

School Plan – Template

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	Center for Student Learning Charter School	School/Branch	
Address 1	345 Lakeside Drive		
Address 2			
City	Levittown	State	PA
		Zip Code	19054
Principal Name	Dr. Charles Bonner		
Principal Email	cbonner@cs charter.org		
Principal Phone Number	215.269.7390	Ext	14
Superintendent/CEO/Executive Director Name	Dr. Charles Bonner		
Superintendent/CEO/Executive Director Email	cbonner@cs charter.org		
School Improvement Facilitator Name	Susan Ostrich		
School Improvement Facilitator Email	susangostrich@gmail.com		

B. Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Or ganization	Email
Susan Ostrich	School Improvement Facilitator	PA Department of Education	susangostrich@gmail.com
Christen Cartolaro	Special Education Coordinator	Center for Student Learning	ccartolaro@cs charter.org
Kacey Slack	Special Education Teacher	Center for Student Learning	kslack@cs charter.org
Jack Whelan	HS Social Studies Teacher	Center for Student Learning	jwhelan@cs charter.org
Heather Lambert	HS Social Studies Teacher	Center for Student Learning	hdeperro@cs charter.org
Hilary Donahue	HS Math Teacher	Center for Student Learning	hdonahue@cs charter.org
Kathy Niwinski	MS & HS Art Teacher	Center for Student Learning	kniwinski@cs charter.org
Joann Perotti	Director of Strategic Service	B.C.I.U. #22	JPerotti@bucksiu.org
Darletta Berry-Johnson	Executive Director	21 st Century Learning Centers	info@ivinsoutreach.org
Kimberly Wilson	Parent of CSL Student	Parent of CSL Student	kimsayford@gmail.com

Jamie Lill	Technical and Consultation	B.C.I.U. #22	JLill@bucksiu.org
Officer John Yeager	Local Police Office	Falls Township	

C. Vision for Learning

Vision- What is your School’s vision (i.e., a picture of the “preferred future”; a statement that describes how the future will look if the district fulfills its mission.)

The vision of the Board of Trustees is that the Center for Student Learning will provide a superior model for the education of students who are not experiencing success in their home school environment. The targeted population for the Center for Student Learning is at-risk students who are having difficulty achieving success in the middle school or high school environment. Students who will benefit from the CSL program will exhibit any or all of the following characteristics: poor school attendance, multiple discipline referrals, multiple subject failures, and/or patterns of disruptive behavior. These characteristics may result from unique learning needs, environmental factors, and/or medical or behavioral restrictions. The founding coalition also envisions the middle school component of the CSL program as providing a proactive approach to meeting the needs of middle school at-risk learners before they develop the characteristics listed above.

The philosophy of the Center for Student Learning program is to meet the needs of the individual student. Specific curricula, methodologies, and activities that are referenced in this application are intended to provide a representative description of appropriate curricula, methodologies, and activities. Other curricula, methodologies and activities may be used as appropriate when necessary to meet the need of the individual learner.

CSL :

- Gives every child access to a rich, well-rounded, and rigorous curriculum
- Provides every child with the appropriate amount of support to grow academically and socially.
- Utilizes technology to foster independence in learning and ownership of academic outcomes.
- Creates a safe and consistent setting that allows for exploration and personal growth.
- Empowers families and students to define attainable goals and create pathways to achieve their goals.
- Prepares students with college and career readiness skills
- Prepares students to become productive community members

II. Set- Complete a Needs Assessment

A. Future Ready PA Index:

Review of the School Level Performance

Strengths

Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
-----------	-------------------------------

PVAAS	77.5% growth score in ELA, which is above the statewide growth score
PVAAS	76.5% growth score in Science, which is above the statewide growth school
Career Standard Benchmark	89.9% is equal to the statewide average

Challenges

Based on the overall school level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
Graduation rate	64.9% which is below the state average of 85.8%
Attendance	50% which is below the state average of 85.8%
ELA Targets	37.3% which is below the state average of 62.1%
Math Targets	25.4% which is below the state average of 45.2%

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

Strengths

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
PVAAS ELA	77.5% growth score which is above the statewide growth score	Students show academic growth the longer they attend CSL
PVAAS Biology	76.5% growth score which is above the statewide growth score	Students show academic growth the longer they attend CSL
Career Standard Benchmark	89.9% is equal to the statewide average	Students have been completing activities and pieces of evidence to increase their exposure to post secondary opportunities

Challenges

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Student attendance	50% which is below the state average of 85.8%	Truancy is an ongoing challenge along with the transiency of the population, which affects the calculation of this data
4 year cohort graduation rate	64.9% which is below the state average of 85.8%	Many High school students enter CSL with very few credits towards graduation and are already behind cohort before enrolling

ELA-Grades 6-8	37.3% Proficient or advanced	Many Middle school students enter CSL far below grade level
Mathematics –Grades 6-8	25.4% proficient or advanced	Many Middle school students enter CSL far below grade level

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

PVAAS-The longer students attend CSL, the data shows they improve in their academic performance and demonstrate growth. Although students tend to enter CSL below grade level, due to the differentiated and individualized academic and emotional supports, students continue to progress academically, socially, and emotionally.

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets? Please enter one challenge per line.

Students cannot achieve in ELA or Mathematics if they are not attending school. Many Middle and High school students enter CSL below grade level already, with very few credits towards graduation, are behind cohort, and have a history of truancy. Enabling them to meet expected targets and/or gain numerous credits in the short time they attend CSL is a challenge.

B. Future Ready PA Academics

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
37.3% proficient or advanced	This is below the state average of 62.1%
PVAAS-77.5%	This is above the state average.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
PVAAS. The longer students attend CSL, the data shows they improve in their academic performance and demonstrate growth. Economically disadvantaged students improved to 35.4% from 31.6% last year. The all student group improved 37.3% proficient of advanced as compared to the previous year where it was 33.3% advanced or proficient.	
Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.	
Many Middle school and high school students enter CSL far below grade level and, therefore, need several years to show academic growth. Truancy also contributes to the lack of achievement.	

This year is also the first year with a student with disabilities group because of an insufficient sample the previous year, so there is no opportunity to determine growth.

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
25.4% proficient or advanced in all student groups	This is below the state average of 45.2%. Middle school students enter CSL far below grade level. A high truancy rate also contributes to their lack of achievement.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
White students showed improvement 33.3% from 30.3%. All students grew from 23.5% to 25.4%.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.	
Many Middle school and high school students enter CSL far below grade level and therefore need several years to show academic growth. Truancy also contributes to the lack of achievement.	
Economically disadvantaged went from 23.7% to 20.8% students.	
This year is also the first year with a student with disabilities group because of an insufficient sample the previous year, so there is no opportunity to determine growth.	

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
28.9% proficient or advanced	Many Middle school and high school students enter CSL far below grade level and, therefore, need several years to show academic growth
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
76.5% growth score in Biology, which is above the statewide growth score	
PVAAS- Economically disadvantaged students had a growth index of 79%, which is way above the state average and an increase from 78% the previous year.	
All student group improved from 25.6% to 28.9%.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.	
Many Middle school and high school students enter CSL far below grade level and, therefore, need several years to show academic growth. Truancy also contributes to the lack of achievement.	

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
89.8%	Equal to the state average

Career and Technical Education Programs (Required if School offers CTE programs) (Please enter one Data source per line)

Data	Comments/Notable Observations
NA	

Arts and Humanities (Optional) (Please enter one Data source per line)

Data	Comments/Notable Observations
NA	

Environment and Ecology (Optional) (Please enter one Data source per line)

Data	Comments/Notable Observations
NA	

Family and Consumer Sciences (Optional) (Please enter one Data source per line)

Data	Comments/Notable Observations
NA	

Health, Safety and Physical Education (Optional) (Please enter one Data source per line)

Data	Comments/Notable Observations
NA	

Social Studies (Civics and Government, Economics, Geography, History) - (Optional) (Please enter one Data source per line)

Data	Comments/Notable Observations
NA	

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your
--

<p>efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p> <p>High Standards of Learning: 95% of the staff Agree or Strongly Agree that CSL sets high standards for learning for the student and high standards for the staff (Questions 7B, 7C on 2019 survey)</p> <p>In addition, parents agree that there is a high expectation for learning at CSL with 84.6% of parents indicating Agree or Strongly Agree (Question 6A on 2019 survey)</p> <p>87.5% of Students Agree or Strongly Agree that teachers work hard to make sure all students are learning (Question 2B on 2019 survey)</p> <p>Safe environment: 92.6% of parents report that their child feels safe at school most of the time (Question 3J on 2019 survey)</p> <p>82.1% of students report that they feel Mostly Safe or Very Safe at school (Question 5E on 2019 survey)</p> <p>85.8% of students Agree or Strongly Agree that they feel safe and comfortable with their teachers (Question 9A on 2019 survey)</p> <p>Transition Planning - 83.3% of Students Strongly Agree or Agree that teachers make sure that all students are planning for life after graduation (Question 2A on 2019 survey)</p> <p>Loyalty of staff: 100% of the staff Agree or Strongly Agree that they feel loyal to the school and would recommend the school to parents (Questions 6C, 6D on 2019 survey)</p> <p>Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.</p> <p>Implement evidence-based strategies to engage families to support learning: When originally surveyed in 2019, the data showed that 14.8% of parents did not feel informed about their child. In addition, 22% of parents indicated they did not get ample information from the school to help their child. Furthermore, 29.5% of parents indicated that teachers do not give helpful comments on homework, classwork, or tests. Finally, 19.6% of parents also indicated that they did not feel the school valued their input.</p> <p>Implement a multi-tiered system of support for academics and behavior in order to increase graduation rate. When originally surveyed in 2019, the data showed that 33.3% of the educators at the school indicated that multi-tiered supports for students are either not evident or emerging. School data indicates that CSL's attendance rate is 50% as compared to 85.8% statewide, which decreased from the previous year of 52.2%. Although the graduation rate for the school is 64.9% increased from 36.7%, it was still below the 86.6% statewide average.</p>
--

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
NA	

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
26.3% average ELA	Growth on ELA

21.1% average in math	Did not make targets
Biology	Insufficient Sample

Students Considered Economically Disadvantaged (Please enter one Data source per line)

Data	Comments/Notable Observations
35.4% average ELA	Showed growth in ELA
23.3% growth in science	Did not show growth or make targets
20.8% growth in math	Did not show growth or make targets

Student Groups by Race/Ethnicity (Please enter one Data source per line)

Student Groups	Comments/Notable Observations
White	White students made targets in mathematics (33.3%), but not in ELA (41.0%) or science (34.6%).

Summary

<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p>
<p>It appears that the longer students attend CSL, the greater their academic achievement.</p> <p>High Standards of Learning: 95% of the staff Agree or Strongly Agree that CSL sets high standards for learning for the student and high standards for the staff (Questions 7B, 7C on 2019 survey)</p> <p>In addition, parents agree that there is a high expectation for learning at CSL with 84.6% of parents indicating Agree or Strongly Agree (Question 6A on 2019 survey)</p> <p>87.5% of Students Agree or Strongly Agree that teachers work hard to make sure all students are learning (Question 2B on 2019 survey)</p>
<p>Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.</p>
<p>Middle school and high school students enter CSL far below grade level and, therefore, need several years to show academic growth. Truancy also contributes to the lack of achievement.</p> <p>This was the first year with a student with disabilities category; therefore, there is no data to compare from previous years, which did not allow for PVAAS growth.</p>

E. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary

Align curricular materials and lesson plans to the PA Standards			X	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based			X	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices			X	
Identify and address individual student learning needs		X		
Provide frequent, timely, and systematic feedback and support on instructional practices			X	
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members			X	
Collectively shape the vision for continuous improvement of teaching and learning			X	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school				X
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community			X	
Continuously monitor implementation of the school improvement plan and adjust as needed			X	
Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically			X	
Implement an evidence-based system of schoolwide positive behavior interventions and supports		X		
Implement a multi-tiered system of supports for academics and behavior		X		

Implement evidence-based strategies to engage families to support learning		X		
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA				X
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data			X	
Use multiple professional learning designs to support the learning needs of staff			X	
Monitor and evaluate the impact of professional learning on staff practices and student learning			X	

Summary

<p>Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p>
<p>11- Parents, teachers and students all reported that this school has created an environment where everyone is valued. Student interviews and responses from random phone calls to parents indicated that this is a physically and emotionally safe environment where bullying is not tolerated. Each day, students are greeted at the door and, when any staff member thinks that a student might be upset or not themselves, the teachers and leadership will pull that student aside to have a private conversation with the student about what might be causing the student's feelings. Students were observed sitting with the counselor during the school day to not only discuss their concerns, but also to de-escalate. In addition, the administration often reached out to students during the school day to check into their emotional state. All teachers interact with all students and often mentor students so that all students have people to talk to and to confide in. Check and Connect has been implemented to support mentoring of at-risk students. The school has an open-door policy. Parent and community members are welcome at any time.</p>
<p>6- Focus groups and surveys from teachers and students reported that the administration of this school is extraordinarily involved and is responsive to their needs. Teachers shared that if the leadership will try everything in their power to get them anything they needed to improve instruction. The SIF has attended faculty meetings and watched the leadership step aside to allow the staff to come to consensus regarding important decisions. During the last SCSC meeting, the SIF observed the administration stepping back to allow the members of the SCSC to be the decision-makers. This was not a unique experience. A distributed leadership model is very much a part of the CSL culture. High expectations for students are supported through visuals posted and from overhearing conversations in the halls and classrooms. High expectations were promoted by daily classroom visits by administrators and through peer observations. Administrators consistently reinforced the expectation of rigorous instruction through daily feedback on instruction and the quality of the implementation of a standards-driven curriculum.</p>
<p>15- Parents and Community members are welcome at any time. Community members of the SCSC shared the many relationships this school has established with the community. Social media posts</p>

<p>consistently feature events in which the community and school interact. Parents reported that these community relationships have enabled special programs, trips, and professional and occupational opportunities for students. Students who withdraw from the school and return to their neighborhood school often return to CSL later that school year. When some of these students were interviewed, they reported that not only did they realize that CSL offers them unique differentiated supports to help them achieve academically, but also realized that the home-like atmosphere at CSL was not apparent at any other larger school. They realized how important it is to them to be part of a school family.</p>
<p>3- Formative assessments are reviewed and often revised to ensure alignment with instruction and to also ensure they are truly measuring content mastery. Students who were interviewed and responses from random phone calls to parents reported that teachers and administrators supply students with consistent feedback on their academic performance. Teachers shared that they often adjusted their instruction as a result of that academic feedback. The integration of Mathia in many of the Math classes and the use of Achieve 3000 across all content areas are an additional indication of how teachers are willing to adjust instruction to meet the ever-changing needs of the students.</p>
<p>4- Teachers and students also reported that numerous forms of formative and summative assessments are constantly used to adjust instruction. Teachers and administrators reported that they use PLCs to review lesson plans to align instruction with student IEPs. The school implements peer observations to review instructional practices and to share instructional strategies. An in depth analysis of the curriculum is conducted during the summer to focus on the quality of that curriculum and to ensure that it is standards-driven. Members of the IU also reported that they are often part of the PLCs and visited classrooms to assess the quality of instruction.</p>
<p>Challenges- Thinking about all of the most pressing challenges and concerns 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? Please enter one challenge per line.</p>
<p>Implement a multi-tiered system of supports for academics and behavior</p>
<p>Implement evidence-based strategies to engage families to support learning</p>

F. Summary of Strengths and Challenges from the Needs Assessments

<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges and concerns? Please enter one strength statement in each line.</p>
<p>The school monitors instruction and the implementation of the curriculum through daily classroom visits and frequent feedback to the entire staff. Every classroom is visited at least once and often more than once a day. Administrators sit in the hallways when not inside of classrooms listening, watching instruction, and talking to students about what they are learning or what they might need to or improve their learning. It is from this ongoing instructional analysis and these conversations that many of the topics for PD are determined. The school has scheduled full-day PDs monthly as well as time for PLCs weekly. As a result of their close relationship with their IU, CSL has been able to offer a variety of professional development opportunities for the staff. Implementation of the instructional strategies or practices that were introduced during PD is</p>

	<p>monitored through a review of lesson plans, classroom visits, and peer observations. Various forms of student classroom performance data are collected and analyzed to determine if student performance is increased through the implementation of the new techniques or if new evidence-based programs might be effective.</p>
	<p>Student interviews indicated that they were concerned about leaving CSL because this was a place they felt valued and that that felt successful for the first time in their school career.</p>
	<p>Conversations with teachers indicated that they feel administration of this school is extraordinarily involved and is responsive to their needs. Teachers shared that if the leadership will try everything in their power to get them anything they needed to improve instruction.</p>
	<p>Community members of the SCSC shared the many relationships this school has established with the community. Social media posts consistently feature events in which the community and school interact. Parents reported that these community relationships have enabled special programs, trips and professional and occupational opportunities for students.</p>
	<p>High Standards of Learning: 95% of the staff Agree or Strongly Agree that CSL sets high standards for learning for the student and high standards for the staff (Questions 7B, 7C on 2019 survey)</p> <p>In addition, parents agree that there is a high expectation for learning at CSL with 84.6% of parents indicating Agree or Strongly Agree (Question 6A on 2019 survey)</p> <p>87.5% of Students Agree or Strongly Agree that teachers work hard to make sure all students are learning (Question 2B on 2019 survey)</p>
	<p>PVAAS data and benchmark data is consistently analyzed to help determine success and changes that might need to occur to improve student success. Various forms of student classroom performance data is collected and analyzed by intervention teams to determine if student performance is increased through the implementation of new techniques or if the new ESSA evidence-based programs are effective.</p>
	<p>Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, 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? Please enter one challenge per line.</p>
	<p>Parent engagement to support the achievement of their child: It was determined that sending emails, sharing information on their website, or calling parents was apparently not working since the previous 2019 parent survey data indicated that 14.8% of parents did not feel informed about their child, and 22% of parents indicated they did not get ample information from the school to help their child. The school decided they needed to try innovative ways to engage parents so that they could partner with them to support their students, which they expect to positively impact academics, attendance, and behavioral issues with the end goal of increasing graduation rate.</p>
	<p>Although the school monitored student attendance, behavioral infractions, and academic achievement, the school did not have a consistent system used by all staff to determine/identify those students who might be at risk for not graduating on time, so that the school could quickly intervene with multi-tiered supports as soon as the child is identified and repeatedly throughout the school year. 33.3% of the educators at the school indicated that multi-tiered supports for students are either not evident or emerging. Their attendance rate is 50% as compared to 85.8% statewide.</p>

The four year graduation rate for the school is 64.9% as compared to 85.8% statewide. Many of the students entering this chosen learning environment have had numerous social, emotional, behavioral, and academic challenges in their earlier school experiences. In addition, CSL employs a rolling admission. As a result, students can enter the school throughout middle school and some enter mid-year and mid-high school. In addition, once a student is determined to be at risk, the school did not have an extensive, formal menu of evidence-based interventions to employ.

Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as you move from Future Ready PA Index to Additional Student Performance Data to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?

CSL caters to an at-risk population of students. Most of the students who enroll have not experienced success at their previous home school due to academic, emotional, and/or behavioral challenges. Many students enter CSL with varying amounts of credits earned and varying levels of academic skills, which means that most students are not achieving at expected levels already upon entering. It is then up to CSL to help them make progress from their point of enrollment. It can be a daunting task to expect students to improve several grade levels in a single year or recover many credits that had been unearned in a single year. In addition, CSL also enrolls students who have a history of truancy, which has left students behind academically. Often those students who were truant in the past continue to be truant when entering CSL, which further complicates the ability to demonstrate improvement. Finally, CSL has a rolling admissions process meaning students can enroll at any point in the school year and at any point in their academic career. Therefore, CSL is potentially held accountable for students that have not been educated here for most of their time as students.

III. Go – Develop the Plan

A. Analyzing (Strengths and Concerns)

Challenges Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)
Implement evidence-based strategies to engage families to support learning	The school had reached out to parents in the traditional ways for special events, report cards, and for individual concerns. Last year's survey and parent interviews indicated that some parents did not feel the school offered them the necessary information and supports to help their child succeed. The school's records show that very few parents attend special events or attend report card conferences. The administration reported that parents often do not attend truancy court, IEP meetings, or scheduled meetings to address any academic, attendance, or behavioral issues their child may be experiencing. As a result, it was determined that sending emails, sharing information on their website, or calling parents was apparently not working since last year's parent survey data indicated that 14.8% of parents did not feel	yes

	<p>informed about their child and 22% of parents indicated they did not get ample information from the school to help their child. As a result, the school decided to implement the Parent Engagement Project, which is an ESSA-approved intervention. This intervention uses the Remind Application, which enables text messages to be sent to parents regarding special events, upcoming assessments, and assignments. A recent parent survey and responses from random phone calls reported that parents appreciated this intervention and they felt better equipped to support their child. However, the impact of this intervention will take time. Getting parents to always read the text messages has proved challenging. Therefore, the SCSC determined the practice of implementing an evidence-based strategy to engage families to support learning was rated emerging.</p>	
<p>Implement a multi-tiered system of supports for academics and behavior in order to increase graduation rate.</p>	<p>Students who enter the Center for Student Learning have not experienced success in their home school environment. CSL's targeted population is at-risk students who had difficulty achieving success in the middle school or high school environment. Students at CSL have a history of poor school attendance, multiple discipline referrals, multiple subject failures, and/or patterns of disruptive behavior. CSL's attendance rate is 50% as compared to 85.8% statewide. The four-year graduation rate for the school is 64.9% (which is an improvement) as compared to 86.8% statewide. Results from last year's surveys showed that 33.3% of the educators at the school believed that multi-tiered supports for students are either not evident or emerging. CSL employs a rolling admission. Students enter the school throughout the school year. Many students enter CSL with almost no credits; therefore, being able to graduate with their cohort can be a challenging goal. In order to improve CSL's graduation rate, CSL realized they need additional academic, social and emotional supports for their students and implemented several ESSA approved interventions. However, change takes time and the impact of these interventions are just beginning to be apparent. Therefore, the SCSC determined that the rating for implementing a multi-tiered system of supports for academics and behavior is emerging.</p>	<p>yes</p>

Strengths Please enter one strength statement in each line.)	
Strengths	Discussion Points
<p>High Standards of Learning:</p>	<p>95% of the staff Agree or Strongly Agree that CSL sets high standards for learning for the student and high standards for the staff (Questions 7B, 7C on 2019 survey)</p> <p>In addition, parents agree that there is a high expectation for learning at CSL with 84.6% of parents indicating Agree or Strongly Agree (Question 6A on 2019 survey)</p>

	87.5% of Students Agree or Strongly Agree that teachers work hard to make sure all students are learning (Question 2B on 2019 survey)
Safe environment	92.6% of parents report that their child feels safe at school most of the time (Question 3J on 2019 survey) 82.1% of students report that they feel Mostly Safe or Very Safe at school (Question 5E on 2019 survey) 85.8% of students Agree or Strongly Agree that they feel safe and comfortable with their teachers (Question 9A on 2019 survey)
Loyalty of staff	100% of the staff Agree or Strongly Agree that they feel loyal to the school and would recommend the school to parents (Questions 6C, 6D on 2019 survey)

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements
Implementing evidence based strategies to increase opportunities to engage families to support student learning, behavior, and attendance	<p>If there is more parental involvement, then more students are likely to become productive members of society as well as excel in academics.</p> <p>If there is increased parent engagement, then there will be improvement in student achievement and graduation rates through active communication and partnerships.</p> <p>If parents are aware of academic performance and graduation criteria, then they can support their children with adhering to timelines and other important graduation requirements.</p>
To implement a multi-tiered system of supports for academics, attendance, and behavior in order to increase graduation rate.	<p>If we organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses. and we intervene with those students who show early signs of falling off track, and provide intensive, individualized support to them and also monitor progress and adjust those interventions as needed, then students will have a greater chance of graduating.</p> <p>If this monitoring system is implemented to identify students who are at risk due to academic, behavioral and attendance needs, then staff will be able to quickly intervene and identify the differentiated supports needed to promote attendance, behavioral, and academic success of students.</p>

B. Goal Setting

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority: Implementing evidence-based strategies to increase opportunities to engage families to support student learning, behavior and attendance

Outcome Category

Parent and family engagement

Measurable Goal Statement (Smart Goal)

Category #3- Parent and Family engagement
 By June 30, 2021, 60% of participating parents of students in the 9th grade will indicate that they are knowledgeable and confident in their ability to support their child's learning due to the parent outreach system (Remind Application) as measured through random phone calls and surveys.

Measurable Goal Nickname (35 Character Max)

Priority #1 Statement 1 Remind Application

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
By September 30, 2020, a survey will be disseminated and phone calls will be made to measure random parents' of 9 th grade students knowledge and confidence in their ability to support their child's learning. 30% of those parents participating in that survey and responding to those phone calls will report that they are knowledgeable and confident in their ability to support their child's learning	By December 31, 2020, 40% of parents of 9 th grade students participating in the survey and responding to phone calls will report that they are knowledgeable and confident in their ability to support their child's learning due to the parent outreach system (Remind Application) as measured through random phone calls and a survey	By March 31, 2021, 50% of parents of 9 th grade students participating in the survey and responding to phone calls will report that they are knowledgeable and confident in their ability to support their child's learning due to the parent outreach system (Remind Application) as measured through random phone calls and a survey	By June 30, 2021, 60% of participating parents 9 th grade students will indicate that they are knowledgeable and confident in their ability to support their child's learning due to the parent outreach system (Remind Application) as measured through random phone calls and a survey

Priority: To implement a multi-tiered system of supports for academics, attendance, and behavior in order to increase graduation rate

Outcome Category

Essential Practices Condition 3 - Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)

Category #3 Provide Student-Centered Support Systems
Fully implemented “monitoring system” to identify 9th grade students who are at risk of not gaining enough credits to graduate due to attendance, academic, and/or behavioral needs and utilized by 90% of staff by June 30, 2021.

Measurable Goal Nickname (35 Character Max)

Priority #2 Statement 1

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
40% of staff will implement the monitoring system and be able to analyze the data in order to implement additional interventions for flagged 9 th grade students including middle school students by September 30, 2020	50% of staff will implement the monitoring system, and be able to analyze the data in order to implement additional interventions for flagged 9 th grade students by December 31, 2020	80% of staff will implement the monitoring system, and be able to analyze the data in order to implement additional interventions for flagged 9 th grade students by March 31, 2021	90% of staff will be able to articulate the rationale and components of the monitoring system, implement the system, and be able to analyze the data in order to implement additional interventions for flagged 9 th grade students by June 30, 2021

Priority To implement a multi-tiered system of supports for academics, attendance, and behavior in order to increase graduation rate

Outcome Category

Essential Practices Condition 3 - Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)

Category #3 Provide Student-Centered Support Systems
By June 30, 2021, at least 50% of students in the 9th grade cohort will be on track for graduation as measured by their accumulation of credits each quarter.

Measurable Goal Nickname (35 Character Max)

Priority #2 Statement 2

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
By September 30, 2020, At least 35% of students in the 9 th grade cohort will be on track for graduation as measured by their accumulation of credits.	By December 31, 2020, at least 40% of students in the 9 th grade cohort will be on track for graduation as measured by their accumulation of credits.	By March 31, 2021, at least 45% of students in the 9 th grade cohort will be on track for graduation as measured by their accumulation of credits.	By June 30, 2021, at least 50% of students in the 9 th grade cohort will be on track for graduation as measured by their accumulation of credits.

Priority: NA

Outcome Category

Measurable Goal Statement (Smart Goal)

Measurable Goal Nickname (35 Character Max)

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter

C. Action Plan

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your LEA. The same Evidenced based strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
<p>Parent Engagement Project (Tier I Intervention) using the Remind Application</p> <p>The intervention is the Parent Engagement Project (PEP), a Tier I intervention designed to improve student outcomes through increased parent engagement by text message. It is a year-long, school-level intervention. The intervention consists of text messages sent directly by teachers to parents at specific times during the school year. Remind is a communication platform that helps teachers build relationships with students and parents every day. By connecting school communities, Remind makes it easy to manage class communication—and make more time for teaching and learning.</p>	<p>By June 30, 2021, 60% of participating parents of 9th grade students will indicate that they are knowledgeable and confident in their ability to support their child’s learning due to the parent outreach system as measured through random phone calls and a survey</p>
<p>Early Warning Intervention and Monitoring System (Tier 3 Intervention) Getting Students on Track for Graduation</p> <p>The tool uses indicators to flag students who are at risk based on their attendance, behavior, course performance, and credit accumulation, and allows schools to assign students to interventions and monitor their progress.</p>	<p>Fully implemented “monitoring system” to identify students who are at risk due to attendance, academic, and/or behavioral needs will be expanded to include middle school students and used by 90% of staff by June 30 ,2021.</p>
<p>Use appropriate technological tools and programs to enhance student learning. (Tier 2 intervention) All teachers have documentation of the computer program’s alignment with standards-based objectives. All teachers receive ongoing training and support in effective use of blended learning methods.</p> <p>Check and Connect is a structured mentoring program intervention (Tier 1 intervention) to promote student success and engagement at school and with learning through relationship building and systematic use of data The program has two main components: “Check” and “Connect.” The Check component is designed to continually assess student engagement through close monitoring of student performance and progress indicators. The Connect component involves program staff giving individualized attention to students, in partnership with school personnel, family members, and community service providers. Students enrolled in Check & Connect are assigned a “monitor” who regularly reviews their performance (in particular, whether students are having attendance, behavior, or academic problems) and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and</p>	<p>By June 30, 2021, at least 50% of students in the 9th grade cohort will be on track for graduation as measured by accumulated credits each quarter.</p>

encouragement, and emphasizes the importance of staying in school.

Achieve3000's (Tier 2 Intervention) Achieve3000 solutions provide the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. ONE high interest topic for the entire class, scientifically matched to each student's individual Lexile reading level ONE-ON-ONE support uses technology to help each student progress towards reading and writing proficiency. ONE click reporting and management allow teachers to use performance data to inform instruction

MATHia, the technology component of Carnegie Learning High School Math Solution (Tier 1 Intervention), is a blended learning program that is made possible by MATHia adaptive software, which simultaneously supports individual learning and practice, and student textbooks, which support group learning. Its software is used to provide additional services for struggling students. It provides an algebra course designed for students ranging in ability and grade levels. The curriculum combines traditional textbook and workbook materials with self-paced individualized instruction via automated tutoring software. Teachers will also use Go Guardian, a suggested classroom management tool that enables educators to view student online activity and have control over devices to ensure students are using their computers to implement the interventions.

D. Action Plan

Create an Action Plan for each Evidenced-based Strategy

(If you need more than the number of tables provided please copy and paste more into the document)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Evidence-based Strategy Name	Measurable Goals
Parent Engagement Project (Tier 1 intervention)	By June 30, 2021, 80% of participating parents of 9 th grade students will indicate that they are knowledgeable and confident in their ability to support their child's learning, behavior and attendance due to the parent outreach system as measured through random phone calls and surveys

Action Step	Anticipated Start	Completion Date
Provide training for staff reviewing the identified parent outreach program (Remind Application), Review appropriate format, frequency, and content for text messages with entire staff	9/1/2020	11/30/2020
Lead Person/Position	Material/Resources/Supports Needed	
Jack Whelan /Remind point person Christen Cartolaro /Remind point person	Schedule professional development; use of school technology; Assignment of specific staff point people	
Prof Development Step Yes		
Action Step	Anticipated Start	Completion Date
Outreach to parents of 9 th grade students to alert them to the number of credits their child needs to earn each quarter toward graduation and how utilizing the Remind Program information would help them support their child.	9/1/2020	5/30/2021

Lead Person/Position	Material/Resources/Supports Needed
Jack Whelan /Remind point person Christen Cartolaro /Remind point person	Use of technology
Prof Development Step No	

Action Step	Anticipated Start	Completion Date
Monitoring of content of outgoing messages, records of dates, and receivers of text messages	10/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Jack Whelan /Remind point person Christen Cartolaro /Remind point person	Assignment of specific staff point people, copies of parental feedback, time for analysis, use of technology	
Prof Development Step No		
Action Step	Anticipated Start	Completion Date
Distribution to families of 9 th grade students existing parental surveys and implementation of random phone calls using existing script to measure impact of intervention after each quarter	11/1/2020	5/30/2021

Lead Person/Position	Material/Resources/Supports Needed	
Jack Whelan /Remind point person Christen Cartolaro /Remind point person	Surveys, phone call script. copies of parental feedback, time for analysis, use of technology	
Prof Development Step No		
Action Step	Anticipated Start	Completion Date
Analysis of impact of text messaging on 9 th grade student performance and parental participation, in order to adapt quality and frequency of text messages. This analysis will determine trends as a result of the responses to parent survey, and feedback provided by parents phone calls.	10/1/2020	6/30/2021
Lead Person/Position	Material/Resources/Supports Needed	
Jack Whelan /Remind point person Christen Cartolaro /Remind point person	Assignment of specific staff point people, copies of parental feedback, time for analysis, use of technology	
Prof Development Step No		
Action Step	Anticipated Start	Completion Date
Outreach to parents of 9 th grade students after 1 st quarter to alert them to the number of credits their child has earned toward graduation and how utilizing the Remind Program information would help them support their child	11/1/2020	5/30/2021

Lead Person/Position	Material/Resources/Supports Needed
Jack Whelan /Remind point person Christen Cartolaro /Remind point person	Credits earned by each child
Prof Development Step No	

Action Step	Anticipated Start	Completion Date
Outreach to parents of 9 th grade students after 2 nd quarter to alert them to the number of credits their child has earned toward graduation and how utilizing the Remind Program information would help them support their child.	11/1/2020	5/30/2021

Lead Person/Position	Material/Resources/Supports Needed
Jack Whelan /Remind point person Christen Cartolaro /Remind point person	Credits earned by each child
Prof Development Step No	

Action Step	Anticipated Start	Completion Date
Outreach to parents of 9 th grade students after 3 rd quarter to alert them to the number of credits their child has earned toward graduation and how utilizing the Remind Program information would help them support their child.	11/1/2020	5/30/2021

Lead Person/Position	Material/Resources/Supports Needed
Jack Whelan /Remind point person Christen Cartolaro /Remind point person	Credits earned by each child
Prof Development Step No	

Action Step	Anticipated Start	Completion Date
Continue to make adjustments to the strategy for future implementation to impact the parent's ability to impact their students' academic, behavioral, and attendance	10/31/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Jack Whelan/Remind Point Person Christen Cartolaro/Remind Point person	time for analysis and copies of parental feedback and student data	
Prof Development Step No		

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: train new CSL staff members and review for existing staff members on the use and intent of the school to home text messaging program as well as expected outcomes and monitoring; reviewing the role of Point Persons in the Parent Engagement Program, convey expectations and timelines for accountability system for monitoring text messaging program.	
Audience	CSL teachers and staff; selected members of the Steering Committee, parent and student representatives
Topics to be Included	Introduction to the designated application and the intention and goal, technological aspects of utilizing the application, mechanism for keeping ongoing records, adherence to FERPA law and applicable school policies, role of point persons/coaches, review of evaluation and monitoring process, review

	examples and models of appropriate communication
--	--

Anticipated Output	Monitoring/Evaluation
Support for the 9 th grade cohort to enable them to gain the required number of credits to enable them to graduate on time. Determine trends as a result of previous parent survey feedback from more detailed information provided by parents of 9 th grade students, compare and document midyear survey results with baseline data, compare and document end of the year survey results with previous data points (baseline and mid year), positive changes in random sampling of student data as a result of improved parent engagement	Solicit on-going feedback from parents by phone calls, emails, and during school events to gather input on the content and effectiveness of the text messaging parent program to help enable parents of 9 th grade students to assist their students in reaching academic, behavioral, and attendance success; select a random sampling of students and compare performance and attendance prior to implementation of parent outreach program to their current performance and attendance and document changes

Evidence-based Strategy Name	Measurable Goals
Early Warning Intervention and Monitoring System (Tier 3 Intervention)	Fully implemented “monitoring system” to identify 9 th grade students who are at risk of not gaining enough credits to graduate due to attendance, academic, and/or behavioral needs and utilized by 90% of staff by June 30, 2021.

Action Step	Anticipated Start	Completion Date
Provide training to CSL teachers and staff on existing Early Warning System	9/1/2020	10/30/2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner & Mr. Hackney	EWS, time for training, changes in rosters, technology (Chromebooks)	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Provide ongoing training for on specific interventions for appropriate staff members	9/1/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Hackney	Point people for each intervention, materials for each intervention, Check and Connect, licenses and materials, Achieve 3000 licenses and materials, Mathia licenses and materials, Go Guardian, presenters for professional development on evidence based instructional practices and strategies, professional development trainers on each evidence based instructional practices and strategies, time for training, technology (Chromebooks)	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Provide training, ongoing support and monitoring for identified staff implementing Achieve 3000.	9/1/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Hackney/intervention team point person	Point people for each intervention, materials for each intervention, Check and Connect, licenses and materials, Achieve 3000 licenses and materials, Mathia licenses and materials, Go Guardian, presenters for professional development on evidence based instructional practices and strategies, professional development trainers on each evidence based instructional practices and strategies, time for training, technology (Chromebooks)	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Provide training, ongoing support and monitoring for identified staff implementing Carnegie Learning Math Solution Mathia	9/1/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Hackney / intervention team point person	Point people for each intervention, materials for each intervention, Check and Connect, licenses and materials, Achieve 3000 licenses and materials, Mathia licenses and materials, Go Guardian, presenters for professional development on evidence based instructional practices and strategies, professional development trainers on each evidence based instructional practices and strategies, time for training, technology (Chromebooks)	

Action Step	Anticipated Start	Completion Date
Provide training, ongoing support and monitoring for identified staff implementing Check and Connect program	9/1/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Hackney/ intervention team point person	Point people for each intervention, materials for each intervention, Check and Connect, licenses and materials, Achieve 3000 licenses and materials, Mathia licenses and materials, Go Guardian, presenters for professional development on evidence based instructional practices and strategies, professional development trainers on each evidence based instructional practices and strategies, time for training, technology (Chromebooks)	

Action Step	Anticipated Start	Completion Date
Determine students who fit criteria of being at risk as determined by EWS	10/1/2020	11./15/2020
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney	Time/ CSL EWS report, data review, ongoing analysis of student data,	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Inform students and parents they have been identified through the EWS. Inform parents of the interventions which will be used as a support for designated students.	11/15/2020	12/1/2020
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney	CSL EWS report, time SIS Visions, email/phone call to parents, individual student/parent meetings, baseline data collection, ongoing data collection and analysis	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Assign appropriate interventions to specific student needs and document with baseline data	10/1/2020	5/31/2021

Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney Intervention Team point person	log of baseline EWS data and analysis of ongoing student data, time for establishing assignments,	
Prof Development Step No		
Action Step	Anticipated Start	Completion Date
Continue system wide monitoring program which include monitoring lesson plans and classroom instructional analysis for evidence of differentiated supports and fidelity to designated programs. This information will be used to determine additional future professional development needed for modification of curriculum and instruction as well as identify next steps for instruction for students.	10/1/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney	Time for monitoring, point people for each intervention	
Action Step	Anticipated Start	Completion Date
Pull quarterly reports based on Student Information System reporting mechanism to determine if 9 th grade students who are considered to be off-track in attendance, academics, and behavior based on identified CSL EWS criteria still fit the criteria. Adjust interventions as needed.	11/15/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney	CSL EWS report, data review, ongoing analysis of student data. Google forms, baseline data collection, ongoing data collection and analysis, ESSA evidence-based interventions and strategies, teacher feedback, time before and after school.	

Anticipated Output	Monitoring/Evaluation
Staff trained in Check and Connect and Achieve 3000 and Carnegie Learning Mathia, Go Guardian monitoring tools and evidence based instructional strategies to support differentiated personalize	The feedback from training on additional interventions and strategies quarterly data collection on EWS criteria, review/compare

instruction. All teachers use appropriate technological tools to enhance instruction, revised school schedule to enable additional periods for interventions, documentation of baseline data and ongoing intervention data, improved lesson plans with additional supports and more differentiated teaching opportunities, evidence of fidelity to programs/strategies, all teachers regularly add new content and teaching suggestions to the online learning content catalog, reduction of students meeting "off-track" designation in CSL EWS	data from each quarter, review of lesson plans and instruction through classroom visits. School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity.
--	---

Professional Development Activity : Provide overview for entire staff on all interventions

Evidence-based Strategy Name	Measurable Goals	
<p>Use appropriate technological tools and programs to enhance student learning. (Tier 2 intervention)</p> <p>Check and Connect is a structured mentoring program intervention</p> <p>(Tier 1 intervention) to promote student success and engagement at school and with learning through relationship building and systematic use of data</p> <p>Achieve3000's (Tier 2 Intervention)</p> <p>MATHia, the technology component of Carnegie Learning High School Math Solution (Tier 1 Intervention)</p>	<p>By June 30, 2021, at least 50% of students in the 9th grade cohort will be on track for graduation as measured by accumulated credits each quarter.</p>	
Action Step	Anticipated Start	Completion Date
Develop a transition support system for incoming 9 th grade students with the goal of enabling these students to	2/14/2020	5/31/2021

achieve academically, socially and emotionally with slowly diminishing adult supervision.		
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner, Mr. Hackney, Christen Cartolaro	Data review, report card data review, ongoing analysis of student data, student rosters	

Action Step	Anticipated Start	Completion Date
Conduct transition meetings between 8 th and 9 th grade teachers to coordinate the programs that will aid in students' transitions from middle school to high school.	3/1/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner, Mr. Hackney, Christen Cartolaro	Data review, report card data review, ongoing analysis of student data, student rosters	
Action Step	Anticipated Start	Completion Date
Implement the transition program beginning late spring to prepare students for changes they will experience when becoming high school students (9 th grade).	4/15/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney, Christen Cartolaro	Data review, report card data review, ongoing analysis of student data, student rosters, student planners,	
Prof Development Step	No	

Action Step	Anticipated Start	Completion Date
Purchase of Chromebooks for students/staff members to use while accessing ESSA approved interventions	7/15/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney, Christen Cartolaro	Chromebooks, internet access	

Action Step	Anticipated Start	Completion Date
Analyze 9 th grade student data at the end of the 3 rd quarter to determine how many credits each student has gained. Make necessary adjustments to their schedules, programs and instruction to support their ability to gain additional credits.	11/15/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney, Christen Cartolaro	Data review, report card data review, ongoing analysis of student data, student rosters, walk throughs, observations	

Action Step	Anticipated Start	Completion Date
Implement use of Check and Connect as one element in the transition program to support students' transition to high school	9/1/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney, Christen Cartolaro	Check and connect, mentors	
Prof Development Step No		
Action Step	Anticipated Start	Completion Date
Analyze 9 th grade student data at the end of the 1 st quarter to determine how many credits each student has gained. Make necessary adjustments to their schedules, programs and instruction to support their ability to gain additional credits.	11/15/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney, Christen Cartolaro	Data review, report card data review, ongoing analysis of student data, student rosters, walk throughs, observations	
Action Step	Anticipated Start	Completion Date
Analyze 9 th grade student data at the end of the 2 nd quarter to determine how many credits each student has gained. Make necessary adjustments to their schedules, programs and instruction to support their ability to gain additional credits.	11/15/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney, Christen Cartolaro	Data review, report card data review, ongoing analysis of student data, student rosters, walk throughs, observations	

Action Step	Anticipated Start	Completion Date
Analyze 9 th grade student data at the end of	11/15/2020	5/31/2021

the 3 rd quarter to determine how many credits each student has gained. Make necessary adjustments to their schedules, programs and instruction to support their ability to gain additional credits.		
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney, Christen Cartolaro	Data review, report card data review, ongoing analysis of student data, student rosters, walk throughs, observations	
Action Step	Anticipated Start	Completion Date
Mentoring meetings between 8 th and 9 th grade students and various staff members to occur throughout the year as a vehicle to help those students monitor their progress toward graduation	11/15/2020	5/31/2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Bonner and Mr. Hackney, Christen Cartolaro	Staff members, students, record of accumulated credits, special events, incentives	

Anticipated Output	Monitoring/Evaluation
Support for the 9 th grade cohort to enable them to gain the required number of credits to enable them to graduate on time. Ongoing review of student grades 9-12 to monitor their accumulation of credits, progress monitoring, and outcome assessment	Data collection and analysis of how many credits each student in grades 9-12 have gained quarterly. minutes from team meetings designated to review and monitor data, classroom observation data.

Prof Development Step No	
Anticipated Output	Monitoring/Evaluation
Staff implements an organized program to bridge the gap between middle and high school. All teachers use appropriate technological tools to enhance instruction, use of independent study period for interventions, documentation of ongoing intervention data, improved lesson plans with additional supports and more differentiated teaching opportunities, evidence of fidelity to programs/ strategies, all teachers regularly add new content and teaching suggestions to	The feedback from training on additional interventions and strategies compare data from each quarter, review of lesson plans and instruction through classroom visits, .School leaders and peer mentors will continue to regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity.

the online learning content catalog,	
--------------------------------------	--

B. Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document)

Professional Development Activity : Provide overview for entire staff on all interventions		
Action Step	Provide review training to CSL teachers and staff on Remind Program	
Audience	CSL Administration and entire staff	
Topics to be Included	review of baseline data, methods of adaptation/expansion to gain more information to create new parent survey to measure effectiveness of Parent Engagement Project, to determine changes in student performance that can be attributed to improved parent engagement, CSL staff will be able to quantify changes in student success as a result of improved parent engagement	
Evidence of Learning	Teachers will maintain and share records of feedback from parents and the community and data that quantifies any changes in student performance, behavior, and attendance. during PLCs, faculty meetings.	
Material/Resources/Supports Needed	Use of school technology, specific staff point persons, teacher feedback	
Lead Person/Position	Mr. Hackney	
Anticipated Timeline	Start: 8/1/2020	Completion: 5/31/2021

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Whole School PD	Frequency	As needed
Danielson Framework Component Met in this Plan 1B 1D 4D	1b Demonstrating Knowledge of Students 1d Demonstrating Knowledge of Resources Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name:	
Action Step	Provide training to CSL teachers and staff on existing Early Warning System
Audience	CSL Administration and staff
Topics to be Included	Review of CSL EWS criteria and baseline data, review data collection process, documentation and analysis, monitoring system, parent outreach and feedback process, discussion of which interventions will be provided, how and why those interventions were selected and how they will be assigned to students and how fidelity will be monitored.
Evidence of Learning	Ability to identify and articulate EWS criteria, data collection and review procedures and purpose, documentation of participation. Provide feedback from Professional Development to demonstrate an understanding of selected interventions and strategies
Material/Resources/Supports Needed	SIS Visions, schedule professional development; use of school technology, specific staff point persons, ESSA evidence-based interventions and strategies, teacher feedback
Lead Person/Position	Mr. Hackney and Dr. Bonner
Anticipated Timeline	Start: 8/1/2020 Completion: 5/31/2021

Types of Activities	Whole School PD	Frequency	As needed
Danielson Framework Component Met in this Plan 1B 1D 4D	1b Demonstrating Knowledge of Students 1d Demonstrating Knowledge of Resources Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name:	
Action Step	Train educators on targeted interventions and strategies so that they can be used to address individual student needs in the areas of attendance, academics, and/or behavior, how to collect and analyze student data to determine effectiveness of implemented interventions ,How to use feedback from ongoing monitoring of instruction to ensure educators are implementing the interventions with fidelity and how to adjust instruction and modify interventions as determined by data,

Audience	CSL Administration and staff	
Topics to be Included	CSL staff will receive training on identified interventions (Check and Connect, Achieve 3000, Carnegie Math Solution Mathia, GoGuardian monitoring tool, Blended Learning strategies, etc), review baseline student data from EWS, review methods for collecting and analyzing student data throughout the school year, review comparison of baseline and intervention data, monitoring system, differentiated instruction	
Evidence of Learning	CSL staff will be able to identify CSL EWS criteria, data collection, EWS goals, and be able to articulate the core elements of all evidence based strategies and interventions selected to meet student needs, samples of lesson plans and feedback from walkthroughs and classroom visits indicating that teachers are delivering evidence-based instruction and interventions with fidelity. Feedback from ongoing coaching focused on aligning instruction with the individual needs of students. Review of student work.	
Material/Resources/Supports Needed	Check and Connect, licenses and materials, Achieve 3000 licenses and materials, Mathia licenses and materials, Go Guardian, presenters for PD	
Lead Person/Position	Mr. Hackney and Dr. Bonner	
Anticipated Timeline	Start: 8/1/2020	Completion: 5/31/2021

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Whole school and small group PD	Frequency	Ongoing throughout the school year as needed
Danielson Framework Component Met in this Plan 1E 1F 4D	1e designing Coherent Instruction 1f Designing Student Assessments Once the Comprehensive Portal Opens you will be able to select more than 2.		

Plan Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Step	Mode
Electronic communication tools to share SIP and other information/successes to all stakeholders	Website, social media, emails, text alerts
	Audience Community, SCSC, parents, Students, Board of Directors
Topics of Message	
Inform and update stakeholders via social media of status of SIP	Anticipated Timeline
	9/2020-6/2021

Communication Step	Mode
Written correspondence to parents and SCSC quarterly to be available with report cards and/or at quarter intervals sharing status of implementation of the plan, successes and benchmark information. Collect and review feedback.	Handouts, emails
	Audience Staff, parents
Topics of Message	
Inform and update parents and SCSC on implementation of plan	Anticipated Timeline
	10/2020-5/2021

Communication Step	Mode
Share and discuss successes and benchmark goals with SCSC at SCSC meetings, and with entire staff at faculty meetings. PLCs and at the beginning of all professional developments. Collect and review feedback.	Audience SCSC, staff,
Topics of Message	
Status of benchmark goals	Anticipated Timeline
	9/2020-6/2021

Communication Step	Mode
	Audience
Topics of Message	
	Anticipated Timeline

Plan Submission

(The Plan will be submitted in the new Comprehensive Planning Portal. The screenshot below is provided to show you what information is needed and how the plan will be affirmed.)

The screenshot displays the 'Future Ready Comprehensive Planning' interface for Southern Hanover County School District. The top navigation bar includes 'Home', 'My Plans', 'Reports', 'Resources', 'Outcome-based Reports', and 'Admin'. The main header identifies the user as 'The Philadelphia CS for Arts and Sciences at HR Edmunds | Non Designated - non - Title I | 2020' and shows progress for 'Ready, Set, Go' phases: 'READY: Prepare for Planning' (100%), 'SET: Complete a Needs Assessment' (100%), and 'GO: Develop the Plan' (100%).

The left sidebar contains a navigation menu with the following items: 'READY: Prepare for Planning', 'SET: Complete a Needs Assessment', 'GO: Develop the Plan', 'PLAN COMMUNICATIONS', 'APPROVALS & SIGNATURES' (selected), and 'SUMMARY CHECKLIST & SUBMISSION'.

The main content area is titled 'Approvals & Signatures' and contains a text box with placeholder text: 'Lorem ipsum dolor sit amet, consectetur adipiscing elit. In in feugiet orci. Morbi quam tortor, aliquam eu dui et, blandit sagittis libero. Integer ligula lacus, feugiat vel justo at, semper tincidunt purus. Nam auctor luctus bibendum. Sed ac aliquet ipsum, non condimentum purus. Quisque a luctus enim. Phasellus vel eros vulputate, viverra quam sollicitudin, venenatis ex.'

Below the text box are three signature sections, each with input fields for Name, Signature, and Date:

- Building Principal Name**, **Building Principal Signature**, **Date** (Today's Date)
- Superintendent/CEO Name**, **Superintendent/CEO Signature**, **Date** (Today's Date)
- School Improvement Facilitator Name**, **School Improvement Facilitator Signature**, **Date** (Today's Date)

There is also an 'Upload of School Board Minutes' section with an 'Upload Minutes' button and a 'Date of Approval' field.

At the bottom of the form, there is a 'Save' button, a 'Back' button, and a 'Submit' button.