

**Agora Cyber CS**

CSI Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Charter School		126510020
<b>Address 1</b>		
1018 W. 8th Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
King of Prussia	PA	19406
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
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<b>Single Point of Contact Name</b>		
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<b>Single Point of Contact Email</b>		
abutler@agora.org		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
2156063843		
<b>Principal Name</b>		
Dr. Anne Butler		
<b>Principal Email</b>		
abutler@agora.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
2156063843		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Karen Stover-Perri		kstover@mciu.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Ocie Hill	Teacher	Agora Cyber CS	ohill@agora.org



## **LEA Profile**

Agora is a cyber charter school where the average enrollment over the 2024-25 school year was about 4700 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, 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
2024 Science/Biology Academic Growth Expectation	All student groups exceeded the standard of demonstrating growth, with a score of 92.0, compared to the state average of 74.7 and the performance standard of 70.
2024 Industry-based credentials	49.8% of Agora's students earned an industry-based credential, exceeding the statewide average of 39.2% and the performance standard of 30.7%.
2024 English Language Arts/Literature Academic Growth Expectation	Agora realized an overall growth score of 77.8, which exceeds the statewide average (75.4) and the growth standard (70). Additionally, all subgroups except Black students experienced positive growth trends.
2023-24 PSSA/Keystone participation ELA	78.3% of eligible students participated in ELA state testing, an increase from 75.6% the previous year, the second year of growth.
2023-24 PSSA/Keystone participation math	77;5% of eligible students participated in Math state testing, an increase from 75.2% the previous year. This is the second year of growth.
2023-24 PSSA/Keystone participation science	82.1% of eligible students participated in Science state testing, an increase from 76.7% the previous year. This is the second year of growth.
2024 Career Standards benchmark	82.6% of Agora's students met the career standards benchmark, which is an increase of 14.2% over the previous year.

### Challenges

Indicator	Comments/Notable Observations
2024 Proficient/Advanced ELA PA State Assessments	Agora did not meet the All Student Group indicator for ELA in 2023-24, with a score of 24.7%,.This is the same score as the 2022-23 school year.
2024 Proficient/Advanced Math PA State Assessments	Agora did not meet the All Student Group indicator for Math in 2023-2024, with a score of 7.2%. This does represent a 1% increase over the 2022-23 all student group performance.

2024 Proficient/Advanced Science/Biology PA State Assessments	Agora did not meet the All Student Group Indicator for Science in 2023-2024, with a score of 34.8%. However, this is an increase of 3.5% over the previous school year.
2022-2023 Four Year Cohort Graduation Rate	Agora did not meet the target and experienced a decrease in graduation rate from 53.7% in 2021-22 to 50.6% in 2022-23. This metric is similar to the graduation rate reported in 2020-21, which was 50.7%
2022-23 Regular Attendance	Agora was below the state average and statewide performance standard for regular attendance for All Student Group with 63.4%. This is the third year of decline in attendance rates, which follows a national trend post-Covid.
2024 Mathematics/Algebra Academic Growth Expectations	Agora earned a growth score of 66.7, which did not meet the state growth expectation of 70, but does represent an increase from the previous year (50.0)

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

#### Strengths

<b>Indicator</b> 2024 ELA/Literature Academic Growth Expectations <b>ESSA Student Subgroups</b> African-American/Black	<b>Comments/Notable Observations</b> Students who are Black exceeded the statewide growth standard of 70 with a 76.7.
<b>Indicator</b> 2024 Science/Biology Academic Growth Expectation <b>ESSA Student Subgroups</b> African-American/Black	<b>Comments/Notable Observations</b> Black students earned a growth score of 84.7, which is above the state average of 78.3 and is an increase from the previous year (78.6)
<b>Indicator</b> 2024 Advanced on State Assessments Science <b>ESSA Student Subgroups</b> Hispanic	<b>Comments/Notable Observations</b> In Science, the Hispanic subgroup scores of "advanced" declined from 8.1% to 7.6%. This is still an overall increase from the previous year (6.1%).
<b>Indicator</b> 2024 Science/Biology Academic Growth Expectation <b>ESSA Student Subgroups</b> Hispanic	<b>Comments/Notable Observations</b> Hispanic subgroup increased from last year and is now 80.0 far exceeding the state average growth score of 70.

<p><b>Indicator</b> 2024 Mathematics/Algebra Academic Growth Expectations <b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> Agora's African American/Black subgroup meet the growth standard of 70, experiencing growth from the prior year, earning a score of 72.5.</p>
<p><b>Indicator</b> 2024 ELA/Literature and Math Growth Expectations <b>ESSA Student Subgroups</b> Hispanic</p>	<p><b>Comments/Notable Observations</b> Agora's Hispanic subgroup increased in both ELA and Math growth. Currently, the Hispanic subgroup has a growth score of 84.2 from (59.7) in ELA and 67.5 from (65.8) in Math. The science growth remains above the state average growth score.</p>
<p><b>Indicator</b> 2024 ELA/Literature Academic Growth Expectations <b>ESSA Student Subgroups</b> White</p>	<p><b>Comments/Notable Observations</b> Agora's White subgroup experienced a growth score of 78.3, which is an increase of 25.5 from the previous year (52.8). This score exceeds the statewide average and the meeting growth standard score, and is the highest growth score realized to date</p>
<p><b>Indicator</b> 2024 Science/Biology Academic Growth Expectation <b>ESSA Student Subgroups</b> White</p>	<p><b>Comments/Notable Observations</b> White students earned a growth score of 93.3, which is above the state growth average of 74.7 and above the state expectation of 70. This is an increase from the previous year's score of 87.3.</p>
<p><b>Indicator</b> 2024 Mathematics/Algebra Academic Growth Expectations <b>ESSA Student Subgroups</b> White</p>	<p><b>Comments/Notable Observations</b> White students earned a growth score of 93.3, which is above the state growth average of 74.7 and above the state expectation of 70. This score represents an increase from the previous year (65.8)</p>
<p><b>Indicator</b> 2024 ELA/Literature Academic Growth Expectations <b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Students with Disabilities exceeded the statewide growth standard of 70, with a growth score of 78.3. This also exceeds the All Student Group growth score of 77.8.</p>
<p><b>Indicator</b> 2024 Mathematics/Algebra Academic Growth Expectations <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> Students with Disabilities exceed the state growth standard of 70 with a student growth score of 71.8.</p>

Students with Disabilities	
<b>Indicator</b> 2024 Science/Biology Academic Growth Expectation <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Students with Disabilities exceed the state growth standard of 70 with a student growth score of 84.7. This is the same growth score as last year.
<b>Indicator</b> 2023-24 Science/Biology Academic Growth Expectation <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Economically disadvantaged students experienced a significant increase in growth score in Science, with a current score of 92.0 . This represents an increase of 13.7 over last year’s growth score.
<b>Indicator</b> 2023-24 ELA Academic Growth Expectation <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Economically disadvantaged students experienced a significant increase in growth score in ELA, with a current score of 70.3. This represents an increase of 16.6 over last year’s growth score.
<b>Indicator</b> 2023-24 Math Academic Growth Expectation <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Economically disadvantaged students experienced a significant increase in growth score in Math, with a current score of 71.7. This represents an increase of 16.7 over last year’s growth score and exceeds the All Student Growth score of 66.7.
<b>Indicator</b> 2023-24 ELA Academic Growth Expectations <b>ESSA Student Subgroups</b> Combined Ethnicity, Multi-Racial (not Hispanic)	<b>Comments/Notable Observations</b> Both the multi-racial and combined ethnicity subgroups demonstrated positive growth trends in ELA and exceeded the growth standard (multi-racial 75; combined ethnicity 76.5)

### Challenges

<b>Indicator</b> 2023-24 Graduation Rate <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Agora's Economically disadvantaged subgroup decreased in performance from the previous year (64.8% - 54.9%).
<b>Indicator</b>	<b>Comments/Notable Observations</b>

<p>2024 Proficient/Advanced -- ELA, Math, Science</p> <p><b>ESSA Student Subgroups</b></p> <p>African-American/Black</p>	<p>Only 0.5% of students who are African American/Black earned an Advanced score on ELA assessments, compared to 1.6% for the All Student Group. Only 0.2% of students who are African American/Black earned an Advanced score on Math assessments, compared to 1.1% for the All student subgroup. Black students also have the lowest rate of advanced students in Science out of all ethnicity subgroups with a 3.4%.</p>
<p><b>Indicator</b></p> <p>2024 Prof/Adv ELA/Literature</p> <p><b>ESSA Student Subgroups</b></p> <p>Asian (not Hispanic)</p>	<p><b>Comments/Notable Observations</b></p> <p>Agora's Asian subgroup did not meet the target with 44.0% in ELA.</p>
<p><b>Indicator</b></p> <p>2024 ELA and Mathematics Academic Growth Expectations</p> <p><b>ESSA Student Subgroups</b></p> <p>Asian (not Hispanic)</p>	<p><b>Comments/Notable Observations</b></p> <p>Agora's Asian subgroup did not meet the target with a growth score of 66.2 in ELA and a score of 16 in math.</p>
<p><b>Indicator</b></p> <p>2024 Prof/Adv in ELA/Literature</p> <p><b>ESSA Student Subgroups</b></p> <p>Hispanic</p>	<p><b>Comments/Notable Observations</b></p> <p>Agora's Hispanic subgroup decreased from last year, and is now at 17;2%.</p>
<p><b>Indicator</b></p> <p>2024 Prof/Adv ELA/Literature and Math</p> <p><b>ESSA Student Subgroups</b></p> <p>American Indian or Alaskan Native, Hawaiian Native/Pacific Islander, English Learners</p>	<p><b>Comments/Notable Observations</b></p> <p>Agora had an Insufficient Sample of American Indian/Alaska Natives, English Learners, and Hawaiian/Pacific Islanders for ELA, Math, and Science proficient/advanced scores</p>
<p><b>Indicator</b></p> <p>2024 Prof/Adv ELA/Literature</p> <p><b>ESSA Student Subgroups</b></p> <p>Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p> <p>9.9% of Students with Disabilities were able to score Adv/Pro in state testing, which is significantly less than the All-Student Group. This number represents an increase from the previous year (8.1% in 2022-23).</p>
<p><b>Indicator</b></p> <p>2024 Prof/Adv Mathematics/Algebra</p> <p><b>ESSA Student Subgroups</b></p> <p>Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p> <p>3.5% of Students with Disabilities were able to score Adv/Pro in state testing, which mirrors scores from 2022-23 (3.8%). This number was also slightly less than the All Student Group.</p>
<p><b>Indicator</b></p> <p>2024 Graduation Rate</p>	<p><b>Comments/Notable Observations</b></p> <p>Students with Disabilities experienced a graduation rate of 44.9%, which is far below the statewide</p>

<b>ESSA Student Subgroups</b> Students with Disabilities	average of 87%.
<b>Indicator</b> 2023-2024 Regular Attendance <b>ESSA Student Subgroups</b> Multi-Racial (not Hispanic)	<b>Comments/Notable Observations</b> Students of 2 or more races demonstrated a regular attendance rate of 52.3%, which is lower than the all student group at 63.4%, and represents the 4th consecutive year of decreasing attendance for this group.

## 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.

2024 Science/Biology Academic Growth Expectation: All student groups exceeded the standard of demonstrating growth, with a score of 92.0, compared to the state average of 74.7 and the performance standard of 70.
2024 ELA/Literature Academic Growth Expectations: Agora's White subgroup experienced a growth score of 78.3, which is an increase of 25.5 from the previous year (52.8). This score exceeds the statewide average and the meeting growth standard score, and is the highest growth score realized to date
2023-24 ELA Academic Growth Expectation: Economically disadvantaged students experienced a significant increase in growth score in ELA, with a current score of 70.3. This represents an increase of 16.6 over last year's growth score.
2023-24 Math Academic Growth Expectations: Economically disadvantaged students experienced a significant increase in growth score in Math, with a current score of 71.7. This represents an increase of 16.7 over last year's growth score and exceeds the All Student Growth score of 66.7.
2023-24 ELA Academic Growth Expectations: Agora realized an overall growth score of 77.8, which exceeds the statewide average (75.4) and the growth standard (70). Additionally, all subgroups except Black students experienced positive growth trends.

### 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.

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%
2024 Proficient/Advanced ELA PA State Assessments: Agora did not meet the All Student Group indicator for ELA in 2023-24, with a score of 24.7%,. This is the same score as the 2022-23 school year.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
2024-2025 Local Assessment completion data	30% of our student body enrolled in ELA did not complete the quarterly Constructed response questions provided. The greatest percentage of non submissions has shifted from grade 9 in 23-24 to grade 10 in 24-25 at 48.7%.
2024-2025 Local Assessment Review – Constructed Response	47.9% of ELA students who completed constructed response items on their unit assessments earned at least 60% or greater available points as of January 2025. However, 27% of ELA prompts resulted in “no submission,” indicating students are not making an attempt in completing constructed response questions.
2024-2025 LinkIt! Constructed Response (Q2)	Our CR in ELA courses showed 47.9% of the students were able to score 60% or greater according to a common CER rubric. The most significant cohort need is grade 10 where 65.1% or 609 student responses scored less than 60%.
2024-2025 Elementary STAR Reading Winter Benchmark	During the Winter 2025 benchmark administration, 53% (427) of students in grades 1-5 scored at or above grade level in reading. 60% (152) of students in kindergarten scored at or above grade level on STAR Early Literacy.
2024-2025 Middle and High School STAR Reading Winter Benchmark	During the Winter 2025 Reading Benchmark, 52% (n=469) of students in grades 6-8 scored at or above grade level. During the Winter 2024 Reading Benchmark, 55% (n=802) of students in grades 9-12 scored at or above grade level.
2024-2025 Local Student Climate Survey	Our local student climate survey data from December 2024 demonstrates that Agora’s intentional efforts to foster a sense of belonging are yielding positive results. Across all grade levels, 88% agree or strongly agree that they have strong connections with their teachers and peers, and 92% agree or strongly agree that they feel respected and treated fairly. This highlights the effectiveness of our belonging initiatives and supports the continued investment in programs that cultivate a supportive school culture
2024-2025 Local Student Climate Survey	Agora students report higher-than-average positive relationships with teachers compared to national trends. On the December 2024 administration of the local student climate survey, more than 95% of students (grades 3-12) agreed or strongly agreed that they feel respected and supported by their teachers, reinforcing the impact of our belonging initiatives. National data from Panorama Education published in 2025 shares that students in grades 6 and 7 response to “I have good relationships with my teacher” were 52% and 43% favorable in comparison to the Agora student average of 94% and 95% in the same grades.
2024-2025 Local Student Climate Survey	92% of students reported feeling that students at Agora treat each other fairly and with respect (local student climate survey, December 2024), regardless of race, ethnicity, appearance or academic ability. This suggests a strong foundation of cultural acceptance and inclusivity within our school community and supports the continued investment in programs that cultivate a supportive school culture.

2024-2025 Local Student Climate Survey	While Agora students generally report positive relationships with their peers, data indicates that some students—particularly in the high school—struggle with peer connection and support. 68% of middle school students and 54% of high school students strongly agree or somewhat agree that they know a peer they can turn to for academic help, highlighting an opportunity to enhance student-to-student connections. (local student climate survey, December 2024).
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**English Language Arts Summary**

**Strengths**

Agora students report feeling valued at our school and give exceptionally high marks on the school climate survey in areas of positive relationships with teachers, respect, and belonging.
Data suggests that those who engage in the learning tasks are growing, with multiple years of constructed response and benchmark data to support that point.
Local and Future Ready data confirm that Agora's students are growing in ELA, with upward trends across all subgroups.
Local attendance data suggests that the longer students stay with Agora, the more likely they are to demonstrate regular attendance. Transfer students demonstrate the highest risk for chronic absenteeism and lowest passing rates in academic courses.

**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.
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.
Benchmark data reveals that only about half of Agora's students are reading at or above grade level by mid-year across all grade levels.
Almost one third of students did not complete constructed response items during the collection period. This is a significantly higher non-completion rate than in prior years.

**Mathematics**

Data	Comments/Notable Observations
2024-2025 STAR Benchmark Elementary Math	During the Winter 2025 benchmark, 86% (n=952/1101) of students in grades 1-5 completed the math assessment, with 30% (n=333) scoring proficient or advanced. This was a decline in participation and achievement from last year when 99.5% of students completed the assessment and 55% scored at or above grade level.
2024-2025 LinkIt Benchmark Middle School Math	During the Winter 2025 MS Math LinkIt Benchmark, 938 students completed the assessment, with 26% scoring proficient or advanced. 18% (n=48/266) of 6th graders scored proficient or advanced. 32% (n=110/339) of 7th graders scored proficient or advanced. 25% (n=82/334) of 8th graders scored proficient or advanced.

2024-2025 LinkIt Benchmark High School Algebra	During the Winter 2025 Algebra LinkIt administration, 390 students completed the assessment, with 43% (n=167/390) scoring proficient or advanced. This is an increase from the Winter 2024 Algebra LinkIt administration in which 25% of students scored proficient or advanced.
2023-2024 Math Course Passing Rates (grades 6-8)	In the 2023-24 school year in Math, grades 6-8 (N=1,195) the passing rate for 2024 school year was 77% (n=920) students. While 23% (n=275) of our students failed the math course. Grade 6: 86% passing (n= 313), Grade 7: 77% passing rate (n=304), Grade 8: 69% passing rate (n=303). (Source: Sapphire Final Grade Report 2023-2024)
2023-2024 Algebra Course Passing Rates	In the 2023-2024 school year, Algebra (N=516) course passing rates were 67% (n=348). When looking at the 33% (n=168) of students that did not pass, 61% (n=102) 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: Sapphire Grade report 23-24)
2024-2025 Process Data: Math Curriculum Sequence	At the end of Qtr 2, After Grade 4 instruction is off target to curriculum (Source: Student Success Guides and Atlas lesson planning). Thus we are noticing gaps in MS and staff is reviewing STRIDE as a core resource alternative
2024-2025 Process Data: Math Curriculum Sequence	Analysis of implemented vs written curriculum revealed that some math courses are not planning for delivery of the entire curriculum

## Mathematics Summary

### Strengths

STAR benchmark data suggests that more students are on track to score proficient/advanced than what was realized during the 2024 PSSA/Keystone tests.
Midway through the year, almost all math courses were on pace to complete the planned curriculum (only grade 4 was off pace).

### Challenges

During the Winter 2025 benchmark, 86% (n=952/1101) of students in grades 1-5 completed the math assessment, with 30% (n=333) scoring proficient or advanced. This was a decline in participation and achievement from last year when 99.5% of students completed the assessment and 55% scored at or above grade level.
In the 2023-2024 school year, Algebra (N=516) course passing rates were 67% (n=348). When looking at the 33% (n=168) of students that did not pass, 61% (n=102) 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: Sapphire Grade report 23-24)
Failure to implement curriculum as written has created knowledge and skill gaps as students progress through higher levels of mathematics

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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2024-2025 LinkIt! Biology	During the Winter 2025 Biology LinkIt! administration, 67% of students scored proficient or advanced. This is an increase (2 consecutive years) from the Winter 2024 Biology LinkIt administration in which 60% of students scored proficient or advanced.
2023-2024 Biology Course Passing Rates	In the 23-24 school year, Biology (N = 503) course passing rates were 64% (n = 323). When looking at the 36% (n = 180) who did not pass, 59% (n = 107) earned 50% or less in the course, suggesting that they did not engage in class or complete a significant number of work/assignments. (Source: Sapphire final grade report).
2023-2024 Science Course Passing Rates grades 6-8	In the 23-24 school year, science (N=1202) course passing rates were 85% (n=1202). (Source EOY sapphire)

## Science, Technology, and Engineering Education Summary

### Strengths

During the Winter 2025 Biology LinkIt! administration, 67% of students scored proficient or advanced. This is an increase (2 consecutive years) from the Winter 2024 Biology LinkIt administration in which 60% of students scored proficient or advanced, and is the third consecutive year of increased score trends.

In the 23-24 school year, science (N=1202) course passing rates were 85% (n=1202) for science courses in grades 6-8. (Source EOY sapphire)

### Challenges

In the 2023-2024 school year, Biology (n=503) course passing rates were 64% (n=323). This is comparable to the 2022-23 school year.

When looking at the 36% (n = 180) who did not pass Biology, 59% (n = 107) earned 50% or less in the course, suggesting that they did not engage in class or complete a significant number of work/assignments. (Source: Sapphire final grade report).

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
2024 Career Readiness Evidence (SmartFutures and Linkit! Local Data)	82.6% of Agora's students met the career standards benchmark. This is an increase from the previous year (68.4%)

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

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

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

### Articulation Agreements

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

### Partnering Institution

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 2025\_2026.pdf

**Partnering Institution**

Gratz College

**Agreement Type**

**Program/Course Area**

remote modality courses from offerings provided by university

**Uploaded Files**

Gratz Agora Dual Enrollment MOU 7.31.2024.pdf

**Partnering Institution**

Penn West

**Agreement Type**

Dual Credit

**Program/Course Area**

district determined

**Uploaded Files**

Agora Penn West MOU 2025\_2026.pdf

**Partnering Institution**

Harrisburg Area Community College (HACC)

**Agreement Type**

Dual Credit

**Program/Course Area**

determined by placement tests and course prerequisites

**Uploaded Files**

Agora HACC 2023\_2026.pdf

**Partnering Institution**

Indiana University of Pennsylvania

**Agreement Type**

Dual Credit

**Program/Course Area**

student-by-student decision

**Uploaded Files**

Agora IUP 2023\_2028.pdf

**Partnering Institution**

Montgomery County Community College

**Agreement Type**

Dual Credit

**Program/Course Area**

jointly selected from Montco's catalog

**Uploaded Files**

Agora MCCC 2023\_no\_end.pdf

**Partnering Institution**

Point Park University

**Agreement Type**

Dual Credit

**Program/Course Area**

mutually agreed upon

**Uploaded Files**

Agora Point Park 2023\_2028.pdf

**Partnering Institution**

Community College of Allegheny County

**Agreement Type**

Dual Credit

**Program/Course Area**

provided by college

**Uploaded Files**

Agora CCAC 2025\_no\_end.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.

82.6% of Agora's students met the career standards benchmark. This is an increase from the previous year (68.4%)

Agora has expanded opportunities for dual enrollment, and during the spring semester, 29 students enrolled in 30 college courses, with 100% successfully passing the courses and earning credit. During the Fall 2024 semester, 27 students enrolled in college courses, and all but 2 were successful.

### 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.

Agora has a high number of students who transfer into our school but who do not bring Career Readiness Evidence/Artifacts with them, which negatively impacts their ability to meet state expectations.

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
2024.2025 Local Identification Process Data	For the 2024.25 school year, 14 students have been identified as qualifying for English Language support services.
2023.2024 ACCESS test	Forty-two students who are enrolled for the 2023-24 school year took the Access test in 2023.24. Of those, 10 scored Entering, 11 scored Emerging, 14 scored Developing, 6 scored Expanding.

### Students with Disabilities

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

Data	Comments/Notable Observations
2024-2025 Winter LinkIt Math (MS)	15% of MS students with disabilities are predicted to be proficient or advanced on the Math PSSAs. This is an increase from 9% last year. While the percentage of all MS students predicted proficient or advanced in Math is 26%
2024-2025 Winter LinkIt Algebra	39% of Algebra students with disabilities are predicted to be proficient or advanced on the Algebra Keystone. This is an increase from 10% last year. While the percentage of all MS students predicted proficient or advanced in Algebra is 48%
2024-2025 STAR Reading Winter Benchmark (HS)	32% of HS students with disabilities scored at or above grade level. This is an increase from 25% of students scoring at or above during the 2023-2024 SY. While the percentage of all HS students at or above grade level in reading was 55%.
2024-2025 STAR Reading Winter Benchmark (MS)	29% of MS students with disabilities scored at or above grade level. This is an increase from 27% of students scoring at or above during the 2023-2024 SY. While the percentage of all MS students at or above grade level in reading was 52%

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2024-2025 Winter LinkIt Mathematics grades 6-8	In math, Economically Disadvantaged students realized a 30% proficiency projection, with the whole school prediction at 26%. This is an increase from last year where Economically Disadvantaged students realized a 19% proficiency projection, with the whole school prediction at 18%.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Asian	Based on the 2025 Winter Benchmarks we note the following proficiency projections for our Asian students as it compares to the entire population of a given grade band. -n=total number of students in that race/ethnicity For grades 3-5 Star Reading, 80% of our Asian learners scored proficient or advanced (n=5) in comparison with 54% of all 3-5 grade students (n=444). For grades 3-5 Star math, 40% of our Asian learners scored proficient or advanced (n=5) in comparison with 34% of all 3-5 grade students (n=454). For grades 6-8 LinkIt! Math, 47% of our Asian learners scored proficient or advanced (n=15) in comparison with 28% of all 6-8 grade students (n=783). For grades 6-8 Star Reading, 77% of our Asian learners scored proficient or advanced (n=13) in comparison with 600% of all 6-8 grade students (n=712). For grades 9-12 LinkIt! Algebra, 50% of our Asian learners scored proficient or advanced (n=2) in comparison with 46% of all 9-12 grade students (n=273). For grades 9-12 Star Reading, 88% of our Asian learners scored proficient or advanced (n=16) in comparison with 71% of all 6-8 grade students (n=1192).
Black	Based on the 2025 Winter Benchmarks we note the following proficiency projections scores for our Black /African American students as it compares to the entire population of a given grade band. For grades 3-5 Star Reading, 50% of our Black learners scored proficient or advanced (n=170) in comparison with 54% of all 3-5 grade students (n=444). For grades 3-5 Star math, 28% of our Black learners scored proficient or advanced (n=170) in comparison with 34% of all 3-5 grade students (n=454). For

	<p>grades 6-8 LinkIt! Math, 28% of our Black learners scored proficient or advanced (n=248) in comparison with 28% of all 6-8 grade students (n=783). For grades 6-8 Star Reading, 50% of our Black learners scored proficient or advanced (n=224) in comparison with 60% of all 6-8 grade students (n=712). For grades 9-12 LinkIt! Algebra, 50% of our Black learners scored proficient or advanced (n=94) in comparison with 46% of all 9-12 grade students (n=273). For grades 9-12 Star Reading, 68% of our Black learners scored proficient or advanced (n=370) in comparison with 71% of all 9-12 grade students (n=1192).</p>
Hispanic	<p>Based on the 2025 Winter Benchmarks we note the following proficient and advanced scores for our Hispanic students as it compares to the entire population of a given grade band. For grades 3-5 Star Reading, 54% of our Hispanic learners scored proficient or advanced (n=96) in comparison with 54% of all 3-5 grade students (n=444). For grades 3 -5 Star math, 38% of our Hispanic learners scored proficient or advanced (n=102) in comparison with 34% of all 3-5 grade students (n=454). For grades 6-8 LinkIt! Math, 28% of our Hispanic learners scored proficient or advanced (n=180) in comparison with 28% of all 6-8 grade students (n=783). For grades 6-8 Star Reading, 55% of our Hispanic learners scored proficient or advanced (n=159) in comparison with 60% of all 6-8 grade students (n=712). For grades 9-12 LinkIt! Algebra, 44% of our Hispanic learners scored proficient or advanced (n=54) in comparison with 46% of all 9-12 grade students (n=273). For grades 9-12 Star Reading, 68% of our Hispanic learners scored proficient or advanced (n=226) in comparison with 71% of all 9-12 grade students (n=1192).</p>
White	<p>Based on the 2025 Winter Benchmarks we note the following proficient and advanced scores for our White/Caucasian students as it compares to the entire population of a given grade band. For grades 3-5 Star Reading, 57% of our White/Caucasian learners scored proficient or advanced (n=151) in comparison with 54% of all 3-5 grade students (n=444). For grades 3 -5 Star math, 40% of our White/Caucasian learners scored proficient or advanced (n=155) in comparison with 34% of all 3-5 grade students (n=454). For grades 6-8 LinkIt! Math, 26% of our White/Caucasian learners scored proficient or advanced (n=326) in comparison with 28% of all 6-8 grade students (n=783). For grades 6-8 Star Reading, 70% of our White/Caucasian learners scored proficient or advanced (n=300) in comparison with 60% of all 6-8 grade students (n=712). For grades 9-12 LinkIt! Algebra, 41% of our White/Caucasian learners scored proficient or advanced (n=113) in comparison with 46% of all 9-12 grade students (n=273). For grades 9-12 Star Reading, 73% of our White/Caucasian learners scored proficient or advanced (n=541) in comparison with 71% of all 9-12 grade students (n=1192).</p>
2 or More Races	<p>Based on the 2025 Winter Benchmarks we note the following proficient and advanced scores for our Multiracial students (two or more racial identities) as it compares to the entire population of a given grade band. For grades 3-5 Star Reading, 55% of our Multiracial learners scored proficient or advanced (n=20) in comparison with 54% of all 3-5 grade students (n=444). For grades 3 -5 Star math, 21% of our Multiracial learners scored proficient or advanced (n=19) in comparison with 34% of all 3-5 grade students (n=454). For grades 6-8 LinkIt! Math, 50% of our Multiracial learners scored proficient or advanced (n=12) in comparison with 28% of all 6-8 grade students (n=783). For grades 6-8 Star Reading, 67% of our Multiracial learners scored proficient or advanced (n=12) in comparison with 60% of all 6-8 grade students (n=712). For grades 9-12 LinkIt! Algebra, 71% of our Multiracial learners scored proficient or advanced (n=7) in comparison with 46% of all 9-12 grade students (n=273). For grades 9-12 Star Reading, 75% of our Multiracial learners scored proficient or advanced (n=32) in comparison with 71% of all 9-12 grade students (n=1192).</p>

## 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 literacy growth.
Agora has improved EL screening and support processes, and has realized a higher rate of identification of students with language support needs.
In math, Economically Disadvantaged students realized a 30% proficiency projection, with the whole school prediction at 26%. This is an increase from last year where Economically Disadvantaged students realized a 19% proficiency projection, with the whole school prediction at 18%.
Students with Disabilities demonstrated increase in proficiency projection metrics across both ELA and Math in both middle and high school grade bands.

### 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.

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.
Students in grades 6-12 with disabilities are not currently reaching ELA and Math growth at rates equivalent to their peers.

## 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 250 students each (as of January 2025)
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.

Agora's schoolwide focus on literacy and commitment to structured literacy frameworks have resulted in growth in this area across all student subgroups.

Though not required of our school, Agora's school counseling team maintains a Guidance Plan in alignment with ASCA guidelines.

### 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 of certified teachers. Agora's high number of transfer students complicates every aspect of our EL program. We are realizing an increased need for support of families where the adults are not English speakers.

Agora's SSIP and SIP have operated as separate and independent plans for 2024-25.



## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
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	Exemplary
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	Exemplary
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	Operational

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Exemplary
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
---

Provide frequent, timely, and systematic feedback and support on 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?

Foster a culture of high expectations for success for all students, educators, families, and community members
--

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

Identify and address individual student learning needs
--

Align curricular materials and lesson plans to the PA Standards
---

## 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
2024 Science/Biology Academic Growth Expectation: All student groups exceeded the standard of demonstrating growth, with a score of 92.0, compared to the state average of 74.7 and the performance standard of 70.	True
2024 ELA/Literature Academic Growth Expectations: Agora's White subgroup experienced a growth score of 78.3, which is an increase of 25.5 from the previous year (52.8). This score exceeds the statewide average and the meeting growth standard score, and is the highest growth score realized to date	False
2023-24 ELA Academic Growth Expectation: Economically disadvantaged students experienced a significant increase in growth score in ELA, with a current score of 70.3. This represents an increase of 16.6 over last year's growth score.	False
2023-24 Math Academic Growth Expectations: Economically disadvantaged students experienced a significant increase in growth score in Math, with a current score of 71.7. This represents an increase of 16.7 over last year's growth score and exceeds the All Student Growth score of 66.7.	False
2023-24 ELA Academic Growth Expectations: Agora realized an overall growth score of 77.8, which exceeds the statewide average (75.4) and the growth standard (70). Additionally, all subgroups except Black students experienced positive growth trends.	False
Little variation is noted among subgroups for literacy growth.	False
During the Winter 2025 Biology LinkIt! administration, 67% of students scored proficient or advanced. This is an increase (2 consecutive years) from the Winter 2024 Biology LinkIt! administration in which 60% of students scored proficient or advanced, and is the third consecutive year of increased score trends.	False
Agora students report feeling valued at our school and give exceptionally high marks on the school climate survey in areas of positive relationships with teachers, respect, and belonging.	True
Data suggests that those who engage in the learning tasks are growing, with multiple years of constructed response and benchmark data to support that point.	True
Local and Future Ready data confirm that Agora's students are growing in ELA, with upward trends across all subgroups.	True
Local attendance data suggests that the longer students stay with Agora, the more likely they are to	True

demonstrate regular attendance. Transfer students demonstrate the highest risk for chronic absenteeism and lowest passing rates in academic courses.	
STAR benchmark data suggests that more students are on track to score proficient/advanced than what was realized during the 2024 PSSA/Keystone tests.	False
Midway through the year, almost all math courses were on pace to complete the planned curriculum (only grade 4 was off pace).	False
In the 23-24 school year, science (N=1202) course passing rates were 85% (n=1202) for science courses in grades 6-8. (Source EOY sapphire)	False
82.6% of Agora's students met the career standards benchmark. This is an increase from the previous year (68.4%)	False
Agora has improved EL screening and support processes, and has realized a higher rate of identification of students with language support needs.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Continuously monitor implementation of the school improvement plan and adjust as needed	True
Agora has expanded opportunities for dual enrollment, and during the spring semester, 29 students enrolled in 30 college courses, with 100% successfully passing the courses and earning credit. During the Fall 2024 semester, 27 students enrolled in college courses, and all but 2 were successful.	False
In math, Economically Disadvantaged students realized a 30% proficiency projection, with the whole school prediction at 26%. This is an increase from last year where Economically Disadvantaged students realized a 19% proficiency projection, with the whole school prediction at 18%.	False
Students with Disabilities demonstrated increase in proficiency projection metrics across both ELA and Math in both middle and high school grade bands.	False
Agora's schoolwide focus on literacy and commitment to structured literacy frameworks have resulted in growth in this area across all student subgroups.	False
Though not required of our school, Agora's school counseling team maintains a Guidance Plan in alignment with ASCA guidelines.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False

## Challenges

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

Strength	Check for Consideration in Plan
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%	True
2024 Mathematics/Algebra Academic Growth Expectations: Agora earned a growth score of 66.7, which did not meet the state growth expectation of 70, but does represent an increase from the previous year (50.0)	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.	True
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.	False
2024 Proficient/Advanced ELA PA State Assessments: Agora did not meet the All Student Group indicator for ELA in 2023-24, with a score of 24.7%,.This is the same score as the 2022-23 school year.	True
In the 2023-2024 school year, Biology (n=503) course passing rates were 64% (n=323). This is comparable to the 2022-23 school year.	False
When looking at the 36% (n = 180) who did not pass Biology, 59% (n = 107) earned 50% or less in the course, suggesting that they did not engage in class or complete a significant number of work/assignments. (Source: Sapphire final grade report).	False
Students in grades 6-12 with disabilities are not currently reaching ELA and Math growth at rates equivalent to their peers.	False
For the ELD Program: A challenge is staffing of certified teachers. Agora's high number of transfer students complicates every aspect of our EL program. We are realizing an increased need for support of families where the adults are not English speakers.	False
During the Winter 2025 benchmark, 86% (n=952/1101) of students in grades 1-5 completed the math assessment, with 30% (n=333) scoring proficient or advanced. This was a decline in participation and achievement from last year when 99.5% of students completed the assessment and 55% scored at or above grade level.	False
Benchmark data reveals that only about half of Agora's students are reading at or above grade level by mid-year across all grade levels.	False
Almost one third of students did not complete constructed response items during the collection period. This is a significantly higher non-completion rate than in prior years.	False
In the 2023-2024 school year, Algebra (N=516) course passing rates were 67% (n=348). When looking at the 33% (n=168) of students that did not pass, 61% (n=102) 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: Sapphire Grade	False

report 23-24)	
Agora has a high number of students who transfer into our school but who do not bring Career Readiness Evidence/Artifacts with them, which negatively impacts their ability to meet state expectations.	False
Failure to implement curriculum as written has created knowledge and skill gaps as students progress through higher levels of mathematics	False
Agora's SSIP and SIP have operated as separate and independent plans for 2024-25.	False
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.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Identify and address individual student learning needs	True
Align curricular materials and lesson plans to the PA Standards	True

### 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 2024-25 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
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.	High levels of student transience, with the new students often experiencing higher levels of absenteeism during the first few weeks of being in our school; Data indicates that returning and students who have been with us for more than two years have stronger attendance habits. Students may experience lack of parental support for attendance or lack of valuing education, or may lack executive functioning skills to attend, which contribute to ongoing attendance problems. Calculation of daily attendance is built from period attendance reports, meaning that some students who struggle to get to class on time or stay engaged for the entirety of the class period may be marked as absent for the day. Attendance interventions may not be fully developed or practiced consistently by educators. Efficiency of interventions may not be applied as the student needs warrant.	True
2024 Mathematics/Algebra Academic Growth Expectations: Agora earned a growth score of 66.7, which did not meet the state growth expectation of 70, but does represent an increase from the previous year (50.0)		False
2024 Proficient/Advanced ELA PA State Assessments: Agora did not meet the All Student Group indicator for ELA in 2023-24, with a score of 24.7%,.This is the same score as the 2022-23 school year.		False
Foster a culture of high expectations for success for all students, educators, families, and community members	Educators and families may view “success” as high grades, which may include elements of compliance rather than mastery of skills. Educators may not understand or consistently reference state	True

	standards as guides for class instruction; therefore, “success” may not be tied to state expectations when planning or providing instruction in Tier 1 Educators may believe that holding high expectations and creating welcoming environments are mutually-exclusive ideas Educators may believe that the online context of our school and our open enrollment parameters are barriers that prevents them from holding the same standards as their b/m peers, leading them to believe that “our kids can’t” or they may not have the skills to plan for students with multiple risk factors Interventions are not as efficient as they could be with students with multiple risk factors	
Identify and address individual student learning needs		False
Align curricular materials and lesson plans to the PA Standards		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Over the past two years, we have ensured that faculty and staff are equipped with strategies to promote and ensure belonging. Both student and parent survey data reflect the success of those efforts, with Agora's scores far exceeding national averages in all categories. One noted area for continued attention is in peer-to-peer relationships, as students did not report feeling they had a peer they could count on for academic help.
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.
2024 Science/Biology Academic Growth Expectation: All student groups exceeded the standard of demonstrating growth, with a score of 92.0, compared to the state average of 74.7 and the performance standard of 70.	Science growth scores have been above 80 since the 2018-19 school year. This year, all subgroups demonstrated an increase in growth score as well.
Agora students report feeling valued at our school and give exceptionally high marks on the school climate survey in areas of positive relationships with teachers, respect, and belonging.	Agora's focus on being "A Place to Belong" is reflected in students' positive feelings about the adults in our school.

Data suggests that those who engage in the learning tasks are growing, with multiple years of constructed response and benchmark data to support that point.	By layering multiple data sets, including attendance, behavior, work completion, and academic achievement, we have been able to identify subgroups who need additional attention, including grade 9 students and students who have been with Agora for less than one year.
Local and Future Ready data confirm that Agora's students are growing in ELA, with upward trends across all subgroups.	Agora believes that literacy is critical to post-secondary success, and is the greatest civil rights issue of our time. Therefore, our school improvement efforts since 2018-19 have focused on -- and continue to focus on -- the foundational skills of reading, writing, speaking, and listening across all grades and subject areas.
Local attendance data suggests that the longer students stay with Agora, the more likely they are to demonstrate regular attendance. Transfer students demonstrate the highest risk for chronic absenteeism and lowest passing rates in academic courses.	Supporting students through transition into our school has been an area of focus with multiple lenses this year, including orientation team, school counselor reach-out, student ambassadors, family coach and teacher supports.

**Priority Challenges**

Analyzing Priority Challenges	Priority Statements
	If we continue to improve the efficiency of the implementation of our existing attendance procedures and consistently measure the efficacy of interventions for students to prevent and respond to chronic absenteeism, then we will improve our system's capacity to respond to individual student needs and improve student outcomes in attendance and academic achievement
	If we focus on using data from Tier 1 (such as benchmarks and common assessments), disaggregating among subgroups, and help teachers align PA standards with planning and delivery of the curriculum using proven strategies in instructional design, then we will increase our ability to make informed decisions regarding instructional practices or curricular supplements needed without reducing rigor and high expectations for learning for all students

## Goal Setting

**Priority: If we focus on using data from Tier 1 (such as benchmarks and common assessments), disaggregating among subgroups, and help teachers align PA standards with planning and delivery of the curriculum using proven strategies in instructional design, then we will increase our ability to make informed decisions regarding instructional practices or curricular supplements needed without reducing rigor and high expectations for learning for all students**

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2028, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 60 in ELA STAR Benchmarks			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Growth			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By June 2026, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 55 in STAR ELA Benchmarks	By June 2027, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 57 in STAR ELA Benchmarks	By June 2028, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 60 in ELA STAR Benchmarks	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By October 30, 50% of students in grades K-12 will score proficient on the ELA benchmark #1 for the STAR program.	By January 16, 2026, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 50 comparing STAR ELA Benchmarks	By March 25, 2026, 60% of students will score 60% or more of available points on CR prompts given in ELA, Science, and Social Studies during Q3.	By June 2026, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 55 comparing STAR ELA Benchmarks

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2028, the median growth rate for mathematics students in grades K - Algebra will meet or exceed an SGP (Student Growth			

Percentile) of 55.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Growth			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By June 2026, the median growth rate for mathematics students in grades K - Algebra will meet or exceed an SGP (Student Growth Percentile) of 45.	By June 2027, the median growth rate for mathematics students in grades K - Algebra will meet or exceed an SGP (Student Growth Percentile) of 50.	By June 2028, the median growth rate for mathematics students in grades K - Algebra will meet or exceed an SGP (Student Growth Percentile) of 55.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By October 30, 2025, 35% of students in grades K-Algebra will score proficient on the Math benchmark #1 for the STAR program.	By January 16, 2026, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 40 comparing STAR Math Benchmarks	By March 25, 2026, 60% of students will score 60% or more of available points on CR prompts given in Math during Q3.	By June 2026, the median growth rate for mathematics students in grades K - Algebra will meet or exceed an SGP (Student Growth Percentile) of 45.

**Priority: If we continue to improve the efficiency of the implementation of our existing attendance procedures and consistently measure the efficacy of interventions for students to prevent and respond to chronic absenteeism, then we will improve our system's capacity to respond to individual student needs and improve student outcomes in attendance and academic achievement**

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2028, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 75%. Low Risk for chronic absenteeism is defined as missing less than 10% of school days			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By June 2026, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 65%. Low Risk for	By June 2027, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 70%. Low Risk for	By June 2028, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 75%. Low Risk for	

chronic absenteeism is defined as missing less than 10% of school days	chronic absenteeism is defined as missing less than 10% of school days	chronic absenteeism is defined as missing less than 10% of school days	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By October 30, 2025, 80% of Agora's students will demonstrate a low risk for chronic attendance by missing less than 10% of school days	By January 16, 2026, 75% of Agora's students will demonstrate a low risk for chronic attendance by missing less than 10% of school days	By March 25, 2026, 70% of Agora's students will demonstrate a low risk for chronic attendance by missing less than 10% of school days	By June 2026, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 65%. Low Risk for chronic absenteeism is defined as missing less than 10% of school days

## Action Plan

### Measurable Goals

ELA Growth	Math Growth
Attendance	

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

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2028, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 75%. Low Risk for chronic absenteeism is defined as missing less than 10% of school days</li> </ul>

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.		2025-07-01	2026-01-16
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: Inservice all staff on (a)teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance		2025-08-01	2025-09-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
PBIS district lead (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		2025-08-	2025-09-

classrooms and across other campus settings/locations.		25	26
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PBIS District Leader (TK)	lesson plans; dedicated time in schedule	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PBIS: Maintain Tier 1 team organized with identified internal coach, administrator, and all team roles defined and assigned		2025-08-25	2025-10-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PBIS District Leader (TK)	Roles definitions, responsibilities, expectations; Core team meeting time	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PBIS: High School/Middle School: Identify PBIS student leadership teams with members and assigned roles to assist with planning and evaluating impact of PBIS practices on student population		2025-09-02	2025-11-26
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PBIS district lead (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
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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.		2025-09-02	2025-11-26
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PBIS District Leader (TK)	MCIU Coaching supports; School Wide Information System (SWIS) from PBISapps.org (\$1200 - CSI funds); Salary for social workers who make up the problem solving team membership -- \$141512-- Title I Funds; Benefits for social workers -- \$27293 -- Title I	No	No

	Funds		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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.		2025-12-02	2026-02-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PBIS District Leader (TK)	MCIU Coaching supports; SWIS for data management	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PBIS: Small team including selected administrators, MTSS coordinators, and other volunteers participate in training for Prevent/Teach/Reinforce evidence-based practices for Advanced Tiers offered by MCIU		2025-09-01	2025-12-17
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PBIS District Leader (TK)	MCIU trainings; release time and substitute coverage for participants;	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PBIS: Conduct booster lessons to teach expected academic and social behaviors aligned to school values directly to students.		2026-01-05	2026-02-13
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PBIS District Leader (TK)	Dedicated time in schedule; PD materials; staff	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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		2026-01-20	2026-06-06

settings and within classrooms) is consistently implemented school-wide.			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PBIS District Leader (TK)	Staff; system to capture acknowledgement	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PBIS: Small team including selected administrators, school counselors, social workers, MTSS coordinators, and other volunteers participate in training for MTSS/PBIS for Advanced Tiers offered by MCIU		2026-01-22	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PBIS District Leader (TK)	MCIU trainings; release time and substitute coverage for participants;	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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.		2026-03-02	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PBIS District Leader (TK)	MCIU Coaching supports; SWIS for data management	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PBIS: Administer PBIS Self-Assessment survey to staff; Analyze and report data to staff		2026-03-27	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PBIS District Leader (TK)	Survey; dedicated time for staff	No	No
<b>Action Step</b>		<b>Anticipated</b>	

		<b>Start/Completion Date</b>	
BELONGING: Disaggregate available data sources (e.g., academic, attendance, climate) by key subgroups (e.g., ethnicity, gender, grade, orientation, location), using this information to guide data-informed conversations and equity-focused decision-making.		2025-07-01	2025-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Equity, Inclusion, Belonging (EIB) team (KD)	Student Data from Climate Survey (Microsoft Teams/Georgia School Climate Survey focused edition), Link It assessment warehouse (\$110,038 -- CSI Funds), Attendance Reports, State Testing / Planning Time with Academic and Student Service Leadership Collaboration meeting	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
BELONGING: EIB/PBIS representatives will work with grade-level PBIS teams to disaggregate and analyze multiple data sources—including academic, behavioral, and climate data—by student subgroups. EIB/PBIS Representatives will support teams in using this analysis to identify equity-based root causes and inform Tier 1 strategies, consulting as needed on data interpretation and action planning.		2025-07-01	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
EIB team (KD)	Disaggregated Student Data from Climate Survey (Microsoft Teams/Georgia School Climate Survey focused edition), EIB/PBIS Collaboration time / District Protocols through TIPS, MTSS, Discovery as needed.	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
BELONGING: Maintain Student Voice -- administer the local progress monitoring survey (aligned to national benchmarks) to gather student voice related to belonging, peer and adult support, and school climate.		2025-09-01	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
EIB team (KD)	Georgia School Climate Survey(PBIS Agora Specific Questions) / Microsoft Teams Question Platform / Disaggregated Result Report (Excel, Looker Studio, Other) / Dedicated Student Survey Time (15 minutes)	No	Yes
<b>Action Step</b>		<b>Anticipated</b>	

		<b>Start/Completion Date</b>	
BELONGING: Disaggregate available data sources (e.g., academic, attendance, climate) by key subgroups (e.g., ethnicity, gender, grade, orientation, location) using this information to guide data-informed conversations and equity-focused decision-making		2026-01-17	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
EIB team (KD)	Student Data from Climate Survey (Microsoft Teams/Georgia School Climate Survey focused edition), Link It assessment warehouse, Attendance Reports, State Testing / Planning Time with Academic and Student Service Leadership Collaboration meeting	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
BELONGING: EIB/PBIS representatives will work with grade-level PBIS teams to disaggregate and analyze multiple data sources—including academic, behavioral, and climate data—by student subgroups. EIB/PBIS Representatives will support teams in using this analysis to identify equity-based root causes and inform Tier 1 strategies, consulting as needed on data interpretation and action planning.		2026-01-17	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
EIB team (KD)	Disaggregated Student Data from Climate Survey (Microsoft Teams/Georgia School Climate Survey focused edition), EIB/PBIS Collaboration time / District Protocols through TIPS, MTSS, Discovery as needed.	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
BELONGING: Increase Student Voice -- engage students—particularly the Student PBIS Core Team—in structured feedback sessions (e.g., roundtables, focus groups, forums) to reflect on survey results, share lived experiences, and co-generate ideas for improvement.		2026-01-17	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
EIB team (KD)	Georgia School Climate Survey(PBIS Agora Specific Questions) / Microsoft Teams Question Platform / Disaggregated Result Report (Excel, Looker Studio, Other) / EIB-PBIS Representative and PBIS Student Core Team Meeting Time	No	No
<b>Action Step</b>		<b>Anticipated</b>	

		<b>Start/Completion Date</b>	
CICO: Plan for Check In Check Out continuation for the 25-26 school year with Tertiary Team and Administrator teams to support HS Special Education students.		2025-08-01	2025-09-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	MCIU support; time for meeting; funds for tangible prizes tied to CICO (from general funds) DPR sheets for students	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CICO: Train 4 new/existing facilitators for the 2025-26 school year		2025-08-01	2025-09-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	MCIU support; release time for staff	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CICO: Install Check In Check Out program to support HS Special Education students to include at least 10 students for a FALL Cohort.		2025-09-12	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	Interest video; Tracking Sheets; Asynchronous training for staff	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CICO: Install Check In Check Out program to support HS Special Education students to include at least 10 students for a SPRING Cohort.		2026-01-17	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	Interest video; Tracking Sheets; Asynchronous training for staff	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion</b>	

		<b>Date</b>	
CICO Q1: Monthly meetings of CICO facilitators and Advanced Tier 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		2025-09-12	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	dedicated meeting time; TIPS framework; Targeted Interventions Assessment Tool; data tracking sheet	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CICO Q1: Peer to peer walkthrough by CICO facilitators to support teacher completion of DPR.		2025-09-12	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	Tracking Sheet; DPR Review; Staff email/IM	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CICO Q2: Monthly meetings of CICO facilitators and Advanced Tier 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.		2025-10-30	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	dedicated meeting time; TIPS framework; Targeted Interventions Assessment Tool	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CICO Q2: Peer to peer walkthrough by CICO facilitators to support teacher completion of DPR.		2025-10-30	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	Tracking Sheet; DPR Review; Staff email/IM	No	No
<b>Action Step</b>		<b>Anticipated</b>	

		<b>Start/Completion Date</b>	
CICO End of Sem 1: Completion of fidelity check by Advanced Tier Team; report out to MTSS Discovery team		2026-01-17	2026-02-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	Fidelity check form/protocol	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CICO Q3: Monthly meetings of CICO facilitators and Advanced Tier 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.		2026-01-17	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	dedicated meeting time; TIPS framework; Targeted Interventions Assessment Tool; data tracking sheet	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CICO Q3: Peer to peer walkthrough by CICO facilitators to support teacher completion of DPR.		2026-01-17	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	Tracking Sheet; DPR Review; Staff email/IM	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CICO Q4: Monthly meetings of CICO facilitators and Advanced Tier 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.		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	dedicated meeting time; TIPS framework; Targeted Interventions Assessment Tool; data	No	No

	tracking sheet		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CICO Q4: Peer to peer walkthrough by CICO facilitators to support teacher completion of DPR.		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	Tracking Sheet; DPR Review; Staff email/IM; support for data analysis and planning	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CICO: End of Sem 2: Completion of fidelity check by Advanced Tier Team		2026-05-11	2025-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CICO Lead (VN)	Fidelity check form/protocol	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Precision statements based on the data; Fidelity measures PBIS; Instructional implications for SEL; SWIS data review; Improved consensus on PBIS Self-Assessment Survey (SAS)	Team-initiated Problem-Solving Protocol to be used monthly by the Core Team. Monthly review of data by MTSS ACTS committee.; Check In Check Out data to be reviewed monthly by SSIP committee; Belonging data to be reviewed bi-annually by EIB team; SWIS data review monthly by PBIS core team; annual PBIS fidelity check at each grade band;

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

<https://drive.google.com/file/d/1yiGDe1sCHH2CRIYrMyhbboN6trMBoow0/view> (p. 11)

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2028, the median growth rate for mathematics students in grades K - Algebra will meet or exceed an SGP (Student Growth Percentile) of 55.</li> <li>By June 2028, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school</li> </ul>

year) to 75%. Low Risk for chronic absenteeism is defined as missing less than 10% of school days

- By June 2028, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 60 in ELA STAR Benchmarks

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Writing Plan (DBQ): Investigate and Purchase instructional resource(s) to support document-based writing for identified courses.		2025-07-01	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (AH)	Funds for DBQ resources (DBQ -- \$3000 -- CSI funds)	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Writing Plan (DBQ): Review acquired document-based instructional resources to identify units that align with existing curriculum in secondary social studies courses		2025-08-25	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (AH)	DBQ resources, Curriculum Maps (Rubicon Atlas curriculum warehouse -- \$22,650 -- CSI funds) Course Outlines	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Writing Plan (DBQ): Facilitate professional learning for secondary social studies teachers identified to implement document-based instructional units		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (AH)	DBQ Training Materials, Sample Units, PD Calendar, support from previously-trained teachers	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion</b>	

		<b>Date</b>	
Writing Plan (DBQ): Teachers newly trained in document-based writing instruction will implement one unit in quarter 4.		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (AH)	DBQ Unit Materials, Instructional Support Guides; support of curriculum coordinator	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Writing Plan (Matrix): Develop a writing matrix that outlines quarterly writing focus for core ELA courses, K-12		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (AH)	PA Core ELA Standards, Existing Curriculum Maps (Atlas), John Collins writing framework, Research docs from 24-25	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Writing Plan (Matrix): Review and revise the writing plan matrix with colleague input to inform SY25-26 curriculum planning; share across departments (via Department meetings, PD etc.)		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (AH)	Matrix Draft, Feedback Forms/Collection	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Writing Plan (Matrix): Curriculum Coordinator revise course-level curriculum to align with the quarterly writing matrix		2026-01-19	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (AH)	Finalized Writing Plan Matrix, Atlas curriculum warehouse; dedicated time for curriculum planning	Yes	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
STEELS: Monitor full implementation of all district curricula; CC will collect data via monthly department meetings to assess strengths and weaknesses.		2025-08-25	2026-01-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (LS)	Atlas curriculum warehouse, tool for Teacher Data Collection	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
STEELS: Teachers will continue to revise common assessments to support the transition to new STEELS standards, CC will ensure that revised assessments reflect an integrated approach based on new STEELS standards.		2025-08-25	2026-01-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (LS)	Atlas curriculum warehouse, LinkIt assessment warehouse , PDE Foundation box documents	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
STEELS: At the end of semesters 1 and 2, evaluate and report the transition status to the STEELS standards during February leadership meeting and June leadership meeting.		2026-01-19	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (LS)	PD materials; dedicated time during leadership meetings	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
STEELS: The Science CC, the Ed Tech Coordinator, and Science coaches will continue to explore and expand supplemental curricular materials in the classroom.		2025-08-25	2026-01-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

Curriculum Coordinator (LS)	Release time for workshop/conference attendance for curriculum coordinator	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
STEELS: The Science CC will use data collected from Quarters 1 and 2 to provide professional development to self-selected and administration-appointed science teachers during PD track time to support implementation of STEELS standards		2026-01-19	2026-03-26
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (LS)	tracking tool for teacher needs; pd materials; dedicated time for PD; support of curriculum team for implementation	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
STEELS: The Science CC will showcase data results for the district and continue to analyze student achievement and outcomes in science pre/post STEELS shift (2023-2024, and 2024-2025) to determine strengths and areas of need.		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (LS)	Access to local assessment data (LinkIt) and access to PVAAS (state testing scores); Atlas curriculum warehouse; dedicated time during leadership meeting	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SoR RIs: S1: Reading Interventionists will implement the Science of Reading-based small group intervention and data protocols to monitor student growth, including additions/removals to reading interventionists rosters on a quarterly basis.		2025-08-25	2026-01-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Reading Leaders (DC)	Reading A-Z, and Flamingo supplemental programs, Student intervention Referral form (SIRF) for student data tracking, AI (Magic School, Claude); decision rules for student placement; data protocols and dedicated meeting time; support of reading leaders	No	No
<b>Action Step</b>		<b>Anticipated</b>	

		<b>Start/Completion Date</b>	
SoR RIs: S1: Reading interventionists will evaluate the effectiveness of the Science of Reading groups (greater than 70% improvement of the participants in the groups) and make adjustments prior to the second semester		2026-01-09	2026-01-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Reading Leaders (DC)	SIRF for student data tracking, decision rules for student placement; data protocols and dedicated meeting time	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SoR RIs: S2: Reading Interventionists will implement the SoR-based small group intervention and data protocols to monitor student growth, including additions/removals to reading interventionists rosters on a quarterly basis.		2026-01-20	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Reading Leaders (DC)	Reading A-Z, and Flamingo supplemental programs, Student intervention Referral form (SIRF) for student data tracking, AI (Magic School, Claude); decision rules for student placement; data protocols and dedicated meeting time; support of reading leaders	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SoR K-2: Q1: With training and support, K-2 ELA teachers will learn and begin to implement the SoR-based small group intervention during intervention time.		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Reading Leaders (DC)	Dedicated time for K-2 teacher learning; Reading A-Z, and Flamingo supplemental programs (Flamingo: University of Florida -- \$15,000 -- CSI funds), Student intervention Referral form (SIRF) for student data tracking, AI (Magic School, Claude); decision rules for student placement; data protocols and dedicated meeting time; support of reading leaders	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SoR K-2: Q2: With training and support, K-2 ELA teachers will continue using the SoR-based small group		2025-10-	2026-01-

intervention and incorporate data protocols to monitor student growth.		31	19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Reading Leaders (DC)	Dedicated time for K-2 teacher learning; Reading A-Z, and Flamingo supplemental programs, Student intervention Referral form (SIRF) for student data tracking, AI (Magic School, Claude); decision rules for student placement; data protocols and dedicated meeting time; support of reading leaders	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SoR K-2: Semester 2: With ongoing coaching and supervisory support, K-2 ELA teachers will build the fidelity of SoR-based small group intervention and data protocols to support students' reading.		2026-01-20	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Reading Leaders (DC)	Reading A-Z, and Flamingo supplemental programs, Student intervention Referral form (SIRF) for student data tracking, AI (Magic School, Claude); decision rules for student placement; data protocols and dedicated meeting time; support of reading leaders	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SoR Leaders: Semester 1: Literacy Leaders will meet monthly to review recordings and analyze data to debrief and plan to address instructional trends.		2025-08-25	2026-01-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Reading Leaders (DC)	dedicated work time; lesson recordings; instructional look-for guides; TIPS protocol for problem-solving; SIRF student data tracker	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SoR Leaders: Semester 2: Literacy Leaders will meet monthly to review recordings and analyze data to debrief and plan to address instructional trends.		2026-01-20	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Reading Leaders (DC)	dedicated work time; lesson recordings; instructional look-for guides; TIPS protocol for	No	No

	problem-solving; SIRF student data tracker		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SoR Framework: Q1: Determine and employ decision rules and a data protocol for determining reading interventionists' rotating rosters, aligned to MTSS frameworks in K-8 and governed by criteria including academic and behavioral needs.		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Reading Leaders (DC)	SIRF student data tracker; decision rules and criteria for placement on reading intervention rosters; support of MTSS and reading leaders	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SoR Framework: Q2: Implement decision rules and a data protocol for determining reading interventionists' rotating rosters, aligned to MTSS frameworks in K-8 and governed by criteria including academic and behavioral needs.		2025-10-31	2026-01-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Reading Leaders (DC)	SIRF student data tracker; decision rules and criteria for placement on reading intervention rosters; support of MTSS and reading leaders	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SoR Framework: S2: Refine decision rules and a data protocol for determining reading interventionists' rotating rosters, aligned to MTSS frameworks in K-8 and governed by criteria including academic and behavioral needs.		2026-01-20	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Reading Leaders (DC)	SIRF student data tracker; decision rules and criteria for placement on reading intervention rosters; support of MTSS and reading leaders	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Curriculum Audit: Curriculum Coordinators will review courses for alignment to UBD framework and readiness for consistent LMS platform delivery (Canvas) emphasizing Standards, Assessments, Essential Content and Learning		2025-07-01	2025-09-01

resources. Feedback will be provided to teacher teams in need of guidance prior to 8/20/25 via Curriculum Power app. Continued support can be made available across Semester 1 25-26 to ensure consistency among teams and alignment across curricular platforms.			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of Curriculum Instruction and Assessment (KG)	UBD framework template, Canvas learning platform, Atlas curriculum warehouse; look-for tracking document (power app); collaboration and dedicated time for leadership	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Math: Strengthen the K12 T1 Math Curriculum designed for "all learners" by (1) establish expectation and model the use of protocols to analyze common assessment data in small group/course teams to determine student achievement, growth, mobility and instructional focus areas. (Monthly or via common planning time rotation within schedule provided)		2025-09-01	2025-11-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (LA)	LinkIt! Item Analysis associated with Common Assessments (STAR, Freckle, as secondary data sets) and data literacy protocol most fitting to data set; (STAR Renaissance Suite -- \$238,651 -- CSI Funds)	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Math: Strengthen the K12 T1 Math Curriculum designed for "all learners" by (2) Providing "turn around" training in collaboration with the MNIC delegates for Elementary K-5 and Secondary (non-Eureka) course teams) modeling specific instructional strategies to engage learners in the Math classroom (math discourse). (Departmental Meeting time)		2025-11-01	2026-01-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (LA)	MNIC resources; dedicated time during department meetings; PD materials; support of coaches and curriculum coordinator	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Math: Strengthen the K12 T1 Math Curriculum designed for "all learners" by (3) Secondary Eureka Course teams will undergo their initial implementation of STRIDE as a core resource with fidelity. Coordinator will visit course teams on a bi-weekly basis for ongoing feedback, reflection and recommendations to support the fidelity of implementation, student achievement and instructional delivery.		2025-07-01	2026-03-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (LA)	Atlas curriculum warehouse, K12 Stride core courses/curriculum, PA Core Standards documents, Digging Deeper documents; dedicated time for curriculum coordinator to conduct classroom visits; look-for documents for fidelity checks	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Math: Strengthen the K12 T1 Math Curriculum designed for "all learners" by (4) Secondary Eureka Course teams will finalize their initial implementation of STRIDE as a core resource with fidelity. This work will culminate in completed maps in Atlas updated to reflect both written/taught curriculum from 25-26.)		2026-03-01	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Coordinator (LA)	Atlas curriculum warehouse, K12 Stride core courses/curriculum, PA Core Standards documents, Digging Deeper documents; dedicated time for curriculum coordinator to conduct classroom visits; look-for documents for fidelity checks	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data informed planning for leaders: Introduce and train data protocols and decision-making guide to leaders in collaboration with Professional Learning Coordinators		2025-08-01	2025-08-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Director of Data (CC)	data protocol, student data sets from state and local sources such as PVAAS, Renaissance/STAR, and common assessments; lesson plan template and online curriculum warehouse (Atlas), dedicated time, support of leaders for facilitation	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data informed planning for leaders: During the first marking period, academic leadership team will meet at least 2		2025-08-	2025-10-

times to review student/teacher performance data and plan for action to address areas of concern regarding progress toward school goals		25	30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Director of Data (CC)	data protocol, student data sets from state and local sources such as PVAAS, Renaissance/STAR, and common assessments; lesson plan template and online curriculum warehouse (Atlas), dedicated time, support of leaders for facilitation	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data informed planning for leaders: During the second marking period, academic leadership team will meet at least 3 times to review student/teacher performance data and plan for action to address areas of concern regarding progress toward school goals		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Director of Data (CC)	data protocol, student data sets from state and local sources such as PVAAS, Renaissance/STAR, and common assessments; lesson plan template and online curriculum warehouse (Atlas), dedicated time, support of leaders for facilitation	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data informed planning for leaders: During the third marking period, academic leadership team will meet at least 2 times to review student/teacher performance data and plan for action to address areas of concern regarding progress toward school goals		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Director of Data (CC)	data protocol, student data sets from state and local sources such as PVAAS, Renaissance/STAR, and common assessments; lesson plan template and online curriculum warehouse (Atlas), dedicated time, support of leaders for facilitation	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data informed planning for leaders: During the fourth marking period, academic leadership team will meet at least 2 times to review student/teacher performance data and reflect on efficacy of their practice related to student		2026-03-26	2026-06-15

growth			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Director of Data (CC)	data protocol, student data sets from state and local sources such as PVAAS, Renaissance/STAR, and common assessments; lesson plan template and online curriculum warehouse (Atlas), dedicated time, support of leaders for facilitation	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Grading Practices: Establish a committee of teachers and leaders to examine grading practices at the high school with the goal of recommending updates to the school's practices for implementation during SY2627		2025-08-01	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Asst Principal (HA)	meeting time; group facilitation guidelines	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Grading Practices: A committee of teachers and leaders will meet at least four times during semester 1 for the purpose of reviewing current grading practices, analyzing local data, reviewing grading models from other schools, and examining research related to grading and student outcomes.		2025-09-01	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Asst Principal (HA)	dedicated meeting times; Sapphire SIS reports; Renaissance benchmarking reports; Linkit assessment reports; Registration and Release time for First Educational Resource STAGR Conference (The Fires in Grading) or similar (\$1500 -- CSI Funds)	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Grading Practices: A committee of teachers and leaders will engage staff, students, and families for feedback relevant to Agora's grading practices, and will report findings to academic leadership for the purpose of gathering input.		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Asst Principal (HA)	dedicated meeting time; protocol for gathering feedback; meeting time with academic	No	No

	leadership for reporting		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Grading Practices: A committee of teachers and leaders will draft recommendations for grading practice updates, present draft recommendations to school leadership for input, and pilot proposed changes during the 4th marking period if appropriate.		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Asst Principal (HA)	dedicated meeting times; Sapphire SIS reports; Renaissance benchmarking reports; Linkit assessment reports; meeting time with leadership	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Grading Practices: A committee of teachers and leaders will report their findings and approved grading practices for the 2526SY to faculty prior to summer break		2026-06-05	2026-06-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Asst Principal (HA)	Presentation resources; dedicated time for sharing; Tool for gathering Q&A	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AP Offerings: Devise an AP course offering rotation by analyzing the enrollment from 22-23, 23-24, 24-25 and coordinate with HS Operations/HS Leadership to include this information in any scheduling resources applicable. Course rotation designated to begin in 26-27		2025-07-01	2025-08-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
AP Coordinator (LA)	Course enrollment history; HS Course guide; College Board resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Programmatic Alignment HS Course Guide: Prepare an annual work-flow resource to outline the contribution of various stakeholders at both District and Grade band to update course descriptions/pre-requisites, review, approval of HS course offerings prior to student requests. Include "flow chart" in HS Course Guide/Resources		2025-10-01	2025-12-01

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of CIA (KG)	HS Course Guide, Special Education supporting documents, Curriculum Power App	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Scheduling: Provide an overview of proposed 26-27 schedule ( what is added, deleted, staying the same including staff/course offerings). Facilitate a dialogue across leadership teams (Grade band, District and Student Services) to determine any implications for planning and PD.		2026-01-05	2026-03-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Senior Academic Leadership Team (KG)	Stride course offerings documents, course enrollment history, student growth and achievement data; Sapphire SIS; support of operations team	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Parent/Teacher Conference preparation: Provide teachers with resources to share with parents to help inform families of student academic status, student progress and (if applicable) any interventions being offered at Agora.		2025-10-01	2026-04-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Ed Tech (KB)	(LinkIt Parent portal, LinkIt student history/fingertip profiles). If data usage reports, job aides or any other supplemental resource includes resources to support staff/parent communication; this can also be included.	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Sem 1; During at least 3 Leadership Meetings, lead learning on attendance challenges and interventions; problem solving for department-specific challenges; collaborative learning exercises for all leaders		2025-08-01	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Sapphire SIS Attendance Data, Informational Text (previously purchased), Grade Level Tasks; TIPS forms for problem-solving	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion</b>	

		<b>Date</b>	
AT: Sem 2; During at least 3 Leadership Meetings, lead learning on attendance challenges and interventions; problem solving for department-specific challenges; collaborative learning exercises for all leaders		2026-01-19	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Sapphire SIS Attendance Data, Informational Text (previously purchased), Grade Level Tasks; TIPS forms for problem-solving	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
(AT) Q1 Investigate intensive intervention strategy (Check and Connect or RENEW) for family coaches to implement with students		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Support from MCIU and Agora MTSS; decision-making protocol	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
(AT) Q2 Plan intensive intervention (CC or RENEW) for family coaches to implement with students		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Support from MCIU and Agora MTSS; decision-making protocol; training materials	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
(AT) Q3 Train a team of 20 family coaches to use intensive intervention strategy CC or RENEW to implement with students (coaches chosen via self-selection)		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Support from MCIU and Agora MTSS; training materials; Linkit Intervention Manager; dedicated time for training	Yes	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
(AT) Q4 Pilot use of intensive intervention strategy CC or RENEW by team of 20 family coaches with students		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Support from MCIU and Agora MTSS; training materials; Linkit Intervention Manager; decision rules for selecting students; dedicated time for meeting with students; program evaluation/feedback form	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
(AT) Investigate system alignment of attendance related documents; School Attendance Improvement Plan, Attendance Intervention Plan		2025-07-01	2025-08-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	LinkIt and Sapphire platforms, dedicated time for staff to meet and explore options	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
(AT) Provide input to calendar committee for 2026-2027 school calendar		2025-10-01	2026-01-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Sapphire SIS for attendance data; historical trend data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
(AT) Q1: Provide at least one 1 hour professional learning opportunity for all student-facing staff on supporting student attendance and school wide data.		2025-08-01	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com</b>

			<b>Step?</b>
Attendance Team Lead (PK)	AT PD Sub Committee, support of Professional Learning Committee, Teachpoint PD tracking tool, dedicated time for staff, PD materials	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q2: Provide at least one 1 hour professional learning opportunity for all student-facing staff on supporting student attendance and school wide data.		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	AT PD Sub Committee, support of Professional Learning Committee, Teachpoint PD tracking tool, dedicated time for staff, PD materials	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q4: Provide at least one 1 hour professional learning opportunity for all student-facing staff on supporting student attendance and school wide data.		2026-03-26	2026-06-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	AT PD Sub Committee, support of Professional Learning Committee, Teachpoint PD tracking tool, dedicated time for staff, PD materials	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Review and adjust interventions available within Attendance Intervention Plans		2025-07-01	2025-07-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Linkit Intervention Manager; Attendanceworks Resources; support of Agora MTSS	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Create intervention grid to utilize with Attendance Intervention Plans		2025-07-	2025-07-

		01	31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Linkit Intervention Manager; Attendanceworks Resources; support of Agora MTSS	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Review and Update Attendance Intervention Plan (AIP) document and process, including decision rules for increasing/fading supports based on student response		2025-08-01	2025-08-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	dedicated time for meeting; existing documents/processes; support of Agora MTSS and Family Coach Coordinator team	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Train Family Coaches to utilize attendance interventions, AIP document and process		2024-08-01	2025-10-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Linkit intervention manager; guiding documents for AIP; PD materials; dedicated time for training; support of MTSS and PLC teams	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Conduct AttendanceWorks school self assessments end of Q1		2025-10-01	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Teachpoint PD tracking tool, Virtual Assessments (AttendanceWorks), Dedicated time for analysis	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion</b>	

		<b>Date</b>	
AT: Conduct AttendanceWorks school self assessments end of Q4		2026-05-15	20126-06-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Teachpoint PD tracking tool, Virtual Assessments (AttendanceWorks), Dedicated time for analysis	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q1: Share quarterly attendance information with families at mid-point and end of quarter; Send quarterly Attendance Report Cards and Certificates		2025-09-01	2025-11-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Student attendance data; ParentSquare communication system; communication template	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q2: Share quarterly attendance information with families at mid-point and end of quarter; Send quarterly Attendance Report Cards and Certificates		2025-12-01	2026-01-26
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Student attendance data; ParentSquare communication system; communication template	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q3: Share quarterly attendance information with families at mid-point and end of quarter; Send quarterly Attendance Report Cards and Certificates		2026-02-05	2026-04-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Student attendance data; ParentSquare communication system; communication template	No	Yes

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q4: Share quarterly attendance information with families at mid-point and end of quarter; Send quarterly Attendance Report Cards and Certificates		2026-04-15	2026-06-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Student attendance data; ParentSquare communication system; communication template	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Review and Update SAIP document and process for the 2025-2026 school year		2025-07-15	2025-07-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Sapphire SIS; existing SAIP documents and processes; meeting time	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Q1 Family coaches will mail postcards to students to encourage attendance as tier 2 intervention		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Postage Paid, Printed Postcards (\$3000 -- CSI funds); Linkit Intervention Manager	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Q2 Family coaches will mail postcards to students to encourage attendance as tier 2 intervention		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

Attendance Team Lead (PK)	Postage Paid, Printed Postcards; Linkit Intervention Manager	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Q3 Family coaches will mail postcards to students to encourage attendance as tier 2 intervention		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Postage Paid, Printed Postcards; Linkit Intervention Manager	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Q4 Family coaches will mail postcards to students to encourage attendance as tier 2 intervention		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Postage Paid, Printed Postcards; Linkit Intervention Manager	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Update Attendance Manual for families and staff		2025-07-01	2025-07-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Dedicated meeting time, current manual, informational documents and templates	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Q1 Distribute Attendance Manual with all families and staff		2025-08-01	2025-10-30

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Attendance Manual,Family Coach Welcome Materials, Staff and Student Orientation Materials,Enrollment Materials	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Distribute Attendance Manual with newly enrolled families and newly hired staff by adding materials to onboarding		2025-10-01	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Attendance manual; family coach welcome materials; staff and student orientation materials	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q1:Attendance team will monitor, review and analyze attendance data for trends, growth and areas of concern, using TIPS to address challenge; report to MTSS monthly		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Dedicated time for meeting; TIPS framework; system for tracking data; attendance report	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q2: Attendance team will monitor, review and analyze attendance data for trends, growth and areas of concern, using TIPS to address challenge; report to MTSS monthly		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Dedicated time for meeting; TIPS framework; system for tracking data; attendance report	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

AT Q3: Attendance team will monitor, review and analyze attendance data for trends, growth and areas of concern, using TIPS to address challenge; report to MTSS monthly		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Dedicated time for meeting; TIPS framework; system for tracking data; attendance report	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q4: Attendance team will monitor, review and analyze attendance data for trends, growth and areas of concern, using TIPS to address challenge; report to MTSS monthly		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Dedicated time for meeting; TIPS framework; system for tracking data; attendance report	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q1: Attendance team review and adjust chronic absence risk levels for students and provide comprehensive report to Family Coaches; Coaches create and implement an Attendance Intervention Plan in Intervention Manager each cycle within the quarter for designated students		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	student attendance data and chronic absenteeism tracking system; high school attendance mentor report; Linkit Intervention Manager	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q2: Attendance team review and adjust chronic absence risk levels for students and provide comprehensive report to Family Coaches; Coaches create and implement an Attendance Intervention Plan in Intervention Manager each cycle within the quarter for designated students		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead	student attendance data and chronic absenteeism tracking system; high school	No	No

(PK)	attendance mentor report; Linkit Intervention Manager		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q3: Attendance team review and adjust chronic absence risk levels for students and provide comprehensive report to Family Coaches; Coaches create and implement an Attendance Intervention Plan in Intervention Manager each cycle within the quarter for designated students		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	student attendance data and chronic absenteeism tracking system; high school attendance mentor report; Linkit Intervention Manager	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT Q4: Attendance team review and adjust chronic absence risk levels for students and provide comprehensive report to Family Coaches; Coaches create and implement an Attendance Intervention Plan in Intervention Manager each cycle within the quarter for designated students		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	student attendance data and chronic absenteeism tracking system; high school attendance mentor report; Linkit Intervention Manager	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Review and update processes and expectations for attendance mentor program at high school level for the 2025-2026 school year		2025-07-01	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Attendance Works resources, Mentoring.org resources, meeting time with MTSS and HS admin team, existing processes and documents	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Create year long attendance campaign - including acknowledgement of daily and period attendance of		2025-07-	2025-08-

classrooms, teachers, family coaches and students		01	15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	meeting time for attendance team including stipends for summer work for 10- and 11-month employees	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Kick off attendance campaign and presentation of schoolwide plan and action steps to all staff at face to face professional development.		2025-07-01	2025-08-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	PD materials; time during face to face pd programming; support of professional learning team	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Create new roles and responsibilities matrix to support student attendance chart to develop shared accountability		2025-07-01	2025-08-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	model matrix (from MTSS); dedicated meeting time for attendance team, including stipend for 10- and 11-month members; support of MTSS	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Investigate kindergarten and first grade low attendance through soliciting parent input, data collection and data analysis		2025-07-01	2025-07-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Phone survey protocols; dedicated time for calling parents, including stipend for summer workers; support for data analysis	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion</b>	

		<b>Date</b>	
AT: Plan kindergarten and first grade attendance interventions and strategies based on data analysis		2025-08-01	2025-08-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Linkit Intervention Manager, Data Analysis Protocol, Dedicated Time, Elementary Admin Support	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT:Q1 Implement kindergarten and first grade attendance interventions and strategies based on survey outcomes and data from 2024-25		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Linkit Intervention Manager, Data Analysis Protocol, Dedicated Time, Elementary Admin Support	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT:Q2 Evaluate and adjust kindergarten and first grade attendance interventions and strategies		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Linkit Intervention Manager, Data Analysis Protocol, Dedicated Time, Elementary Admin Support	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT:Q3 Implement kindergarten and first grade attendance interventions and strategies		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Linkit Intervention Manager, Data Analysis Protocol, Dedicated Time, Elementary Admin Support	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
At: Q4 Evaluate and adjust kindergarten and first grade attendance interventions and strategies		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	Linkit Intervention Manager, Data Analysis Protocol, Dedicated Time, Elementary Admin Support	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Complete video project; student created videos to encourage attendance , and share schoolwide		2025-08-01	2025-10-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	HS Theatrics Club Advisors/Members, Dedicated time for editing and distributing video	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Q1 Share quarterly schoolwide attendance data with staff and families		2025-10-30	2025-11-13
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	attendance data (Sapphire SIS); ParentSquare communication platform	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Q2 Share quarterly schoolwide attendance data with staff and families		2026-01-16	2026-01-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

Attendance Team Lead (PK)	attendance data (Sapphire SIS); ParentSquare communication platform	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Q3 Share quarterly schoolwide attendance data with staff and families		2026-03-25	2026-04-08
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	attendance data (Sapphire SIS); ParentSquare communication platform	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AT: Q4 Share quarterly schoolwide attendance data with staff and families		2026-06-05	2026-06-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team Lead (PK)	attendance data (Sapphire SIS); ParentSquare communication platform	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Intervention Time: Develop look for tool designed to support fidelity of intervention blocks including skill, student criteria, monitoring progress, and guided practice. Share tool across academic leadership and teacher MTSS leads for input and revisions.		2025-08-01	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Look for Tool Template, MTSS Guidelines and Framework, system or tool for tracking and feedback	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Intervention Time: Complete 10-20 walkthroughs of diverse and randomized teacher intervention		2025-10-	2026-01-

times across grades K-12 using the look for tool to inform our decision rules, identify implementation gaps and areas for professional development or intervention redesign. This data will be reported out as quarterly systems update to MTSS ACTS, which will enable the committee to increase fidelity of implementation across contents and grades.		31	16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	walk through feedback tool with specific look fors and components of intervention time; TIPS framework for problem-solving	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Intervention Time: Complete 10-20 walkthroughs of diverse and randomized teacher intervention times across grades K-12 using the look for tool to inform our decision rules, identify implementation gaps and areas for professional development or intervention redesign. This data will be reported out as quarterly systems update to MTSS ACTS, which will enable the committee to increase fidelity of implementation across contents and grades.		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	walk through feedback tool with specific look fors and components of intervention time; TIPS framework for problem-solving	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Intervention Time: MTSS coordinators will develop future goals and areas of need with collaboration from targeted teams/individuals identified as exemplars through walkthroughs. Goals, priority areas of need, and proposed action plan to be presented to academic leadership.		2026-04-06	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	time to meet with focus group; guiding questions for focus group; presentation materials; time during academic leadership meeting	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: Q1 HS Teachers meet two times to ensure		2025-08-	2025-10-

fidelity of intervention implementation and student support. Teachers will monitor student participation, progress, goals, and outcomes of current interventions; interventions will be adjusted to match student needs. MTSS will report to ACTs twice per quarter.		25	30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: Q2 HS Teachers meet two times to ensure fidelity of intervention implementation and student support. Teachers will monitor student participation, progress, goals, and outcomes of current interventions; interventions will be adjusted to match student needs. MTSS will report to ACTs twice per quarter.		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: Q3 HS Teachers meet two times to ensure fidelity of intervention implementation and student support. Teachers will monitor student participation, progress, goals, and outcomes of current interventions; interventions will be adjusted to match student needs. MTSS will report to ACTs twice per quarter.		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion</b>	

		<b>Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: Q4 HS Teachers meet two times to ensure fidelity of intervention implementation and student support. Teachers will monitor student participation, progress, goals, and outcomes of current interventions; interventions will be adjusted to match student needs. MTSS will report to ACTs twice per quarter.		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: MS Core Content teacher teams will meet midpoint through Q1 to review current course performance and identify any students who are currently failing one or more core courses and develop an intervention plan to support the student. MTSS will provide status report to ACTS		2025-09-29	2025-10-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: MS Core Content teacher teams will meet at the beginning of Q2 to review current course performance and identify any students who are currently failing one or more core courses and develop an intervention plan to support the student. MTSS will provide status report to ACTS		2025-11-03	2025-11-14
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: MS core Content teacher teams will meet at the midpoint of Q2 to review current course performance and identify any students who are currently failing one or more core courses and develop an intervention plan to support the student. MTSS will provide status report to ACTS		2025-12-08	2025-12-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: MS Core Content teacher teams will meet at the beginning of Q3 to review Q2 grades and identify any students who are currently failing one or more core courses and develop an intervention plan to support the student. MTSS will provide status report to ACTS		2026-01-20	2026-02-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: MS core content teacher Teams will meet at the midpoint of Q3 to review current course performance and identify any students who are currently failing one or more core courses and develop an intervention plan to support the student. MTSS will provide status report to ACTS		2026-02-17	2026-02-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision	No	No

	rules		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: MS core content teacher teams will meet at the beginning of Q4 to review Q3 grades to identify any students who are currently failing one or more core courses and develop an intervention plan to support the student. MTSS will provide status report to ACTS		2026-04-06	2026-04-17
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: MS Core Content teacher teams will meet at the midpoint of Q4 to review current course performance and identify any students who are currently failing one or more core courses and develop an intervention plan to support the student. MTSS will provide status report to ACTS		2026-04-27	2026-05-08
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: ES Teacher partners will meet monthly to review student progress on meeting grading level standards and increase/decrease intervention supports based on current progress as indicated in M-INT/L-INT and specifics data based decision rules. MTSS will provide status report to ACTS		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR	No	No

	Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: ES Teacher partners will meet monthly to review student progress on meeting grading level standards and increase/decrease intervention supports based on current progress as indicated in M-INT/L-INT and specifics data based decision rules. MTSS will provide status report to ACTS		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: ES Teacher partners will meet monthly to review student progress on meeting grading level standards and increase/decrease intervention supports based on current progress as indicated in M-INT/L-INT and specifics data based decision rules. MTSS will provide status report to ACTS		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Fidelity of Teacher Data Meetings and Implementing Interventions: ES Teacher partners will meet at the end of Q4 to review students overall progress and make recommendations for appropriate supports to begin the following school year in their intervention plans based off of specific data based decision rules. MTSS will provide status report to ACTS		2026-05-11	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com</b>

			<b>Step?</b>
MTSS (CR/JO)	Dedicated time, Linkit assessment warehouse and Intervention Manager; STAR Assessments, Grades, Sapphire SIS, Student Tracking System, data protocol, decision rules	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
attendance manuals, attendance mentor guiding documents, attendance procedures contained in orientation and onboarding materials, attendance intervention plans, ParentSquare messages, attendance updates/articles within school newsletter, roles and responsibilities matrices, PD documents/teacher slides featuring attendance campaign, chronic absentee risk spreadsheets, TIPS precision statements and action plans, meeting notes, survey results, school calendar, 2026-2027 master schedule, AP course rotation plan, flow chart for course description updates, grading practices revision proposal, lesson plans and unit plans, curriculum audit reports, reading intervention rosters,	leadership walkthroughs of classrooms by leadership team, conducted monthly; Director of CIA reports to MTSS ACTs team monthly on action step fidelity; family coach coordinator team review attendance data and fidelity to attendance action steps monthly

**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)

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2028, the median growth rate for mathematics students in grades K - Algebra will meet or exceed an SGP (Student Growth Percentile) of 55.</li> <li>By June 2028, the percentage of students demonstrating a low risk for Chronic Absenteeism will increase from 62% (2022-23 school year) to 75%. Low Risk for chronic absenteeism is defined as missing less than 10% of school days</li> <li>By June 2028, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 60 in ELA STAR Benchmarks</li> </ul>

<b>Action Step</b>	<b>Anticipated</b>
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		<b>Start/Completion Date</b>	
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.		2025-11-10	2025-12-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Act 1 Coordinator (AK)	Time for counselors to meet with individual students; Homeless Supplies Set-Aside; grades and attendance information (Sapphire SIS); student tracking/reporting system	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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.		2026-01-26	2026-02-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Act 1 Coordinator (AK)	Time for counselors to meet with individual students; Homeless Supplies Set-Aside; grades and attendance information (Sapphire SIS); student tracking/reporting system	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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.		2026-04-13	2026-05-22
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Act 1 Coordinator (AK)	Time for counselors to meet with individual students; Homeless Supplies Set-Aside; grades and attendance information (Sapphire SIS); student tracking/reporting system	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Parent-led PD for Title 1- Federal Programs Coordinator will work with the professional learning coordinator team and a parent or family member to create a professional development for staff.		2026-02-01	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Act 1 Coordinator	dedicated meetings to plan and create content; support of Professional Learning	Yes	Yes

(AK)	Coordinator team and parent volunteers; dedicated time for meeting;		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
G9 OnC: Schedule grade 9 students in teams (ELA, Sci, SS). *Math will still be a focus point, but students will be intermixed based on math readiness.		2025-07-01	2025-08-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
High School Asst Principal (HMM)	Sapphire SIS; master schedule; decision rules for scheduling; support of counselors and operations	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
G9 OnC Quarter 1: Grade 9 teacher teams use Team Initiated Problem Solving (TIPS) data meetings to identify and solve needs of students and monitor fidelity and efficacy of proposed actions; track and share out data with MTSS ACTS and HS Admin teams at least twice per quarter.		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
High School Asst Principal (HMM)	Student attendance, academic, and behavioral data sets (Linkit; Sapphire SIS; SWIS); Linkit Intervention Manager; TIPS framework	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
G9 OnC Quarter 2: Grade 9 teacher teams use Team Initiated Problem Solving (TIPS) data meetings to identify and solve needs of students and monitor fidelity and efficacy of proposed actions; track and share out data with MTSS ACTS and HS Admin teams at least twice per quarter.		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
High School Asst Principal (HMM)	Student attendance, academic, and behavioral data sets (Linkit; Sapphire SIS; SWIS); Linkit Intervention Manager; TIPS framework	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
G9 OnC Quarter 3: Grade 9 teacher teams use Team Initiated Problem Solving (TIPS) data meetings to identify and		2026-01-	2026-03-

solve needs of students and monitor fidelity and efficacy of proposed actions; track and share out data with MTSS ACTS and HS Admin teams at least twice per quarter.		19	25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
High School Asst Principal (HMM)	Student attendance, academic, and behavioral data sets (Linkit; Sapphire SIS; SWIS); Linkit Intervention Manager; TIPS framework	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
G9 OnC Quarter 4: Grade 9 teacher teams use Team Initiated Problem Solving (TIPS) data meetings to identify and solve needs of students and monitor fidelity and efficacy of proposed actions; track and share out data with MTSS ACTS and HS Admin teams at least twice per quarter.		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
High School Asst Principal (HMM)	Student attendance, academic, and behavioral data sets (Linkit; Sapphire SIS; SWIS); Linkit Intervention Manager; TIPS framework	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
I/E Expansion: Continue implementation of the HS I/E block 2025–2026 school year. Strengthen the integration of I/E opportunities for students by building on the foundation of the Secondary MTSS framework. Refine and reinforce structures, schedules, flexible grouping, and clear criteria for group placement. Reaffirm and clarify roles of key point people and support staff for ongoing implementation. Update and redistribute expectations documents for both teachers and students. Deliver a comprehensive refresher and PD presentation to high school staff.		2025-07-02	2025-08-22
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Principal (JM)	PD presentation; dedicated time for staff; student and staff schedules; teacher expectations document; schedules for review; decision rules/rubric for group placement; key roles and responsibilities document; student expectations document	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
I/E: Apply criteria and decision rules to ensure all current, incoming, and transfer students are accurately and		2025-08-	2025-08-

consistently placed in the appropriate I/E group based on identified academic and enrichment needs.		01	22
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Principal (JM)	planning time; student tracking system; LinkIt assessment warehouse; Sapphire SIS	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
I/E: Continue building capacity by providing follow-up training and support for high school staff on using the LinkIt Intervention Manager to monitor interventions and inform instructional decisions.		2025-08-23	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Principal (JM)	Linkit assessment warehouse; PD materials and job aid; dedicated time for teachers	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
I/E: HS teachers identify and monitor interventions for students assigned to them during the I/E block, beginning in the first quarter.		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Principal (JM)	Linkit assessment warehouse and Intervention Manager; STAR Assessments (Renaissance), job aid for teachers; support of MTSS	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
I/E Quarter 1: Sustain and refine the HS intervention and enrichment program by continuing bi-weekly monitoring of student interventions, attendance, and academic progress. Share monthly data reports with MTSS ACTS and the full high school staff, with adjustments to student schedules.		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Principal (JM)	Linkit assessment warehouse and Intervention Manager; STAR Assessments, Sapphire SIS, Student Tracking System	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

I/E Quarter 2: Continue implementation of the HS I/E program with a focus on refining placements and instructional practices based on Quarter 1 data. Maintain bi-weekly monitoring of student interventions, attendance, and academic progress. Share monthly reports to MTSS ACTS and the full high school staff, with adjustments to student schedules.		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Principal (JM)	Linkit assessment warehouse and Intervention Manager; STAR Assessments, Sapphire SIS, Student Tracking System	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
I/E Quarter 3: Sustain and refine the HS I/E program with a focus on refining placements and instructional practices based on Quarter 2 data. Maintaining bi-weekly monitoring of student interventions, attendance, and academic progress. Share monthly data reports with MTSS ACTS and the full high school staff, with adjustments to student schedules.		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Principal (JM)	Linkit assessment warehouse and Intervention Manager; STAR Assessments, Sapphire SIS, Student Tracking System	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
I/E Quarter 4: Sustain core I/E practices while preparing for end-of-year evaluation. Continue bi-weekly monitoring and monthly reporting. Use cumulative data to assess program impact, identify areas for improvement, and inform student placement recommendations for the following year. Collaborate with staff to gather feedback and align future scheduling and supports with student needs.		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Principal (JM)	Linkit assessment warehouse and Intervention Manager; STAR Assessments, Sapphire SIS, Student Tracking System; system for gathering and analyzing staff feedback	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
I/E Evaluation and Planning: including stakeholder perception data, student attendance, and student outcomes --		2026-05-	2026-06-

and determine plans for 2026-27		01	05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Principal (JM)	Linkit assessment warehouse and Intervention Manager; STAR Assessments, Sapphire SIS, Student Tracking System; method for collecting perception data; support for data analysis	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MS Ambassadors: Select 10-15 8th grade students for MS Student Ambassador program, based on application and student interview.		2025-08-01	2025-09-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MS Ambassador Advisor (FN)	Student application form; criteria for MSA candidates; planning time for advisors	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MS Ambassadors: Train MS Student Ambassador program students on leadership and peer mentorship skills.		2025-09-22	2025-10-03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MS Ambassador Advisor (FN)	student meeting times with ambassadors; training materials	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MS Ambassadors: 8th grade MS Student Ambassadors will begin attending new student lunch bunch groups for transfer students in grades 6-8 and will provide peer support to facilitate social connections and transition to cyber school.		2025-10-06	2025-12-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MS Ambassador Advisor (FN)	New student lunch bunch schedule, dedicated MSA planning meeting times with advisors; data tracking tool	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MS Ambassadors: 8th grade MS Student Ambassadors will take leadership in planning and facilitating the new student lunch bunch groups for transfer students in grades 6-8 and will provide peer support to facilitate social connections and transition to cyber school.		2026-01-05	2026-05-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MS Ambassador Advisor (FN)	dedicated MSA planning meeting times with advisors; data tracking tool; new student lunch bunch survey	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MS Ambassadors: 8th grade MS Student Ambassadors will participate in other leadership opportunities at Agora in order to provide peer mentorship and support transfer students transition to cyber school.		2025-10-06	2026-05-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MS Ambassador Advisor (FN)	coordination with school faculty to discuss potential leadership opportunities for MSA students; dedicated meeting times with advisors	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
HS Ambassadors: Select 25 students for HS Student Ambassador program, based on teacher recommendation and application, who exemplify PBIS core values.		2025-08-01	2025-09-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS PBIS Lead (PH)	teacher recommendation form/survey; decision rules or rubric for choosing students; planning time for advisors;	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
HS Ambassadors: Train HS Student Ambassador program students on leadership and peer mentorship skills.		2025-09-15	2025-10-23
<b>Lead</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com</b>

<b>Person/Position</b>			<b>Step?</b>
HS PBIS Lead (PH)	dedicated time with students; training materials	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
HS Ambassadors: Pair HS Student Ambassadors with new (transfer) students as a "buddy" system		2025-10-30	2026-05-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS PBIS Lead (PH)	student meeting times; data tracking system; student expectations guide	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
HS Ambassadors: Identify and install a communication system to allow for greater peer to peer interaction between ambassadors and buddy students.		2025-08-01	2025-09-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS PBIS Lead (PH)	support of ed tech; communication system (\$2500 -- CSI funds); guidelines for appropriate use	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
HS Ambassadors: Install Student Ambassador system including in-class support, peer-to-peer messaging, monthly meetings, and adult-supported problem-solving meetings.		2025-10-30	2026-05-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS PBIS Lead (PH)	dedicated meeting time for ambassadors and advisors; data tracking tool; problem-solving protocol such as TIPS	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Parent Communication and Collaboration: Q1 MS and HS Teachers will issue a Mid-Point Progress grade for transfer students in a formal progress report.		2025-09-22	2025-10-03
<b>Lead</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com</b>

<b>Person/Position</b>			<b>Step?</b>
MTSS (CR)	Sapphire SIS; ParentSquare communication system	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Parent Communication and Collaboration: Q2 MS and HS Teachers will issue a Mid-Point Progress grade for transfer students in a formal progress report.		2025-12-01	2025-12-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR)	Sapphire SIS; ParentSquare communication system	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Parent Communication and Collaboration: Q3 MS and HS Teachers will issue a Mid-Point Progress grade for transfer students in a formal progress report.		2026-02-13	2026-02-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR)	Sapphire SIS; ParentSquare communication system	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Parent Communication and Collaboration: Q4 MS and HS Teachers will issue a Mid-Point Progress grade for transfer students in a formal progress report.		2026-04-27	2026-05-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS (CR)	Sapphire SIS; ParentSquare communication system	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Precision statements based on the data Fidelity measures PBIS Instructional implications for social emotional learning; intervention plans for students assigned to I/E blocks; I/E rosters	Team-initiated Problem-Solving Protocol to be used monthly by the Core Team. MTSS coordinators will review intervention plans for I/E and report to HS leadership team twice per quarter

**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)

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2028, the median growth rate for mathematics students in grades K - Algebra will meet or exceed an SGP (Student Growth Percentile) of 55.</li> <li>By June 2028, the median growth rate for students in grades K-12 will meet or exceed an SGP (Student Growth Percentile) of 60 in ELA STAR Benchmarks</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Leadership Learning: Academic leadership team groups will engage in introductory and goal setting conversations with a member of the statewide team (by job-alike groups)		2025-07-01	2025-08-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Chief Academic Officer (AB)	Support from CSI statewide team	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Leadership Learning: Academic leadership team groups will engage in four small-group virtual coaching conversations with a member of the statewide team (by job-alike groups) during the first semester		2025-08-16	2026-01-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CAO (AB)	Support from CSI statewide team	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Leadership Learning: Academic leadership team groups will engage in four small group virtual coaching conversations with a member of the statewide team (by job-alike groups) during the second semester		2026-01-16	2026-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CAO (AB)	Support from CSI statewide team	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Leadership Learning: Academic leadership team members will engage in small group retrospective conversations, including sharing of an impact statement, with a member of the statewide team		2026-06-01	2026-06-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CAO (AB)	Support from CSI statewide team	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Walkthrough: Revise classroom walkthrough form and construct protocols/procedures for feedback and conduct learning related to inter-rater reliability.		2025-07-02	2025-08-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Professional Learning Coordinator (JT)	walkthrough form; Agora's 2025-26 SIP; meeting time	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Walkthrough: Re-Introduce teachers to walkthrough and feedback protocols and areas of focus for instructional walkthroughs 2025.26		2025-08-16	2025-09-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (JT)	updated walkthrough form; PD materials	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Walkthrough Quarter 1: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs and provide feedback on school's area of focus, ensuring that every teacher receives at least one walkthrough during the first quarter		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (JT)	dedicated time for leadership to conduct walkthroughs; custom form for	No	No

	walkthroughs/feedback		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Walkthrough: Construct "look-for" documents to guide observation of content-specific classrooms		2025-09-01	2025-12-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of Curriculum Instruction Assessment (KG)	Curriculum guides; past and current SIP; walkthrough form	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Walkthrough Quarter 2: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs and provide feedback on school's area of focus, ensuring that every teacher receives at least one walkthrough during the second quarter		2025-10-31	2025-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (JT)	dedicated time for leadership to conduct walkthroughs; custom form for walkthroughs/feedback	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Walkthrough: Introduce faculty to "look-fors" for expectations in content-specific instructional walkthroughs		2026-01-05	2026-01-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
CIA (KG)	look for docs; meeting time; PD materials	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Walkthrough: Update Walkthrough Form to include "look-fors" for expectations in content-specific instructional walkthroughs		2026-01-05	2026-01-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com</b>

			<b>Step?</b>
PLC (JT)	Updated Look Fors Doc, Walkthrough Form	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Walkthrough Quarter 3: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs and provide feedback on school's area of focus, ensuring that every teacher receives at least one walkthrough during the third quarter		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (JT)	dedicated time for leadership to conduct walkthroughs; custom form for walkthroughs/feedback	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Walkthrough Quarter 4: Academic leadership team (including administrators, instructional coaches, curriculum team) will conduct walkthroughs and provide feedback on school's area of focus, ensuring that every teacher at least one walkthrough during the fourth quarter		2026-03-26	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (JT)	dedicated time for leadership to conduct walkthroughs; custom form for walkthroughs/feedback	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PLC learning: PLC participation in virtual training specific to leaders( Critical Friends Training for Administrators) introducing protocols, norms and measurable outcomes for professional learning communities intended to model across academic leadership in 25-26		2025-07-01	2025-08-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Professional Learning Coordinator (RH)	National School Reform training \$5000 -- CSI Funds; dedicated time for participation;	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion</b>	

		<b>Date</b>	
PLC learning: PLC model protocols, norms, and measurable outcomes for academic leadership team during one virtual and one face-to-face meeting in the first marking period		2025-08-15	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (RH)	dedicated time during leadership meetings; PD materials; guiding docs for leaders	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PLC learning: PLC facilitate at least one team meeting for each department leadership team (Elem, MS,HS, Spec Ed, CIA team) using Critical Friends protocols, norms, and measurable outcomes during the second marking period		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (RH)	dedicated time for department meetings; guiding docs for leaders	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PLC learning: PLC introduce and implement protocols, norms, and measurable outcomes to selected professional learning "tracks" during third marking period professional learning times for staff		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (RH)	dedicated professional learning time for staff; PLC-created guiding docs	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AI/Magic School: Summer - Create a guide for acceptable and non-acceptable staff usages of Magic School at Agora with input from the leadership team. Introduce Magic School and the guide with staff at in-service training. Post the guide along with all training materials on the school's shared drive.		2025-07-01	2025-08-22
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Ed Tech (KB)	MagicSchool AI -- \$27,500 -- CSI Funds; Dedicated time at Staff In-service, feedback from Academic Leaders, guidance documents	Yes	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AI/Magic School: Q1 - Magic School, teacher facing side only, will be released to all staff for optional usage. During the first marking period, Ed Tech will share at least 5 “Tech Tip Tuesday: Magic School Edition” mini-professional learning videos to introduce Magic School tools to staff.		2025-08-25	2025-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Ed Tech (KB)	MagicSchool AI; Feedback from Academic Leaders on areas of need to prioritize, guidance documents	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AI/Magic School: Q2 - During the second marking period, Ed Tech will share at least 5 “Tech Tip Tuesday: Magic School AI Edition” mini-professional learning videos to introduce Magic School tools to staff.		2025-10-31	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Ed Tech (KB)	MagicSchool AI; Feedback from Academic Leaders on areas of need to prioritize, guidance documents	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AI/Magic School: Q3 - Identify a group of teachers, across grades and subject areas, interested in Magic Student and create a "Magic Student Early Adopters" team. Teachers in the team will receive early access to the Magic Student tools with support from the Ed Tech Specialist in usage and best practices. The team will save exemplars of Magic Student success and create recommendations for student introduction of the platform. These will later be shared with the whole staff.		2026-01-19	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Ed Tech (KB)	MagicSchool AI; Feedback from Academic Leaders on areas of need to prioritize, guidance documents	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

AI/Magic School: Q4 - Magic Student will be released to all staff for optional usage. During the fourth marking period, Ed Tech will facilitate at least 5 “Tech Tip Tuesday: Magic Student Edition” mini-professional learning videos and/or How-To Guides to introduce Magic Student tools to staff. Videos will be created by the Magic Student Early Adopters with the support of the Ed Tech Specialist.		2026-04-06	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Ed Tech (KB)	MagicSchool AI; Feedback from Academic Leaders on areas of need to prioritize, guidance documents	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
AI/Magic School: Q4 - In collaboration with academic leaders, Magic School Super Users, and Magic Student Early Adopters, create a comprehensive Agora Magic School AI Guide. This guide will serve as a foundational resource for the 2026–2027 school year and will include: -Clear guidelines for Magic School/Magic Student Usage in SY 26/27 -Approved use cases for both students and teachers -Definitions of acceptable and unacceptable AI usage - Student and family facing guidance documents		2026-04-06	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Ed Tech (KB)	MagicSchool AI; Feedback from Academic Leaders on areas of need to prioritize, guidance documents	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CANVAS TRANSITION: Super Users will lead canvas onboarding workshops during August Professional Development including walkthroughs of course expectations and setup.		2025-07-01	2025-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Professional Learning Coordinators (KD, SN)	Canvas Learning Platform / dedicated professional learning time for staff; SU-created guiding docs	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CANVAS TRANSITION: A course set up checklist will be generated collaboratively with department chairs and Super Users in advance of August Professional development and distributed and reviewed by all teachers during in		2025-07-01	2025-08-20

service			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (KD, SN)	Canvas Learning Platform / Department chair compensation for 3 hours of summer work and collaboration (\$1350 -- GeneralFunds)	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CANVAS TRANSITION: PLC will work in conjunction with the Curriculum Team and District Leaders to provide protected professional development time for teachers to work in course-alike collaborative groups to ensure that the first unit of study is ready for deployment for students prior to the first day of school.		2025-07-01	2025-08-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (KD, SN)	Canvas Learning Platform / Atlas curriculum warehouse; Common/protected work time for course-alike collaborative groups - minimum of 3 hours.	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CANVAS TRANSITION: The Orientation Course will be prepared by the Canvas SuperUser team and Orientation Coordinator to be course-copy ready prior to face-to-face professional development. This includes finalizing a demo version of the course and creating visual step-by-step directions for staff on how to copy and customize the course for their students.		2025-07-01	2025-08-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (KD, SN)	Canvas Learning Platform / Work time for the Orientation Team /	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CANVAS TRANSITION: A Canvas SuperUser team—consisting of one grade-level representative and one district representative—will attend a minimum of three individual content team department meetings during Semester 1 to address content-specific needs. These sessions may include Q&A, platform tips and tricks, exemplar share-outs, or other support based on team needs.		2025-08-01	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

PLC (KD, SN)	Canvas Learning Platform / Allocated time and tracking tool	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CANVAS TRANSITION: A Canvas SuperUser team—consisting of one grade-level representative and one district representative—will attend a minimum of three individual content team department meetings during Semester 1 to address content-specific needs. These sessions may include Q&A, platform tips and tricks, exemplar share-outs, or other support based on team needs.		2025-08-01	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (KD, SN)	Canvas Learning Platform / Allocated time and tracking tool	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CANVAS TRANSITION: The Canvas SuperUser team will partner with Curriculum, Department Chairs, and or District leaders to conduct internal Canvas Learning Walks during the second quarter to assess implementation progress, identify areas of strength, and determine ongoing needs related to course structure, alignment, and instructional quality. Findings will inform mid-year adjustments and support planning.		2025-10-01	2026-01-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (KD)	Guiding doc of "look fors"; feedback/discussion guide; dedicated time for observations	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CANVAS TRANSITION: Develop a Parent Observer Guide to support families in accessing and monitoring student progress within the Canvas platform. The guide will be shared with families prior to fall conferences.		2026-01-17	2026-06-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (KD, SN)	Canvas Learning Platform / dedicated family coach collaboration time; SU-created guiding docs	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

CANVAS TRANSITION: Create a streamlined training module with checklists and exemplars for new hires.		2026-01-17	2026-06-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
PLC (KD, SN)	Canvas Learning Platform / video editing / SU Created document/spreadsheet / Initial planning time	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Curriculum course creation on Canvas; AI incorporation into teacher preparation and lesson planning; improved horizontal alignment of curriculum; improved adherence to visible learning strategies	Leadership team walkthroughs with feedback reviewed with individual teachers quarterly; PLC team walkthroughs and tracking of Canvas use/challenges/needs for support during first quarter; teacher self-report of AI use monthly;