; roll out to MS and HS staff during first week of school		2024-08-01	2024-09-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CR)	Linkit Assessment warehouse; guiding doc for teachers; time for training	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Transfer: HS and MS teachers will identify transfer students who are earning less than a C in an course through weekly data meetings during Q1 using TIPS Tier II and Tier III on which they will implement interventions and document in a TRANSFER STUDENT INTERVENTION TRACKING SHEET in Linkit Intervention Manager. Fidelity check via comparison current grades of transfer students and active intervention tracking sheet, reported to MTSS ACTS during October meeting.		2024-09-09	2024-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CR)	Linkit assessment warehouse; meeting time for teachers; intervention tracking sheet.	No	No
Action Step		**Anticipated Start/Completion Date**	
Transfer: HS and MS teachers will identify transfer students who are earning less than a C in an course through weekly data meetings during Q2 using TIPS Tier II and Tier III on which they will implement interventions and document in a TRANSFER STUDENT INTERVENTION TRACKING SHEET in Linkit Intervention Manager. Fidelity check via comparison current grades of transfer students and active intervention tracking sheet, reported to MTSS ACTS during December meeting.		2024-11-04	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CR)	Linkit assessment warehouse; meeting time for teachers; intervention tracking sheet.	No	No
Action Step		**Anticipated Start/Completion**	

	Date

Transfer: HS and MS teachers will identify transfer students who are earning less than a C in an course through weekly data meetings during Q3 using TIPS Tier II and Tier III on which they will implement interventions and document in a TRANSFER STUDENT INTERVENTION TRACKING SHEET in Linkit Intervention Manager. Fidelity check via comparison current grades of transfer students and active intervention tracking sheet, reported to MTSS ACTS during February meeting.	2025-01-21	2025-03-25

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CR)	Linkit assessment warehouse; meeting time for teachers; intervention tracking sheet.	No	No

Action Step	**Anticipated Start/Completion Date**

Transfer: HS and MS teachers will identify transfer students who are earning less than a C in an course through weekly data meetings during Q4 using TIPS Tier II and Tier III on which they will implement interventions and document in a TRANSFER STUDENT INTERVENTION TRACKING SHEET in Linkit Intervention Manager. Fidelity check via comparison current grades of transfer students and active intervention tracking sheet, reported to MTSS ACTS during April/May meeting.	2025-03-27	2025-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CR)	Linkit assessment warehouse; meeting time for teachers; intervention tracking sheet.	No	No

Action Step	**Anticipated Start/Completion Date**

Transfer: Expand and Modify current LC Expctations and attendance policy form, which is signed and discussed during enrollment process. Will include previous academic history and expected challenges to allow staff a better understanding of needed supports on Day 1.	2024-07-01	2024-08-01

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Coordinator (CR) and Attendance lead (PK)	Current LC expectations doc	No	Yes

Action Step	**Anticipated Start/Completion**

		Date
Ambassadors: Select 10-15 students for grade 8 Student Ambassador program, based on application and student interview.		2024-08-01	2024-10-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ambassador Advisors (AK/LA)	student application; student interview template	No	No

Action Step		Anticipated Start/Completion Date
Ambassadors: Train grade 8 Student Ambassadors on leadership and peer mentorship skills.		2024-10-01	2024-11-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ambassador Advisors (AK/LA)	Training materials; student meeting times	No	No

Action Step		Anticipated Start/Completion Date
Ambassadors: Ambassadors will begin hosting twice monthly "Meet Up" sessions for newly enrolled grade 8 Agora students to make personal connections and provide peer support through the transition to cyber school.		2024-11-01	2025-01-17

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ambassador Advisors (AK/LA)	meeting time and agendas	No	No

Action Step		Anticipated Start/Completion Date
Ambassadors: Ambassadors will take leadership in the planning and sustaining of twice monthly "Meet Up" sessions for newly enrolled grade 8 Agora students to make personal connections and provide peer support through the transition to cyber school.		2025-01-21	2025-05-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ambassador Advisors	meeting time and agendas	No	No

(AK/LA)			
Action Step		**Anticipated Start/Completion Date**	
Ambassadors Acknowledge the service of the Student Ambassadors to the school through a send off celebration and sharing leadership information to all students.		2025-05-01	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Ambassador Advisors (AK/LA)	meeting time; postage -- $150 -- CSI funds for sending information to student ambassadors about leadership programming.	No	No
Action Step		**Anticipated Start/Completion Date**	
HS Ambassadors: Select 25 students for pilot of HS Student Ambassador program, based on teacher recommendation and application, who exemplify PBIS core values.		2024-08-01	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS PBIS (PH)	Planning time for advisors; selection criteria/form to choose ambassadors; training materials for ambassadors; meeting time; data tracking tool;	No	No
Action Step		**Anticipated Start/Completion Date**	
HS Ambassadors: Train HS Student Ambassador program students on leadership and peer mentorship skills.		2024-10-01	2024-11-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS PBIS (PH)	Planning time for advisors; selection criteria/form to choose ambassadors; training materials for ambassadors; meeting time; data tracking tool;	No	No
Action Step		**Anticipated Start/Completion Date**	
HS Ambassadors: Pair HS Student Ambassadors with new (transfer) students as a "buddy" system		2024-11-11	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com**

			Step?
HS PBIS (PH)	Planning time for advisors; selection criteria/form to choose ambassadors; training materials for ambassadors; club meeting time; data tracking tool; Stipend for staff to support student leadership advisory -- $1000 CSI Funds	No	No

Action Step		Anticipated Start/Completion Date	
HS Ambassadors: Install Student Ambassador system including in-class support, peer-to-peer messaging, monthly meetings, and adult-supported problem-solving meetings.		2025-01-21	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HS PBIS (PH)	Planning time for advisors; selection criteria/form to choose ambassadors; training materials for ambassadors; meeting time; data tracking tool; Stipend for staff to support student leadership advisory	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Precision statements based on the data Fidelity measures PBIS Instructional implications for social emotional learning	Team-initiated Problem-Solving Protocol to be used monthly by the Core Team. SWIS data review monthly by PBIS core team.

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:
• By June 2025, 70% of students in grades 6 through Algebra 1 courses will show a typical or high growth in math, in comparison to baseline LINKIT math benchmark assessment.
• By June 2025, 70% of Agora's teachers will implement visible learning strategies that emphasize student-to-student engagement and enable students to provide feedback to their teacher on their mastery of the success criteria. This will be assessed through 2 walkthrough visits per teacher each quarter.
• By June 2025, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 35 comparing STAR ELA Benchmarks #1 and #3.
• By June 2025, the median growth rate for students in grades K-5 will meet or exceed an SGP (Student Growth Percentile) of 35

comparing STAR Math comparing Benchmarks #1 and #3.

Action Step		Anticipated Start/Completion Date	
Leadership: SALT team members will engage in 1:1 introductory and goal setting conversations with a member of the statewide team (by self-selection)		2024-07-01	2024-08-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Chief Academic Officer AO (AB)	Support from CSI statewide team -- 7 TA hours	No	No
Action Step		**Anticipated Start/Completion Date**	
Leadership: SALT team members will engage in four 1:1 virtual coaching conversations with a member of the statewide team (by self-selection) during the first semester		2024-08-16	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CAO (AB)	Support from CSI statewide team -- 63 TA hour	No	No
Action Step		**Anticipated Start/Completion Date**	
Leadership: SALT team members will engage in four 1:1 virtual coaching conversations with a member of the statewide team (by self-selection) during the second semester		2025-01-20	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CAO (AB)	Support from CSI statewide team -- 63 TA hour	No	No
Action Step		**Anticipated Start/Completion Date**	
Leadership: SALT team members will engage in 1:1 retrospective conversations, including sharing of an impact statement, with a member of the statewide team		2025-06-15	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com**

			Step?
CAO (AB)	Support from CSI statewide team -- 7 TA hour	No	No

Action Step		**Anticipated Start/Completion Date**	
Leadership: During the first semester, Agora's Academic leadership team will engage in three whole group leadership learning sessions and engage in related work/practice applying the learning.		2024-07-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CAO (AB)	Support from CSI statewide team -- 9 TA hour	Yes	No

Action Step		**Anticipated Start/Completion Date**	
Leadership: During the second semester, Agora's Academic leadership team will engage in two whole group leadership learning sessions and engage in related work/practice applying the learning.		2025-01-20	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CAO (AB)	Support from CSI statewide team -- 6 TA hour	Yes	No

Action Step		**Anticipated Start/Completion Date**	
Leadership: Agora's leadership team will engage in a research-based personality assessment (such as DISC or StrengthsFinder 2.0) to identify and begin to leverage leadership strengths of themselves and others on their teams; leaders will create an action plan to include acknowledgement of leadership strengths in their work with their teams, sharing out results during monthly leadership meetings throughout the year		2024-07-01	2024-08-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
CAO (AB)	leadership assessment tool and accompanying text -- $2500 CSI funds to support identification of leadership strengths for SALT	No	No

Action Step		**Anticipated Start/Completion Date**	
Walkthrough: Adapt 23-24 walkthrough form for district-wide use and conduct learning related to inter-rater reliability.		2024-07-01	2024-08-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
SALT	walkthrough form; Agora's 2024-25 SIP; meeting time	No	No

Action Step		Anticipated Start/Completion Date	
Walkthrough: Re-Introduce teachers to custom walkthrough forms and areas of focus for instructional walkthroughs 2024.25		2024-08-01	2024-09-15

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
SALT	updated walkthrough form; PD materials	Yes	No

Action Step		Anticipated Start/Completion Date	
Walkthrough Quarter 1: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs and provide feedback on school's area of focus: student to student engagement , ensuring that every teacher receives two walkthroughs during the first quarter with a look for focus of student to student engagement.		2024-08-26	2024-10-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
SALT	dedicated time for leadership to conduct walkthroughs; custom form for walkthroughs/feedback	No	No

Action Step		Anticipated Start/Completion Date	
Walkthrough Quarter 2: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs and provide feedback on school's area of focus: students providing feedback to their teacher on their mastery of the success criteria, ensuring that every teacher receives two walkthroughs during the second quarter.		2024-11-01	2025-01-17

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
SALT	dedicated time for leadership to conduct walkthroughs; custom form for walkthroughs/feedback	No	No

Action Step		Anticipated

	Start/Completion Date	
Walkthrough Quarter 3: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs and provide feedback on school's area of focus: students providing feedback to their teacher on their mastery of the success criteria, ensuring that every teacher receives two walkthroughs during the third quarter.	2025-01-20	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
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SALT	dedicated time for leadership to conduct walkthroughs; custom form for walkthroughs/feedback	No	No
Action Step		**Anticipated Start/Completion Date**	
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Walkthrough Quarter 4: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs and provide feedback on school's area of focus: student to student engagement, students to providing feedback to their teacher on their mastery of the success criteria, ensuring that every teacher receives two walkthroughs during the fourth quarter.	2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
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SALT	dedicated time for leadership to conduct walkthroughs; custom form for walkthroughs/feedback	No	No
Action Step		**Anticipated Start/Completion Date**	
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IC Q1 Leadership Training: Instructional coaches provide training to leaders on quarter one walkthrough look for: visible learning strategies that emphasize student-to-student engagement.	2024-08-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
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Literacy Coordinator (LW)	dedicated time for training; PD materials; Stipend for Instructional Coach PD Lead -- $500 CSI funds to provide training in visible learning strategies	Yes	No
Action Step		**Anticipated Start/Completion Date**	
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IC Q1 Teacher Focus: ICs, through individual and team coaching, provide training (modeling/co-teaching) on	2024-08-	2024-10-

quarter one walkthrough look fors: visible learning strategies that emphasize student-to-student engagement. Fidelity measured through IC Quarterly Report		26	30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Literacy Coordinator (LW)	time for coaching meetings; IC quarterly report	No	No
Action Step		**Anticipated Start/Completion Date**	
IC Q2 Leadership training: Instructional coaches provide training to leaders on quarter 2 walkthrough look fors: students to provide feedback to their teacher on their mastery of the success criteria.		2024-10-07	2024-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Literacy Coordinator (LW)	dedicated time for training; PD materials; Stipend for IC PD Lead	Yes	No
Action Step		**Anticipated Start/Completion Date**	
IC Q2 Teacher Focus: ICs, through individual and team coaching, provide training (modeling/co-teaching)on quarter two walkthrough look fors: students to provide feedback to their teacher on their mastery of the success criteria. Fidelity measured through IC Quarterly Report		2024-11-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Literacy Coordinator (LW)	time for coaching meetings; IC quarterly report	No	No
Action Step		**Anticipated Start/Completion Date**	
IC Quarter 3 Leadership training: Instructional coaches provide training to leaders on quarter 3 walkthrough look fors: students to provide feedback to their teacher on their mastery of the success criteria.		2024-12-16	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Literacy Coordinator (LW)	dedicated time for training; PD materials; Stipend for IC PD Lead	Yes	No
Action Step		**Anticipated Start/Completion Date**	
IC Q3 Teacher Focus: ICs, through individual and team coaching, provide training (modeling/co-teaching) on		2025-01-	2025-03-

quarter three walkthrough look fors: students to provide feedback to their teacher on their mastery of the success criteria.		20	25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Literacy Coordinator (LW)	time for coaching meetings; IC quarterly report	No	No
Action Step		**Anticipated Start/Completion Date**	
IC Quarter 4 Leadership training: Instructional coaches provide training to leaders on quarter 4 walkthrough look fors: visible learning strategies that emphasize student-to-student engagement and enable students to provide feedback to their teacher on their mastery of the success criteria.		2025-02-24	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Literacy Coordinator (LW)	dedicated time for training; PD materials; Stipend for IC PD Lead	Yes	No
Action Step		**Anticipated Start/Completion Date**	
IC Q4 Teacher Focus: ICs, through individual and team coaching, provide training (modeling/co-teaching) on quarter four walkthrough look fors: visible learning strategies that emphasize student-to-student engagement and enable students to provide feedback to their teacher on their mastery of the success criteria.		2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Literacy Coordinator (LW)	time for coaching meetings; IC quarterly report	No	No
Action Step		**Anticipated Start/Completion Date**	
IC Playbook Refinement Semester 1: Add video clips of Visual Learning (VL) strategies and beyond from Agora's setting to the playbook.		2024-09-03	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Lit Coord (LW)	Video recording platform such as Snagit -- $600 CSI funds to support video development for visual learning strategies embedded PD	No	No
Action Step		**Anticipated Start/Completion**	

		Date
IC Playbook Refinement Semester 2: Add video clips of VL strategies and beyond from Agora's setting to the playbook.		2025-01-20	2025-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lit Coord (LW)	Video recording platform such as Snagit	No	No

Action Step		Anticipated Start/Completion Date
Research: Articulate existing scope and sequence for research at Agora, across the continuum of grades and content areas. Identify gaps and areas of need.		2024-09-01	2024-11-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum team (AH)	Atlas curriculum warehouse	No	No

Action Step		Anticipated Start/Completion Date
Research: Provide professional learning on types of research to identified team of teacher leaders		2024-11-01	2025-02-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum team (AH)	Training materials, such as Spark or DBQ -- $2000 CSI funds for professional learning materials to support action research for teacher leadership development.	Yes	No

Action Step		Anticipated Start/Completion Date
Research: Identify courses/units of study to include additional research components		2025-02-01	2025-03-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum team (AH)	Atlas curriculum warehouse	No	No

Action Step		Anticipated Start/Completion Date

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Research: Include research assignments/projects within curricular units and document in Atlas (include overview, rubric, and supplemental resources for ease of implementation)		2025-03-25	2025-06-07
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum team (AH)	Atlas curriculum warehouse	No	No
Action Step		**Anticipated Start/Completion Date**	
Peer Obs Qtr 3: Agora Coaches, Counselors, Educators and Special Educators will complete one peer observation from a list of available options to reflect on one of the following: walkthrough targets, peer to peer interaction, or increased interdepartmental understanding.		2024-10-31	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PLC (KD)	Guiding doc of "look fors"; feedback/discussion guide; dedicated time for observations	No	No
Action Step		**Anticipated Start/Completion Date**	
Peer Obs Qtr 3: Agora Coaches, Counselors, Educators and Special Educators will complete one peer observation from a list of available options to reflect on one of the following: walkthrough targets, peer to peer interaction, or increased interdepartmental understanding.		2024-10-31	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PLC (KD)	Guiding doc of "look fors"; feedback/discussion guide; dedicated time for observations	No	No
Action Step		**Anticipated Start/Completion Date**	
Peer Obs Qtr 4: Agora Coaches, Counselors, Educators and Special Educators will complete one peer observation from a list of available options to reflect on one of the following: walkthrough targets, peer to peer interaction, or increased interdepartmental understanding.		2025-03-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PLC Coordinator (KD)	Guiding doc of "look fors"; feedback/discussion guide; dedicated time for observations	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Individual teacher professional development plans; improved usage rates of targeted instructional strategies; custom walkthrough/feedback form; custom visible learning playbook; academic leaders' self-reflection of learned strategies	Leadership team walkthroughs with feedback for individual teachers at least twice per quarter.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS - https://www.evidenceforpa.org/strategies/pbis	PBIS: Inservice all staff on (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.
PBIS - https://www.evidenceforpa.org/strategies/pbis	Belonging leader prep: Prepare new Pathway leaders in train the trainer model and plan/prepare for facilitating Belonging through a Culture of Dignity in 25-26
PBIS - https://www.evidenceforpa.org/strategies/pbis	Belonging: Train Student Services Team in We Belong strategies (chapters 1-3) to support interactions between peers and peers at face to face events
PBIS - https://www.evidenceforpa.org/strategies/pbis	Belonging: Provide "We Belong" refreshers to past /veteran facilitators through Async and Synchronous options.
PBIS - https://www.evidenceforpa.org/strategies/pbis	C&C PD: Mentors complete additional training modules through https://checkandconnect.umn.edu/resources.html
PBIS - https://www.evidenceforpa.org/strategies/pbis	CICO: Train 4 new facilitators for the 2024-25 school year
PBIS - https://www.evidenceforpa.org/strategies/pbis	Belonging: Train Student Services Team in We Belong strategies (chapters 4-7) to support interactions between peers and peers at face to face events

Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	AT: Leadership book study
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	Attendance Team (AT) Q1: Provide at least one professional learning opportunity for all student-facing staff on supporting student attendance.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	AT Q2: Provide at least one professional learning opportunity for all student-facing staff on supporting student attendance.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	AT Q3: Provide at least one professional learning opportunity for all student-facing staff on supporting student attendance.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	AT Q4: Provide at least one professional learning opportunity for all student-facing staff on supporting student attendance.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	AT: Establish and train Grade Band (k-5, 6-8, off cohort 9th, 9-12) Attendance Teams
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	AT: Kick off attendance campaign and presentation of schoolwide plan and action steps to all staff at face to face professional development (roles and responsibilities)
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	G9OC: Install two new rapid recovery courses (American Lit, US History) including training of two new teachers
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led

	learning and follow-up during regular Grade 3-5 ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led learning and follow-up during regular Grade 6-8 ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led learning and follow-up during regular Grade 9-10 Keystone ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led learning and follow-up during regular

	Grade 9-12 Rapid Recovery ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRlYrMyhbboN6trMBoow0/view (p. 11)	STEELS: The STEELS curriculum coordinator will collaborate with other leaders to facilitate a PD pathway series on the creation and/or revision of STEELS course assessments for selected teachers
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRlYrMyhbboN6trMBoow0/view (p. 11)	TLS Differentiation Semester 1: Build leadership capacity of selected Middle School teachers and 9th Grade On-Cohort teachers through action research in learning and coaching for differentiated instruction strategies by participating in a series of workshops and coaching.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRlYrMyhbboN6trMBoow0/view (p. 11)	TLS Differentiation for Leaders Semester 1: Support fidelity of implementation for differentiation strategies through coaching of High School Administrators on areas of supervision for DI, review of concepts of processes, and application of specific strategies
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRlYrMyhbboN6trMBoow0/view (p. 11)	TLS Differentiation Semester 2: Sustain leadership capacity of selected Middle School and 9th Grade On-Cohort teachers through action research in learning and

	coaching for differentiated instruction strategies by participating in a series of workshops and supplemental individual and individualized coaching surrounding differentiation strategies.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	TLS Power Slides for Semester 1: Develop capacity for all Middle School Teachers to create Power Slides, based on TLS framework, through face-to-face professional development and virtual coaching.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	TLS Power Slides for Semester 2 :Prepare and deliver booster professional learning in Jan. 2025 for all Middle School Teachers on Power Slides; monitor fidelity and accuracy of implementation across middle school during spring semester
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	SoR: Conduct Science of Reading learning for leaders, including look-fors to grow instructional practices.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	SoR: Q1: Engage reading interventionists in small group learning on science of reading and practical implications (5 full day sessions) with the expectation that reading interventionists will implement SoR learning into existing practices/lessons. This will be assessed through look-for docs used by leaders and through student response to interventions.
Provide a tiered system of instructional and behavioral supports and interventions --	SoR Q2: Engage Reading

https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	interventionists in 3 full day trainings on small group instructional routines using the science of reading; reading interventionists will implement small group reading learning in their classes after training. This will be assessed through look-for docs used by leaders and through student response to interventions.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	Intervention/Extension (I/E): Prepare for installation of new HS schedule in the 2024-2025 school year. Focus on both Intervention and Enrichment for Agora students: show that Secondary MTSS as foundation of the block, provide schedule, grouping, criteria for fluid grouping and point persons/supports for implementation. Provide expectation documents for teachers and students. Provide comprehensive presentation to HS staff.
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	I/E: Train HS teachers on Linkit intervention manager
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	Math: Introduce Essential Mathematical Practices 3 and 8 to math teachers in grades K-12 focused on encouraging discourse and peer-to-peer through a variety of professional learning experiences, with the expectation of application into classroom practice and follow-up debrief and reflection
Provide a tiered system of instructional and behavioral supports and interventions --	Math: Introduce Essential

https://drive.google.com/file/d/1yiGDe1sCHH2CRlYrMyhbboN6trMBoow0/view (p. 11)	Mathematical Practices 5 and 6 to math teachers in grades K-12 focused on encouraging discourse and peer-to-peer through a variety of professional learning experiences, with the expectation of application into classroom practice and follow-up debrief and reflection
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRlYrMyhbboN6trMBoow0/view (p. 11)	Math: Introduce Essential Mathematical Practices 1, 2, and 7 to math teachers in grades K-12 focused on encouraging discourse and peer-to-peer through a variety of professional learning experiences, with the expectation of application into classroom practice and follow-up debrief and reflection
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRlYrMyhbboN6trMBoow0/view (p. 11)	Math: Engage math teachers in grades 6 through Algebra 2 in comprehensive programmatic comparison between existing and proposed curriculum, making recommendations for shifts in scope/sequence, supplemental materials, and curriculum adoption
Provide a tiered system of instructional and behavioral supports and interventions -- https://drive.google.com/file/d/1yiGDe1sCHH2CRlYrMyhbboN6trMBoow0/view (p. 11)	Math: Provide team and individual coaching for mathematics, using strategies gleaned from The Mathematics Playbook that align with school goals with the expectation that math teachers will incorporate at least one new strategy during semester 1.
Provide a tiered system of instructional and behavioral supports and interventions --	Math: Provide team and individual

https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view (p. 11)	coaching for mathematics, using strategies gleaned from The Mathematics Playbook that align with school goals with the expectation that math teachers will incorporate at least one new strategy during semester 2.
Assist students with transitions -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6 (p. 28)	Transfer: School Counselors will be trained in Linkit! Intervention Manager
Assist students with transitions -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6 (p. 28)	Transfer: Develop Transfer Student Intervention Tracking Sheet in Link it and criteria and expectations for teachers to implement; roll out to MS and HS staff during first week of school
Align classroom observations with professional development -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6 (p. 9)	Leadership: During the first semester, Agora's Academic leadership team will engage in three whole group leadership learning sessions and engage in related work/practice applying the learning.
Align classroom observations with professional development -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6 (p. 9)	Leadership: During the second semester, Agora's Academic leadership team will engage in two whole group leadership learning sessions and engage in related work/practice applying the learning.
Align classroom observations with professional development -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6 (p. 9)	Walkthrough: Re-Introduce teachers to custom walkthrough forms and areas of focus for instructional walkthroughs 2024.25
Align classroom observations with professional development -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.p	IC Q1 Leadership Training: Instructional coaches provide training

df?id=5c0559321dcb2513d823edc6 (p. 9)	to leaders on quarter one walkthrough look for: visible learning strategies that emphasize student-to-student engagement.
Align classroom observations with professional development -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6 (p. 9)	IC Q2 Leadership training: Instructional coaches provide training to leaders on quarter 2 walkthrough look fors: students to provide feedback to their teacher on their mastery of the success criteria.
Align classroom observations with professional development -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6 (p. 9)	IC Quarter 3 Leadership training: Instructional coaches provide training to leaders on quarter 3 walkthrough look fors: students to provide feedback to their teacher on their mastery of the success criteria.
Align classroom observations with professional development -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6 (p. 9)	IC Quarter 4 Leadership training: Instructional coaches provide training to leaders on quarter 4 walkthrough look fors: visible learning strategies that emphasize student-to-student engagement and enable students to provide feedback to their teacher on their mastery of the success criteria.
Align classroom observations with professional development -- https://www.azed.gov/sites/default/files/2018/12/Effective%20Evidence%20Based%20Practices.pdf?id=5c0559321dcb2513d823edc6 (p. 9)	Research: Provide professional learning on types of research to identified team of teacher leaders

Back to School PD Days

Action Step
• Attendance Team (AT) Q1: Provide at least one professional learning opportunity for all student-facing staff on supporting student attendance. • PBIS: Inservice all staff on (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.

- Walkthrough: Re-Introduce teachers to custom walkthrough forms and areas of focus for instructional walkthroughs 2024.25
- AT: Kick off attendance campaign and presentation of schoolwide plan and action steps to all staff at face to face professional development (roles and responsibilities)
- Intervention/Extension (I/E): Prepare for installation of new HS schedule in the 2024-2025 school year. Focus on both Intervention and Enrichment for Agora students: show that Secondary MTSS as foundation of the block, provide schedule, grouping, criteria for fluid grouping and point persons/supports for implementation. Provide expectation documents for teachers and students. Provide comprehensive presentation to HS staff.

Audience
Whole school faculty; HS faculty break-out session for I/E

Topics to be Included
Priority-setting for the 2024-25 school year, including: Introduction of walkthrough forms and areas of focus for instructional practices; PBIS refresher on previously-implemented expectations; Kick off of attendance campaign; "right now" strategies to support student attendance at beginning of school year

Evidence of Learning
implementation of school-wide expectations lessons within first week of school; implementation of attendance strategies within classroom and family coach interaction settings

Lead Person/Position	Anticipated Start	Anticipated Completion
PLC team coordination	2024-08-15	2024-09-01

Learning Format

Type of Activities	Frequency
Inservice day	Once at beginning of year

Observation and Practice Framework Met in this Plan
- 3c: Engaging Students in Learning - 3a: Communicating with Students - 3e: Demonstrating Flexibility and Responsiveness - 1c: Setting Instructional Outcomes

This Step Meets the Requirements of State Required Trainings

Belonging PD Pathway

Action Step
- Belonging leader prep: Prepare new Pathway leaders in train the trainer model and plan/prepare for facilitating Belonging through a Culture of Dignity in 25-26

Audience
Volunteer staff members who have successfully completed Belonging through a Culture of Dignity coursework with Penn Literacy Network during 2023-24 school year

Topics to be Included
Review of Culture of Dignity tenets; facilitation of adult learning; handling sensitive topics with groups; alignment of belonging strategies with school goals and vision

Evidence of Learning
Preparation of materials for 2025-26 cohort, including leader notes, participant guides, slide decks, participant feedback/reflection/self-assessment

Lead Person/Position	Anticipated Start	Anticipated Completion
PLC (KD)	2024-10-31	2025-03-25

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	every other week during planned PD time

Observation and Practice Framework Met in this Plan
• 2b: Establishing a Culture for Learning
• 1c: Setting Instructional Outcomes
• 3b: Using Questioning and Discussion Techniques
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 2c: Managing Classroom Procedures
• 2a: Creating an Environment of Respect and Rapport
• 1d: Demonstrating Knowledge of Resources
• 3c: Engaging Students in Learning
• 1e: Designing Coherent Instruction
• 3e: Demonstrating Flexibility and Responsiveness

This Step Meets the Requirements of State Required Trainings

Belonging for Student Services

Action Step
• Belonging: Train Student Services Team in We Belong strategies (chapters 1-3) to support interactions between peers and peers at face to face events
• Belonging: Train Student Services Team in We Belong strategies (chapters 4-7) to support interactions between peers and peers at face

to face events		
Audience		
Family Coaches		
Topics to be Included		
Strategies to increased belonging and peer-to-peer interaction and relationship-building during face to face events		
Evidence of Learning		
Application of strategies during face-to-face events		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
PLC (KD)	2024-09-03	2025-06-05

Learning Format

Type of Activities	Frequency
Book study	One monthly during set meeting times
Observation and Practice Framework Met in this Plan	
2d: Managing Student Behavior 3c: Engaging Students in Learning 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Belonging Refreshers

Action Step		
• Belonging: Provide "We Belong" refreshers to past /veteran facilitators through Async and Synchronous options.		
Audience		
Returning PD Pathway leaders		
Topics to be Included		
Review of previously-introduced strategies to cultivate peer-to-peer interaction, relationship-building, and positive classroom culture		
Evidence of Learning		
Application of strategies within PD pathways		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
PLC (KD)	2024-10-31	2025-03-25

Learning Format

Type of Activities	Frequency

Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly, prior to PD pathways
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 1d: Demonstrating Knowledge of Resources • 1c: Setting Instructional Outcomes • 1b: Demonstrating Knowledge of Students • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Check and Connect Mentor Training

Action Step		
• C&C PD: Mentors complete additional training modules through https://checkandconnect.umn.edu/resources.html		
Audience		
Staff who serve as Check & Connect mentors		
Topics to be Included		
online training modules through https://checkandconnect.umn.edu/resources.html		
Evidence of Learning		
certificates of completion for training modules; application of learned strategies		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
C&C lead (HB)	2024-10-30	2025-03-25

Learning Format

Type of Activities	**Frequency**
Independent study	monthly during C&C mentor meetings
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

CICO training for new facilitators

Action Step
• CICO: Train 4 new facilitators for the 2024-25 school year

Audience		
4 volunteer staff		
Topics to be Included		
essential practices for check in check out strategy, including but not limited to goal setting, strategies for problem-solving, providing interventions and supports, rewards systems		
Evidence of Learning		
application of learning with assigned students		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
CICO lead (VN)	2024-08-15	2024-10-30

Learning Format

Type of Activities	Frequency
Other	four sessions (eight hours total)
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

Attendance Support PD

Action Step
• AT Q2: Provide at least one professional learning opportunity for all student-facing staff on supporting student attendance. • AT Q3: Provide at least one professional learning opportunity for all student-facing staff on supporting student attendance. • AT Q4: Provide at least one professional learning opportunity for all student-facing staff on supporting student attendance.
Audience
Whole school staff
Topics to be Included
topics aligned with attendance team action plan for the year and in response to student needs, including communication and problem-solving strategies, available recourses, flow chart of response to attendance challenges.
Evidence of Learning
Application of learned strategies

Lead Person/Position	Anticipated Start	Anticipated Completion
Attendance Team (PK)	2024-10-31	2025-06-05

Learning Format

Type of Activities	Frequency
Other	Once per quarter
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 3e: Demonstrating Flexibility and Responsiveness • 4c: Communicating with Families • 2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	

Attendance Leadership Book Study

Action Step
• AT: Leadership book study
Audience
Academic Leadership Team
Topics to be Included
Book study of School Leaders Guide to Tackling Attendance Challenges
Evidence of Learning
Action plan for introduction and implementation of strategies throughout the year

Lead Person/Position	Anticipated Start	Anticipated Completion
Attendance Team (PK)	2024-07-01	2024-09-30

Learning Format

Type of Activities	Frequency
Book study	three sessions during leadership meetings
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 4c: Communicating with Families • 1b: Demonstrating Knowledge of Students • 2d: Managing Student Behavior	

This Step Meets the Requirements of State Required Trainings

Rapid Recovery training

Action Step
• G9OC: Install two new rapid recovery courses (American Lit, US History) including training of two new teachers
Audience
New teachers for rapid recovery courses
Topics to be Included
Vendor-provided training for facilitation and implementation of mastery-based rapid recovery courses
Evidence of Learning
Successful facilitation of new courses, as evidenced by administrator observations

Lead Person/Position	Anticipated Start	Anticipated Completion
PLC	2024-07-01	2024-09-15

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	

Low Stakes Writing Peer-Led Learning

Action Step
• LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led learning and follow-up during regular Grade 3-5 ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS.
• LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led learning and follow-up during regular Grade 6-8 ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS.
• LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led learning and follow-up during regular Grade 9-10 Keystone ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS.

LSW: The core Collins team will prepare and provide standing department agenda items focused on types 1 and 2 writing, for peer-led learning and follow-up during regular Grade 9-12 Rapid Recovery ELA department meetings. The core team will monitor and report on implementation and teacher perceptions of training during semester 1, with monthly reports to MTSS ACTS

Audience		
Teachers on identified department teams		
Topics to be Included		
philosophy of low stakes writing; overview of John Collins method; modeling of Types 1 and 2; problem-solving for reluctant writers		
Evidence of Learning		
peer share-out of application of writing strategies within their own classrooms		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Curriculum Team (AH)	2024-09-03	2025-01-17

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly during department meetings
Observation and Practice Framework Met in this Plan	
• 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 1d: Demonstrating Knowledge of Resources • 3c: Engaging Students in Learning • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	

STEELS PD Pathway

Action Step
• STEELS: The STEELS curriculum coordinator will collaborate with other leaders to facilitate a PD pathway series on the creation and/or revision of STEELS course assessments for selected teachers
Audience
Teachers of core and elective STEELS courses
Topics to be Included
creation and/or revision of assessments in alignment with new standards
Evidence of Learning

creation of standards-based assessments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Curriculum team (LS)	2024-10-30	2025-03-25

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	twice monthly during planned PD time
Observation and Practice Framework Met in this Plan	
• 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	

TLS Differentiation Training

Action Step
• TLS Differentiation Semester 1: Build leadership capacity of selected Middle School teachers and 9th Grade On-Cohort teachers through action research in learning and coaching for differentiated instruction strategies by participating in a series of workshops and coaching. • TLS Differentiation for Leaders Semester 1: Support fidelity of implementation for differentiation strategies through coaching of High School Administrators on areas of supervision for DI, review of concepts of processes, and application of specific strategies • TLS Differentiation Semester 2: Sustain leadership capacity of selected Middle School and 9th Grade On-Cohort teachers through action research in learning and coaching for differentiated instruction strategies by participating in a series of workshops and supplemental individual and individualized coaching surrounding differentiation strategies. • TLS Power Slides for Semester 1: Develop capacity for all Middle School Teachers to create Power Slides, based on TLS framework, through face-to-face professional development and virtual coaching. • TLS Power Slides for Semester 2 :Prepare and deliver booster professional learning in Jan. 2025 for all Middle School Teachers on Power Slides; monitor fidelity and accuracy of implementation across middle school during spring semester
Audience
Selected teachers in grades 6-9 and HS administrators
Topics to be Included
concepts, processes, and strategies for implementing differentiated instruction in virtual classrooms, including individual coaching with teachers as they implement strategies
Evidence of Learning
application of strategies within lesson plans and classroom instruction

Lead Person/Position	Anticipated Start	Anticipated Completion
PLC (JT)	2024-08-15	2025-06-05

Learning Format

Type of Activities	Frequency
Action research	year-long action research project
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly during action research
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 2b: Establishing a Culture for Learning • 1f: Designing Student Assessments • 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	

Science of Reading PD

Action Step
• SoR: Conduct Science of Reading learning for leaders, including look-fors to grow instructional practices. • SoR: Q1: Engage reading interventionists in small group learning on science of reading and practical implications (5 full day sessions)

with the expectation that reading interventionists will implement SoR learning into existing practices/lessons. This will be assessed through look-for docs used by leaders and through student response to interventions.

- SoR Q2: Engage Reading interventionists in 3 full day trainings on small group instructional routines using the science of reading; reading interventionists will implement small group reading learning in their classes after training. This will be assessed through look-for docs used by leaders and through student response to interventions.

Audience
Reading specialists and academic leaders

Topics to be Included
Overview of science of reading tenets; small group instructional routines to close reading gaps in virtual environments

Evidence of Learning
application of small group routines with evidence-based resources

Lead Person/Position	Anticipated Start	Anticipated Completion
Literacy Coordinator (LW)	2024-08-01	2025-01-17

Learning Format

Type of Activities	Frequency
Course(s)	five full day classes, then independent asynchronous course work

Observation and Practice Framework Met in this Plan
• 1d: Demonstrating Knowledge of Resources • 4c: Communicating with Families • 1e: Designing Coherent Instruction • 4e: Growing and Developing Professionally • 1f: Designing Student Assessments • 1a: Demonstrating Knowledge of Content and Pedagogy • 3d: Using Assessment in Instruction • 1b: Demonstrating Knowledge of Students • 4a: Reflecting on Teaching • 1c: Setting Instructional Outcomes • 4b: Maintaining Accurate Records

This Step Meets the Requirements of State Required Trainings
Structured Literacy

Linkit Intervention Manager Training

Action Step

• Transfer: School Counselors will be trained in Linkit! Intervention Manager • I/E: Train HS teachers on Linkit intervention manager	
Audience	
All school counselors; HS teachers	
Topics to be Included	
Navigation of Linkit assessment warehouse, to include the creation, maintenance, and review of intervention manager	

Evidence of Learning		
school counselors use Linkit to track interventions for transfer students; HS teachers use Linkit to track interventions for students assigned to them for I/E		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
PLC (SN)	2024-08-01	2024-09-30

Learning Format

Type of Activities	**Frequency**
Inservice day	Once
Observation and Practice Framework Met in this Plan	
• 4b: Maintaining Accurate Records • 4c: Communicating with Families • 1d: Demonstrating Knowledge of Resources • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

Transfer Student Intervention Tracking

Action Step		
• Transfer: Develop Transfer Student Intervention Tracking Sheet in Link it and criteria and expectations for teachers to implement; roll out to MS and HS staff during first week of school		
Audience		
Middle and High school teachers		
Topics to be Included		
Introduction to interventions for transfer students; introduction and directions for use of the intervention tracker		
Evidence of Learning		
teachers use and maintain intervention tracker		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

MTSS (CR)	2024-08-15	2024-09-10

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
4b: Maintaining Accurate Records 3e: Demonstrating Flexibility and Responsiveness 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

Leadership Problems of Practice

Action Step		
- Leadership: During the first semester, Agora's Academic leadership team will engage in three whole group leadership learning sessions and engage in related work/practice applying the learning. - Leadership: During the second semester, Agora's Academic leadership team will engage in two whole group leadership learning sessions and engage in related work/practice applying the learning.		
Audience		
Academic leadership team		
Topics to be Included		
leadership coaching (individual and team) surrounding topics including leading adaptive change, crucial conversations, and distributed leadership.		
Evidence of Learning		
leaders self-reflection of application of strategies		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
statewide team for school improvement work	2024-07-01	2025-06-17

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	10 opportunities throughout the year to be scheduled at mutually convenient times

Observation and Practice Framework Met in this Plan
• 4e: Growing and Developing Professionally • 3e: Demonstrating Flexibility and Responsiveness
This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Workshop(s)	five workshops (Sept, Nov, Jan, Mar, June)
Observation and Practice Framework Met in this Plan	
• 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

IC-Led learning for Leadership

Action Step		
• IC Q1 Leadership Training: Instructional coaches provide training to leaders on quarter one walkthrough look for: visible learning strategies that emphasize student-to-student engagement. • IC Q2 Leadership training: Instructional coaches provide training to leaders on quarter 2 walkthrough look fors: students to provide feedback to their teacher on their mastery of the success criteria. • IC Quarter 3 Leadership training: Instructional coaches provide training to leaders on quarter 3 walkthrough look fors: students to provide feedback to their teacher on their mastery of the success criteria. • IC Quarter 4 Leadership training: Instructional coaches provide training to leaders on quarter 4 walkthrough look fors: visible learning strategies that emphasize student-to-student engagement and enable students to provide feedback to their teacher on their mastery of the success criteria.		
Audience		
Academic Leadership team		
Topics to be Included		
visible learning strategies that emphasize student-to-student engagement; feedback techniques; look fors in the classroom; inter-rater reliability exercises		
Evidence of Learning		
leadership completion of look fors during classroom walkthroughs		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

| literacy coordinator (LW) | 2024-07-01 | 2025-03-26 |

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	quarterly during leadership meetings
Observation and Practice Framework Met in this Plan	

- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 4f: Showing Professionalism
- 3e: Demonstrating Flexibility and Responsiveness
- 4e: Growing and Developing Professionally
- 3d: Using Assessment in Instruction
- 3c: Engaging Students in Learning
- 2b: Establishing a Culture for Learning

This Step Meets the Requirements of State Required Trainings

Research types PD

Action Step
• Research: Provide professional learning on types of research to identified team of teacher leaders
Audience
teacher leader team
Topics to be Included
types of research; application of research techniques across grade bands and content areas; integration of research strategies; student work ideas beyond the traditional research paper
Evidence of Learning
teacher leaders will plan at least one opportunity for research within their course curriculum

Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum team (AH)	2025-01-17	2025-06-05

Learning Format

Type of Activities	Frequency
Workshop(s)	two meetings
Observation and Practice Framework Met in this Plan	

• 1b: Demonstrating Knowledge of Students
• 1c: Setting Instructional Outcomes
• 1d: Demonstrating Knowledge of Resources
• 1e: Designing Coherent Instruction
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 1f: Designing Student Assessments
This Step Meets the Requirements of State Required Trainings

Research types PD

Action Step		
• Research: Provide professional learning on types of research to identified team of teacher leaders		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	Frequency
Workshop(s)	two meetings
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students	
• 1d: Demonstrating Knowledge of Resources	
• 1f: Designing Student Assessments	
• 1e: Designing Coherent Instruction	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
• 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	

Math Essential Practices Review

Action Step
• Math: Introduce Essential Mathematical Practices 3 and 8 to math teachers in grades K-12 focused on encouraging discourse and peer-to-peer through a variety of professional learning experiences, with the expectation of application into classroom practice and follow-up debrief and reflection • Math: Introduce Essential Mathematical Practices 5 and 6 to math teachers in grades K-12 focused on encouraging discourse and peer-to-peer through a variety of professional learning experiences, with the expectation of application into classroom practice and follow-up debrief and reflection • Math: Introduce Essential Mathematical Practices 1, 2, and 7 to math teachers in grades K-12 focused on encouraging discourse and peer-to-peer through a variety of professional learning experiences, with the expectation of application into classroom practice and follow-up debrief and reflection

Audience

Topics to be Included

Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly during department or team planning meetings

Observation and Practice Framework Met in this Plan
• 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning • 4d: Participating in a Professional Community • 4a: Reflecting on Teaching • 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Inservice day	3 times per year (August / Jan / June)
Observation and Practice Framework Met in this Plan	

Observation and Practice Framework Met in this Plan
• 4d: Participating in a Professional Community
• 3c: Engaging Students in Learning
• 2b: Establishing a Culture for Learning
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 4e: Growing and Developing Professionally
• 4a: Reflecting on Teaching
This Step Meets the Requirements of State Required Trainings

Math Programmatic Review PD Track

Action Step
• Math: Engage math teachers in grades 6 through Algebra 2 in comprehensive programmatic comparison between existing and proposed curriculum, making recommendations for shifts in scope/sequence, supplemental materials, and curriculum adoption
Audience
Topics to be Included
Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	bi-monthly during dedicated PD track time
Observation and Practice Framework Met in this Plan	

Observation and Practice Framework Met in this Plan
• 1d: Demonstrating Knowledge of Resources
• 4d: Participating in a Professional Community
• 4e: Growing and Developing Professionally
• 1b: Demonstrating Knowledge of Students

- 4a: Reflecting on Teaching
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4f: Showing Professionalism

This Step Meets the Requirements of State Required Trainings

Math VL Strategies

Action Step		
• Math: Provide team and individual coaching for mathematics, using strategies gleaned from The Mathematics Playbook that align with school goals with the expectation that math teachers will incorporate at least one new strategy during semester 1. • Math: Provide team and individual coaching for mathematics, using strategies gleaned from The Mathematics Playbook that align with school goals with the expectation that math teachers will incorporate at least one new strategy during semester 2.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	**Frequency**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly during team planning; by appointment for individual coaching
Observation and Practice Framework Met in this Plan	

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 1e: Designing Coherent Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3d: Using Assessment in Instruction
- 1f: Designing Student Assessments
- 4a: Reflecting on Teaching

• 2b: Establishing a Culture for Learning
This Step Meets the Requirements of State Required Trainings

Grade Band Attendance Team Training

Action Step		
• AT: Establish and train Grade Band (k-5, 6-8, off cohort 9th, 9-12) Attendance Teams		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Once per grade band team; follow up support as needed
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning	
• 4c: Communicating with Families	
• 2a: Creating an Environment of Respect and Rapport	
• 1b: Demonstrating Knowledge of Students	
• 4b: Maintaining Accurate Records	
• 3a: Communicating with Students	
• 1d: Demonstrating Knowledge of Resources	
• 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Belonging Survey Family Outreach					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Belonging: Fall Student Survey: Administer local progress monitoring survey to grades 3-12 (based on Georgia Climate Survey) to evaluate student perceptions of adult social support, peer social support, and cultural acceptance. Analyze and report data to staff. Address any disproportionalities by adjusting belonging strategies within classrooms and face-to-face events	Families	purpose of survey, preview, explanation of how results will be used, opt-out instructions; encouragement to participate	PLC (KD)	09/01/2024	05/15/2025

Communications

Type of Communication	**Frequency**
Email	once before each survey administration; reminders twice during administration window
Newsletter	Once before each survey administration

Attendance Manual

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• AT: Create and share Attendance Manual for families	families	attendance manual; explanation of attendance campaign for the year	Attendance team (PK)	08/15/2024	10/01/2024

Communications

Type of Communication	Frequency
Email	Once

Attendance Report Cards and Certificates

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• AT Q1: Share quarterly attendance information and schoolwide data with families; Send quarterly Attendance Report Cards and Certificates • AT Q2: Share quarterly attendance information and schoolwide data with families; Send quarterly Attendance Report Cards and Certificates • AT Q3: Share quarterly attendance information and schoolwide data with families; Send quarterly Attendance Report Cards and Certificates • AT Q4: Share quarterly attendance information and schoolwide data with families; Send quarterly Attendance Report Cards and Certificates	students and families	schoolwide attendance data; student's personal attendance data; certificate of growth or achievement as appropriate	Attendance team (PK)	10/30/2024	06/10/2025

Communications

Type of Communication	Frequency
Email	Quarterly
Letter	Quarterly

Rapid Recovery Information Sharing

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• G9OC: Design plan for students enrolled in Rapid Recovery courses including criteria, requirements, finishing early, needing extended time (beyond a Semester) … and share with counselors, teachers and students. Craft description in HS Student Course Guide	Counselors, teachers, students	criteria for enrollment in courses; requirements for earning credit; timing (e.g., finishing early, requiring extended time)	Grade 9 AP (EB)	07/01/2024	10/30/2024

Communications

Type of Communication	Frequency
Other	annual inclusion in course catalog
Other	annual inclusion in course syllabi
Email	annual inclusion in course syllabi
Brief	annual inclusion in course syllabi

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date