

Profile and Plan Essentials

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LEA Profile

In education, one size does not fit all, and Insight Cyber Charter School PA is dedicated to providing students and families with an online learning environment that can meet the unique needs of each individual student.

Based on Section 1723-A of the Charter School law, any resident grade K-12 school age student in the Commonwealth is eligible to enroll in Insight PA Cyber Charter School. We do not discriminate in our enrollment policies or practices on the basis of intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English Language or any other basis that would be illegal if used by a school district. We do not use achievement tests, entrance examination tests or other means of testing a student's intellectual ability in order to grant or deny admission. We do not judge a student's grade point average in consideration of any student enrollment.

The educational community at Insight PA Cyber Charter School encompasses the entire Commonwealth of Pennsylvania. Our students live in rural, urban and suburban communities throughout the Commonwealth. Sixty percent (60%) of our student population is economically disadvantaged, and 18% of our students have Individualized Education Programs. During the 2024-2025 school year we served more than 3,500 students.

Students are offered different opportunities to engage with students who live in their geographic region via school outings. Our students have the opportunity to get together with their regional classmates at skating events, hiking excursions, and museums across the state to practice social and emotional learning skills and celebrate the end of the school year. These events provided our students a chance to learn more about their communities and engage with resources provided in their communities.

Insight PA provides students with a variety of resources through our Academic department as well as our Student Services department. Some of those resources include small group targeted instruction to address academic needs, classes with the school guidance counselors and advisors that include the use of a social and emotional curriculum. Our students also can utilize the services provided through the Insight PA Student Services team, including LEAP Specialists, Student Attendance Specialists, and Student Resource Specialists.

One of Insight PA's shared values is to foster deep collaborative partnerships with the communities where our students live. Those partnerships include work with Pre-Apprenticeships and the development of a Career Pathways Advisory Council. We will be working over the next several years to develop these partnerships within our students' communities to be certain Insight PA has a presence in the communities where our students live.

Mission and Vision

Mission

To empower, nurture, and engage students with innovative tools and the mindset to cultivate a culture of continuous learning, inclusivity, and respect. By fostering an environment that meets each student where they are and values each individual's unique contributions, we aim to inspire students to overcome obstacles, thrive academically and personally and make meaningful impacts within their communities and beyond.

Vision

Insight PA is a technologically innovative cyber-charter school that provides equitable educational opportunities geared towards igniting a lifelong passion for learning. We strive to cultivate intentional community partnerships while focusing on global and digital citizenship to create clear pathways for our students to achieve their goals.

Educational Values

Students

- Demonstrate respect for self, peers, staff, and the broader learning community in both online and in-person settings.
- Engage actively in learning by attending classes, completing assignments, and participating in discussions.
- Show responsibility by meeting deadlines, following school policies, and using digital tools ethically.
- Practice perseverance by setting personal goals, seeking help when needed, and overcoming challenges.
- Model integrity in academic work and interactions, upholding honesty in all assignments and assessments.
- Collaborate with peers and staff to build a supportive, inclusive, and safe learning environment.
- Take ownership of their educational journey, aligning personal goals with the school's mission and vision for success.

Staff

- Uphold professionalism in all interactions with students, families, and colleagues, modeling the school's values.
- Deliver high-quality instruction, services, and supports aligned to Insight PA's mission and vision.
- Foster an inclusive and respectful classroom and work environment where every student feels valued.
- Demonstrate integrity by being honest, ethical, and transparent in communication and decision-making.
- Collaborate with colleagues across departments to ensure consistency, innovation, and shared responsibility for student success.
- Commit to continuous growth by engaging in professional learning, reflecting on practice, and applying feedback.
- Use data and evidence-based practices to inform instruction, interventions, and program improvements.
- Serve as positive role models, encouraging students to embody the same values of respect, responsibility, and perseverance.

Administration

- Lead with integrity, transparency, and accountability in all decisions and communications.
- Align resources, policies, and practices with the mission, vision, and core values of the school.
- Cultivate a culture of equity, inclusivity, and respect that supports students, families, and staff.
- Set clear expectations, provide timely feedback, and model professionalism for the entire LEA community.
- Use data-driven decision-making to monitor progress, identify needs, and implement effective solutions.
- Support staff through coaching, professional development, and collaborative leadership structures.
- Foster strong partnerships with families and community stakeholders to enhance student opportunities.
- Ensure compliance with state, federal, and board regulations while upholding ethical standards.
- Inspire innovation and continuous improvement that positions the school for long-term success.

Parents

- Partner with staff and administration to support student learning and well-being.
- Ensure students are prepared for school each day, including maintaining attendance and engagement.
- Encourage and reinforce the values of respect, responsibility, and perseverance at home.
- Communicate openly and respectfully with teachers and administrators to address questions or concerns.
- Support

academic honesty by fostering integrity and accountability in student work habits. • Participate in school activities, meetings, and events to stay connected to the school community. • Advocate for their child's needs while respecting the needs of the broader school community. • Promote a positive, growth-oriented mindset that encourages students to embrace challenges and celebrate successes.

Community

- Collaborate with the school to expand opportunities for student learning, career readiness, and enrichment. • Uphold the school's mission, vision, and values in joint programs, services, and initiatives. • Provide resources, expertise, and support that enhance the educational experience for students. • Foster inclusive partnerships that respect and reflect the diversity of the school community. •

- Communicate openly and professionally with staff, students, and families to maintain trust. • Model ethical practices and integrity in all shared ventures and agreements. • Serve as advocates for the success of Insight PA students within the broader community. • Support sustainable partnerships that create long-term benefits for students and families.

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
Meeting Annual Academic Growth Expectations (PVAAS) 2023-2024 Science/Biology	According to 2023-24 PVAAS data, PSSA grade 8 scored well above the growth measure in science.
English Language Growth and Attainment	According to 2023-24 English Language Growth and Attainment data, grades 5, 6, and 8 met growth targets.
4-Year Graduation Cohort- All Student Group	According to PAFR Index, the All-Students Group met the interim target/improvement goal for high school graduation. (68.1%)
2023-2024 Career Standards Benchmark	Although the All-student group did not meet the performance standard, there were 50.5% of students receiving industry-based learning with a statewide average of 39.2%.
2023-2024 English Language Growth and Attainment.	All student groups met the interim goal/improvement target. (27.3%)
2023-2024 English Language Arts (PVASS).	According to the English Language Arts (PVASS), students identifying as Black met or exceeded the statewide goal for increased performance.
2024 Industry-based credentials	All-student groups exceeded the statewide goal for Industry-based Learning.

Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in English Language Arts/Literature (2023-24)	According to 2023-2024, All-Student Group Did Not Meet Interim Goal/Improvement Target at 20.0%
2023-2024 PA State Assessments-Mathematics/Algebra	According to 2023-2024 PA State Assessments, All Student Group Did Not Meet Interim Goal/Improvement Target, (4.4%)

2023-2024 PA State Assessments- Science/Biology	According to 2023-2024 PA State Assessments for Science/Biology, All Student Group Did Not Meet Interim Goal/Improvement Target Percent Proficient or Advanced 24.8% Statewide Average 59.2% Statewide 2030 Goal 83.0%
Meeting Annual Academic Growth Expectations (PVAAS) 2023-2024. ELA/Literature	According to 2023-24 PVAAS data, all student groups did not meet growth measures.
Meeting Annual Academic Growth Expectations (PVAAS) 2023-24 Mathematics/Algebra	According to 2023-24 PVAAS data, the All-Student group did not meet growth measure targets.
Regular Attendance Targets	The All-Student group did not meet the performance standard for Regular Attendance Percent Regular Attendance 58.9% Statewide Average 78.1% Statewide 2033 Goal 94.1%
Grade 3 Reading PSSA Performance	According to the Future Ready Index, 16.8 percent of the "All Student Group" demonstrated proficiency in 2023-2024.
Grade 3 Reading PSSA performance	According to the Future Ready Index, 12.7 students identifying as "black" demonstrated proficiency in reading.
Grade 7 Mathematics PSSA Performance	According to the Future Ready Index, 2.3 percent of the "All-Student Group" demonstrated proficiency in 2023-2024.
Meeting Annual Academic Growth Expectations (PVAAS) 2023-2024. Science/Biology	According to 2023-24 PVAAS data, the All-Student group did not meet growth measure targets.
2023-2024 Career Standards Benchmark	The all student group dd not meet the performance standard for the Career Standards Benchmark.

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

Strengths

Indicator 2023-2024 State Assessment Measures for ELA/Literature ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations According to 2023-2024 PA State Assessments for ELA/Literature, the 2 or more races increased in performance.: 2 or More Races 20.3%
Indicator 2023-2024 State Assessment Measures for Science/Biology ESSA Student Subgroups Hispanic	Comments/Notable Observations According to 2023-2024 PA State Assessments for Science/Biology, students with 2 or more races met the growth target.: 2 or More Races 31.7%

Indicator Meeting Annual Academic Growth Expectations (PVAAS) 2023-2024 Algebra 1/Mathematics ESSA Student Subgroups African-American/Black, Hispanic, Students with Disabilities	Comments/Notable Observations According to 2023-2024 PA State Assessments for mathematics, students with disabilities category exceeded the statewide growth target: Students w/Disabilities 72.8%
Indicator Meeting Annual Academic Growth Expectations (PVAAS) 2023-2024 ELA/Literature ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations According to 2023-2024 PA State Assessments for ELA/Literature, students with combined ethnicities exceeded or met their growth target.
Indicator 2023-24 State Assessment Measures for Math/Algebra ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations According to 2023-2024 PA State Assessments for Math/Algebra, the Black (2.6%), Students with Disabilities (3.4%), economically disadvantaged (4.2%) and combined ethnicities (3.0%) Student Groups increased performance.
Indicator 4-year Graduation Cohort ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations According to PAFR Index, all Student Groups met the interim target/improvement goal for high school graduation
Indicator 2023-24 PVAAS English Language Arts/Literature ESSA Student Subgroups	Comments/Notable Observations According to the Future Ready Index, students identifying as "black" exceeded growth targets.
Indicator Industry-based Learning ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Students with Disabilities	Comments/Notable Observations According to the Future Ready Index, all-students and subgroups exceeded growth targets.

Challenges

Indicator 2023-24 State Assessment Measures for ELA/Literature ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations According to 2023-2024 PA State Assessments for ELA/Literature, all student groups, Black, Hispanic, White, Economically Disadvantaged, English Learners, students with disabilities, ad combined ethnicities decreased in performance from the previous year.
Indicator 2023-24 State Assessment Measures for Math/Algebra ESSA Student Subgroups Hispanic, White, English Learners	Comments/Notable Observations According to 2023-2024 PA State Assessments for Math/Algebra, the Hispanic (2.4%), White (6.4%), and English learner (3.0%) Student Groups decreased in performance from the previous year.
Indicator 2023-24 State Assessment Measures for Science/Biology ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations According to 2023-2024 PA State Assessments for Science/Biology, the Hispanic (18.9), Economically Disadvantaged (22.7%), English Learners (12.5%), and Students with Disabilities (7.2%) Student Groups decreased performance from the previous year.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) 2023-24 Mathematics/Algebra ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), Students with Disabilities	Comments/Notable Observations According to 2023-24 PVAAS data, Black (67.5%), 2 or more races (64%), and Students with Disabilities (66.8%) student groups decreased in performance from the previous year.
Indicator Career Standards Benchmark ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations According to PAFR Index, English Learners and Students with Disabilities (81.8%) student groups decreased in previous performance from the previous year.
Indicator Regular Attendance ESSA Student Subgroups	Comments/Notable Observations According to the Future Ready Index, the Asian (68.3%), Black (52.5%), Hispanic (59.3%), White (65.6%), 2 or more races 52.5%) and Students with Disabilities (59.2% student groups decreased in regular attendance from the previous year.
Indicator	Comments/Notable Observations

2023-24 State Assessment Measures for Science/Biology ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	According to 2023-24 PVAAS data, Black (18.6%), Hispanic (18.7%), White (32.4%) Economically Disadvantaged (22.7%), English Learner (12.5%) and Students with Disabilities (7.2%) student groups did not meet the interim target.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) 2023-24 ELA / Literature ESSA Student Subgroups	Comments/Notable Observations According to 2023-24 PVAAS data, Hispanic (74.7%), White (53.3%), 2 or more races (72%), Economically Disadvantaged (65.5%) and Students with Disabilities (53.8%) student groups decreased in performance from the previous year.

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.

According to 2023-24 PVAAS Science/Biology data, PSSA grade 8 scored well above the growth measure in science.
According to 2023-24 English Language Growth and Attainment data, grades 5, 6, and 8 met growth targets.
4-Year Graduation Cohort- All-Student Group (68.1%).
According to the Future Ready Index, all students and subgroups exceeded growth targets obtaining Industry-Based Learning.
According to the Future Ready Index, students identifying as "black" exceeded growth targets in English Language Arts/Literature.

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.

According to the Future Ready Index, the all-student group decreased in performance from the previous year (58.9%).
According to PAFR Index, English Learners and Students with Disabilities (81.8%) student groups decreased performance from the previous year.
According to 2023-24 PVAAS data, Black (67.5%), 2 or more races (64%), and Students with Disabilities (66.8%) student groups decreased in performance from the previous year.
According to 2023-2024 PA State Assessments for ELA/Literature, all student groups, Black, Hispanic, White, Economically Disadvantaged, English Learners, students with disabilities, and combined ethnicities decreased in performance from the previous year in mathematics/Algebra.

According to 2023-2024 PA State Assessments for Science/Biology, the Hispanic (18.9), Economically Disadvantaged (22.7%), English Learners (12.5%), and Students with Disabilities (7.2%) Student Groups decreased performance from the previous year in Biology.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
aimsWeb	Academic Growth in Reading 2024-25: 86% of students in grades K-5 made academic growth in reading as measured by the aimsWeb diagnostic assessment.
Exact Path	Academic Growth in Reading 2024-25: 70% of students in grades 6-12 made academic growth in reading as measured by the Exact Path diagnostic assessment.
aimsWeb	Baseline: In Spring 2025, 26% of 3rd graders scored Average or Above on both Oral Reading Fluency (ORF) and Reading Comprehension (RC) Aimsweb Plus subtests.
Exact Path Reading	The 2024 Fall Benchmark demonstrated 39% of students met or exceeded grade level proficiency in reading.
Exact Path Mathematics	The 2024 Fall Benchmark demonstrated 35% of Middle School students met or exceeded grade level proficiency in mathematics.

English Language Arts Summary

Strengths

12th Grade ELA Course Pass Rate (82%)
ELA Course Pass Rates in Grades 6-8
Academic Growth in Reading 2024-25: 86% of students in grades K-5 made academic growth in reading as measured by the aimsWeb diagnostic assessment.
Academic Growth in Reading 2024-25: 70% of students in grades 6-12 made academic growth in reading as measured by the Exact Path diagnostic assessment.

Challenges

ELA Standards Mastery in K-5
ELA Course Passage Rates in Grades 9-11
Exact Path Reading Diagnostic Target Growth
The 2024 Fall Benchmark demonstrated 35% of Middle School students met or exceeded grade level proficiency in mathematics.

Mathematics

Data	Comments/Notable Observations
Exact Path Math Diagnostic Assessments	68% of students made growth in mathematics according to the aimsWeb and Exact Path diagnostic assessments. 49% of students in grades 9-12 scored above the 60th percentile in Math in SY2023-2024.

	53% of students in grades K-12 met or exceeded the typical growth from Fall to Spring in Math in SY2023-2024.
PSSA	Baseline (Spring 2025): 29% of students earned =50% of possible points on open-ended PSSA items.

Mathematics Summary

Strengths

Growth from Fall to Spring on Exact Path Math diagnostic assessment
Growth from Fall to Spring on Exact Path Reading diagnostic assessment
Growth from Fall to Spring on AimsWeb Math diagnostic assessment
Growth from Fall to Spring on AimsWeb Reading diagnostic assessment

Challenges

Algebra I Performance Rate
Course Performance in Math in Grades K-5
Continued Growth on Math Exact Path
Continued Growth on Reading Exact Path

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Performance: 2024-2025	53% of students in accelerated pathways passed their courses leading to higher credit accumulation.
MTSS-2024-2025	92% of students receiving tier 2 or tier 3 interventions in academics were rated with an "on track" rate on improvement (85%-100%) in one or more of their established goals.

Science, Technology, and Engineering Education Summary

Strengths

Course passages rates in Science in grades 6-8
PVAAS data demonstrated significant growth in 8th grade Science
Commitment to equity and inclusion – Ongoing professional development in culturally responsive practices fosters student belonging and access to opportunity.
Family and community partnerships – Strong connections with families and external partners support student engagement, attendance, and achievement.

Challenges

Biology course passage rates in high school

Meeting Biology targets in proficiency rates.
Meeting science targets in proficiency rates in 5th and 8th grades.
Persistent achievement gaps – Historically underserved subgroups (economically disadvantaged students, students with disabilities, and English learners) continue to perform below state benchmarks in proficiency and growth.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Course passage rates in Accelerated Pathways	53.3% pass rate for students enrolled in Accelerated Pathways courses for SY 24-25.
Course Passage Rates in Career Education Courses	83% of students enrolled in Career Explorations at the middle school earned a passing grade in SY 2024-2025. 77% of students at the high school passed their career readiness course during SY 2023-2024.
Attendance	Baseline (2025): 46.5% of students attended =90% of instructional days in 2024-2025.
CEW	Baseline (2025): 89% CEW compliance (Grades 5, 8, 11).

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

Robert Morris

Agreement Type

Other

Program/Course Area

Business/Accounting

Uploaded Files

Insight PA-RMU - CHS MOU - Spring 2023 - Fully Executed.pdf

Partnering Institution

Penn College

Agreement Type

Dual Credit

Program/Course Area

Elective Credits

Uploaded Files

Penn College - Insight PA Cyber MOU 2025 - updated 8-5-25 - Partially Executed.pdf

Partnering Institution

Associated Builders and Contractors

Agreement Type

Other

Program/Course Area

Pre-Apprenticeships

Uploaded Files

Associated Builders and Contractors - A...ht PA MOU 2025-26 - Fully Executed.pdf

Partnering Institution

Cedar Chest

Agreement Type

Dual Credit

Program/Course Area

General/Electives

Uploaded Files

Cedar Crest - signed - CCC MOU 06.23.25 - Fully Executed.pdf

Partnering Institution

We Love Philly

Agreement Type

Other

Program/Course Area

Pre-Internship

Uploaded Files

We Love Philadelphia - MOU WLP Pre Appr... Program 2025 - Partially Executed.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.

Course performance in career education courses
Growth in Industry-Based Certifications

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.

Higher passing rates in Eighth Grade English.
Higher passing rates in English 9 and English 10.
Higher mastery rates of 5th Grade ELA standards.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Local Diagnostic Assessments	46% of students participating in the ESL program met or exceeded the typical growth from Fall to Spring in Math compared to 56% of students not participating in the ESL program. 48% of students participating in the ESL program met or exceeded the typical growth from Fall to Spring in Reading compared to 42% of students not participating in the ESL program.

Students with Disabilities

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

Data	Comments/Notable Observations
Local Diagnostic Assessments	51% of students with IEPs met or exceeded the typical growth from Fall to Spring in Math as measured by Exact Path compared to 58% of students that do not have IEPs. 35% of students with IEPs met or exceeded the typical growth from Fall to Spring in Reading as measured by Exact Path compared to 44% of students that do not have IEPs.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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Local Diagnostic Assessments	48% of students who qualify as economically disadvantaged met or exceeded the standard for growth in Math as measured by Exact Path compared to 57% of students who do not qualify as economically disadvantaged 39% of students who qualify as economically disadvantaged met or exceeded the standard for growth in ELA as measured by Exact Path compared to 42% of students who do not qualify as economically disadvantaged

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	58% of students that identify as Black or African American met or exceeded the typical growth from Fall to Spring in Math as measured by Exact Path. 44% of students that identify as Black or African American met or exceeded the typical growth from Fall to Spring in Reading as measured by Exact Path.
Hispanic	54% of students that identify as Hispanic or Latino met or exceeded the typical growth from Fall to Spring in Math as measured by Exact Path. 41% of students that identify as Hispanic or Latino met or exceeded the typical growth from Fall to Spring in Reading as measured by Exact Path
White	55% of students that identify as White met or exceeded the typical growth target from Fall to Spring in Math as measured by Exact Path. 38% of students that identify as White met or exceeded the typical growth target from Fall to Spring in Reading as measured by Exact Path.

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.

58% of students that identify as Black or African American met or exceeded the typical growth from Fall to Spring in Math as measured by Exact Path.
44% of students that identify as Black or African American met or exceeded the typical growth from Fall to Spring in Reading as measured by Exact Path.
41% of students that identify as Hispanic or Latino met or exceeded the typical growth from Fall to Spring in Reading as measured by Exact Path

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.

46% of students participating in the ESL program met or exceeded the typical growth from Fall to Spring in Math compared to 56% of students not participating in the ESL program.
35% of students with IEPs met or exceeded the typical growth from Fall to Spring in Reading as measured by Exact Path compared to 44% of students that do not have IEPs.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Growth and proficiency in ELA, Math and Science; on-time graduation
Title 1 Program	Growth and proficiency in ELA, Math and Science; on-time graduation
Student Services	Regular attendance/engagement and social and emotional learning; on-time school graduation
K-12 Guidance Plan (339 Plan)	On-time graduation and social and emotional learning
Technology Plan	Growth and proficiency in ELA, Math and Science; on-time graduation
English Language Development Programs	Growth and proficiency in ELA, Math and Science and on-time graduation

Strengths

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

Cross-functional collaboration to align systems of support and special programs with the core program offered in each grade band
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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.

Growth and proficiency in ELA, Math and Science
Engagement/participation in instructional and SEL programming

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
LinkIt dashboards, i-Ready, Aimsweb Plus, and PVAAS reports are consistently used to monitor growth and achievement. Leadership and teachers regularly analyze benchmark and state assessment data. This system can be leveraged further by expanding predictive analytics for targeted interventions and ensuring data use informs tiered supports in real time.
e adoption of high-quality instructional materials (HQIM) provides aligned curricula. The operational use of HQIM can be leveraged to deepen teacher practice through coaching, professional learning communities, and equity-focused instructional strategies that directly address PSSA/Keystone growth targets.
The school demonstrates strong capacity in identifying professional learning needs through analysis of diverse data sources. By drawing from student achievement data, engagement metrics, and staff feedback, Insight PA is able to align PD opportunities with both organizational priorities and teacher needs. This ensures that professional learning is not generic but tailored, leading to stronger implementation in the classroom and a direct positive impact on student learning outcomes.
Insight PA is moving beyond the “emerging” stage in establishing a schoolwide multi-tiered system of supports (MTSS) for both academics and behavior, paired with evidence-based Positive Behavioral Interventions and Supports (PBIS). These structures provide clear, data-driven frameworks to identify students’ needs early and deliver targeted supports. This consistency across grade levels ensures that struggling students receive timely interventions while advanced learners remain challenged, contributing to growth and equity across the student body.

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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Collectively shape the vision for continuous improvement of teaching and learning
Identify and address individual student learning needs
Implement a multi-tiered system of supports for academics, attendance, and social emotional learning
Improving engagement and reducing chronic absenteeism are critical to meeting state “On Track” expectations, closing achievement gaps, and ensuring that students remain prepared for postsecondary success.

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
According to 2023-24 PVAAS Science/Biology data, PSSA grade 8 scored well above the growth measure in science.	False
According to 2023-24 English Language Growth and Attainment data, grades 5, 6, and 8 met growth targets.	True
4-Year Graduation Cohort- All-Student Group (68.1%).	False
12th Grade ELA Course Pass Rate (82%)	True
ELA Course Pass Rates in Grades 6-8	False
According to the Future Ready Index, all students and subgroups exceeded growth targets obtaining Industry-Based Learning.	False
Growth from Fall to Spring on Exact Path Math diagnostic assessment	False
Course passages rates in Science in grades 6-8	False
58% of students that identify as Black or African American met or exceeded the typical growth from Fall to Spring in Math as measured by Exact Path.	False
Course performance in career education courses	True
44% of students that identify as Black or African American met or exceeded the typical growth from Fall to Spring in Reading as measured by Exact Path.	False
According to the Future Ready Index, students identifying as "black" exceeded growth targets in English Language Arts/Literature.	False
Growth from Fall to Spring on Exact Path Reading diagnostic assessment	False
Growth from Fall to Spring on AimsWeb Math diagnostic assessment	False
Growth from Fall to Spring on AimsWeb Reading diagnostic assessment	False
PVAAS data demonstrated significant growth in 8th grade Science	False
Academic Growth in Reading 2024-25: 86% of students in grades K-5 made academic growth in reading as measured by the aimsWeb diagnostic assessment.	False
Academic Growth in Reading 2024-25: 70% of students in grades 6-12 made academic growth in reading as measured by the Exact Path diagnostic assessment.	False
Cross-functional collaboration to align systems of support and special programs with the core program offered in each grade band	True

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
41% of students that identify as Hispanic or Latino met or exceeded the typical growth from Fall to Spring in Reading as measured by Exact Path	False
LinkIt dashboards, i-Ready, Aimsweb Plus, and PVAAS reports are consistently used to monitor growth and achievement. Leadership and teachers regularly analyze benchmark and state assessment data. This system can be leveraged further by expanding predictive analytics for targeted interventions and ensuring data use informs tiered supports in real time.	False
The adoption of high-quality instructional materials (HQIM) provides aligned curricula. The operational use of HQIM can be leveraged to deepen teacher practice through coaching, professional learning communities, and equity-focused instructional strategies that directly address PSSA/Keystone growth targets.	False
Commitment to equity and inclusion – Ongoing professional development in culturally responsive practices fosters student belonging and access to opportunity.	False
Family and community partnerships – Strong connections with families and external partners support student engagement, attendance, and achievement.	False
Growth in Industry-Based Certifications	True
The school demonstrates strong capacity in identifying professional learning needs through analysis of diverse data sources. By drawing from student achievement data, engagement metrics, and staff feedback, Insight PA is able to align PD opportunities with both organizational priorities and teacher needs. This ensures that professional learning is not generic but tailored, leading to stronger implementation in the classroom and a direct positive impact on student learning outcomes.	False
Insight PA is moving beyond the “emerging” stage in establishing a schoolwide multi-tiered system of supports (MTSS) for both academics and behavior, paired with evidence-based Positive Behavioral Interventions and Supports (PBIS). These structures provide clear, data-driven frameworks to identify students’ needs early and deliver targeted supports. This consistency across grade levels ensures that struggling students receive timely interventions while advanced learners remain challenged, contributing to growth and equity across the student body.	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
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According to the Future Ready Index, the all-student group decreased in performance from the previous year (58.9%).	True
According to PAFR Index, English Learners and Students with Disabilities (81.8%) student groups decreased performance from the previous year.	True
According to 2023-24 PVAAS data, Black (67.5%), 2 or more races (64%), and Students with Disabilities (66.8%) student groups decreased in performance from the previous year.	True
ELA Standards Mastery in K-5	False
ELA Course Passage Rates in Grades 9-11	False
Exact Path Reading Diagnostic Target Growth	False
Higher passing rates in Eighth Grade English.	False
Higher passing rates in English 9 and English 10.	False
Higher mastery rates of 5th Grade ELA standards.	False
Algebra I Performance Rate	False
Course Performance in Math in Grades K-5	False
Biology course passage rates in high school	False
46% of students participating in the ESL program met or exceeded the typical growth from Fall to Spring in Math compared to 56% of students not participating in the ESL program.	False
According to 2023-2024 PA State Assessments for ELA/Literature, all student groups, Black, Hispanic, White, Economically Disadvantaged, English Learners, students with disabilities, and combined ethnicities decreased in performance from the previous year in mathematics/Algebra.	True
Continued Growth on Math Exact Path	True
The 2024 Fall Benchmark demonstrated 35% of Middle School students met or exceeded grade level proficiency in mathematics.	False
Meeting Biology targets in proficiency rates.	False
According to 2023-2024 PA State Assessments for Science/Biology, the Hispanic (18.9), Economically Disadvantaged (22.7%), English Learners (12.5%), and Students with Disabilities (7.2%) Student Groups decreased performance from the previous year in Biology.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Collectively shape the vision for continuous improvement of teaching and learning	True
Identify and address individual student learning needs	True
Implement a multi-tiered system of supports for academics, attendance, and social emotional learning	True
Growth and proficiency in ELA, Math and Science	False
Engagement/participation in instructional and SEL programming	True
35% of students with IEPs met or exceeded the typical growth from Fall to Spring in Reading as measured by Exact Path compared to 44% of students that do not have IEPs.	False

Meeting science targets in proficiency rates in 5th and 8th grades.	False
Improving engagement and reducing chronic absenteeism are critical to meeting state “On Track” expectations, closing achievement gaps, and ensuring that students remain prepared for postsecondary success.	False
Continued Growth on Reading Exact Path	False
Persistent achievement gaps – Historically underserved subgroups (economically disadvantaged students, students with disabilities, and English learners) continue to perform below state benchmarks in proficiency and growth.	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.

The steering committee conducted a comprehensive review of multiple information sources, including student, staff, and parent/guardian surveys; focus groups with students and staff; course performance data; state and local assessments; SEL assessments; attendance records; class engagement data; curriculum maps; instructional plans within Schoology; and systems audits. This multifaceted approach allowed the committee to triangulate data from quantitative and qualitative measures, ensuring that the identified challenges reflected authentic stakeholder experiences as well as performance outcomes. By examining both academic and non-academic indicators, the committee was able to develop a holistic understanding of the barriers impacting student success. As part of this process, the committee also examined progress toward the 2024–2025 Comprehensive School Improvement (CSI) goals and reviewed the school’s current action planning efforts. Connecting the CSI targets to the data sources provided an accountability lens, ensuring that identified barriers and proposed strategies were not only responsive to stakeholder input but also aligned to state expectations and the school’s overall improvement priorities. Through this analysis, data management systems emerged as a central theme. While Insight PA has access to robust data sources, staff reported challenges with integration, accessibility, and real-time usability. This fragmentation limited the ability of teachers and leaders to make timely, data-informed decisions that directly impact instruction and intervention. Streamlining data systems and training staff to use them effectively will be a critical strategy in overcoming this barrier. A second theme that surfaced was student disengagement, particularly in relation to attendance, course participation, and sustained motivation in the virtual learning environment. Patterns of chronic absenteeism, inconsistent log-ins, and lower assignment completion rates highlighted the need for more intentional strategies around engagement, including stronger early warning systems, enhanced family communication, and a focus on building meaningful connections between students and staff. Student voices from surveys and focus groups affirmed that engagement is tied not only to instructional quality but also to feeling seen, supported, and connected within the school community. The committee also identified silos and lack of communication across departments and staff levels as an area for growth. While various teams are working hard to address challenges, efforts are often isolated, limiting the impact of cross-functional collaboration. This lack of alignment affects consistency in instructional delivery, intervention support, and

communication with families. Furthermore, concerns related to pedagogy and professional learning were repeatedly mentioned. Staff expressed the need for more differentiated, ongoing professional development opportunities aligned to their interests and instructional needs. By addressing these themes—data management, student disengagement, organizational silos, and professional learning—within the framework of the 2024–2025 CSI goals and action planning, the school can more effectively target root causes and implement strategies that improve student outcomes and meet state accountability expectations.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
According to the Future Ready Index, the all-student group decreased in performance from the previous year (58.9%).	Essential Practices 2 (with components from 4 and 7) will be adopted as the focus of our school improvement plan to increase proficiency and growth in ELA.	True
According to PAFR Index, English Learners and Students with Disabilities (81.8%) student groups decreased performance from the previous year.	Essential Practices 2 (with components from 4 and 7) will be adopted as the focus of our school improvement plan to increase proficiency and growth in Math.	True
According to 2023-24 PVAAS data, Black (67.5%), 2 or more races (64%), and Students with Disabilities (66.8%) student groups decreased in performance from the previous year.	Essential Practices 2 (with components from 4 and 7) will be adopted as the focus of our school improvement plan to increase four-year cohort graduation rate.	True
Engagement/participation in instructional and SEL programming	This will be incorporated into our plan as a priority statement to achieve our goals in ELA, Math and on-time graduation.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	This will be incorporated into our plan as a priority statement to achieve our goals in ELA, Math and on-time graduation.	True
Collectively shape the vision for continuous improvement of teaching and learning	This will be incorporated into our plan as a priority statement to achieve our goals in ELA, Math and on-time graduation.	False
Identify and address individual student learning needs	This will be incorporated into our plan as a priority statement to achieve our goals in ELA, Math and on-time graduation.	False
Implement a multi-tiered system of supports for academics, attendance, and social emotional learning	This will be incorporated into our plan as a priority statement to achieve our goals in ELA, Math and on-time graduation.	False
According to 2023-2024 PA State Assessments for ELA/Literature, all student groups, Black, Hispanic, White, Economically Disadvantaged,		False

English Learners, students with disabilities, and combined ethnicities decreased in performance from the previous year in mathematics/Algebra.		
Continued Growth on Math Exact Path		False
Persistent achievement gaps – Historically underserved subgroups (economically disadvantaged students, students with disabilities, and English learners) continue to perform below state benchmarks in proficiency and growth.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
12th Grade ELA Course Pass Rate (82%)	Added supports for seniors included increased office hours, after-school tutoring, and High Dosage Tutoring.
Cross-functional collaboration to align systems of support and special programs with the core program offered in each grade band	The executive leadership team has built an infrastructure for cross-functional collaboration and systems alignment.
According to 2023-24 English Language Growth and Attainment data, grades 5, 6, and 8 met growth targets.	Students that participate in career education courses and activities demonstrate better performance than their peers. We will leverage the impact of real-world connections and relevance by connecting more programs and student plans to post-secondary interests and goals.
Course performance in career education courses	
Growth in Industry-Based Certifications	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, teachers will demonstrate greater proficiency in instructional practices and more students will demonstrate mastery of grade-level standards in ELA.
	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, teachers will demonstrate greater proficiency in instructional practices and more students will demonstrate mastery of grade-level standards in Math.
	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, teachers will demonstrate greater proficiency in instructional practices and more students will graduate within four years of entering 9th grade.

	If we collectively shape the vision for teaching and learning, more staff across our school community will demonstrate proficiency in identifying and addressing individual student learning needs and implementing a more effective multi-tiered system of supports for academics, attendance, and social and emotional learning.
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Goal Setting

Priority: If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, teachers will demonstrate greater proficiency in instructional practices and more students will demonstrate mastery of grade-level standards in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of 2027-2028, 75% of 3rd graders will score Average or Above on the Aimsweb Plus Oral Reading Fluency and Comprehension subtests.			
Measurable Goal Nickname (35 Character Max)			
Elem ELA			
Target Year 1	Target Year 2	Target Year 3	
By the end of the 2025–2026, 30% of 3rd graders will score Average or Above on the Aimsweb Plus Oral Reading Fluency and Comprehension subtests.	By the end of 2026–2027, 50% of 3rd graders will score Average or Above on the Aimsweb Plus Oral Reading Fluency and Comprehension subtests.	By the end of 2027-2028, 75% of 3rd graders will score Average or Above on the Aimsweb Plus Oral Reading Fluency and Comprehension subtests.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 30% of 3rd graders will score Average or Above on the Aimsweb Plus Oral Reading Fluency and Comprehension subtests.	At least 30% of 3rd graders will score Average or Above on the Aimsweb Plus Oral Reading Fluency and Comprehension subtests.	At least 30% of 3rd graders will score Average or Above on the Aimsweb Plus Oral Reading Fluency and Comprehension subtests.	By the end of the 2025–2026, 30% of 3rd graders will score Average or Above on the Aimsweb Plus Oral Reading Fluency and Comprehension subtests.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2027–2028 school year, 45% of students in grades 3-8 will earn 50% or more of possible points on open ended items on the Math PSSA.			
Measurable Goal Nickname (35 Character Max)			
Math (K-8)			
Target Year 1	Target Year 2	Target Year 3	

By the end of the 2025–2026 school year, 30% of students will earn 50% or more points on open-ended items on the Math PSSA.	By the end of the 2026–2027 school year, 35% of students will earn 50% or more points on open-ended items on the Math PSSA. .	By the end of the 2027–2028 school year, 45% of students in grades 3-8 will earn 50% or more of possible points on open ended items on the Math PSSA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Quarter 1, 30% of students will earn 50% or more points on open-ended items Unit Assessments.	By the end of Quarter 2, 30% of students will earn 50% or more points on open-ended items Unit Assessments.	By the end of Quarter 3, 30% of students will earn 50% or more points on open-ended items Unit Assessments.	By the end of Quarter 4, 30% of students will earn 50% or more points on open-ended items Unit Assessments.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2027–2028 school year, at least 20% of first-time test takers will score Proficient or Advanced on the Algebra 1 Keystone Exam.			
Measurable Goal Nickname (35 Character Max)			
Algebra			
Target Year 1	Target Year 2	Target Year 3	
By the end of the 2025–2026 school year, at least 8% of first-time test-takers will score Proficient or Advanced on the Algebra 1 Exam.	By the end of the 2026–2027 school year, at least 16% of first-time test-takers will score Proficient or Advanced on the Algebra 1 Keystone Exam	By the end of the 2027–2028 school year, at least 20% of first-time test takers will score Proficient or Advanced on the Algebra 1 Keystone Exam.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Quarter 1, at least 8% of students in Algebra I will demonstrate proficiency on the Unit Summative Assessments.	By the end of Quarter 1, at least 8% of students in Algebra I will demonstrate proficiency on the Unit Summative Assessments.	By the end of Quarter 1, at least 8% of students in Algebra I will demonstrate proficiency on the Unit Summative Assessments.	By the end of Quarter 1, at least 8% of students in Algebra I will demonstrate proficiency on the Unit Summative Assessments.

Priority: If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, teachers will demonstrate greater proficiency in instructional practices and more students will demonstrate mastery of grade-level standards in Math.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2027–2028 school year, 70% of students will attend 90% or more instructional days.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target Year 1	Target Year 2	Target Year 3	
By the end of the 2025–2026 school year, 50% of students will attend 90% or more instructional days.	By the end of the 2026–2027 school year, 65% of students will attend at least 90% of instructional days.	By the end of the 2027–2028 school year, 70% of students will attend 90% or more instructional days.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Quarter 1, 50% of students will attend 90% or more instructional days.	By the end of Quarter 2, 50% of students will attend 90% or more instructional days.	By the end of Quarter 3, 50% of students will attend 90% or more instructional days.	By the end of the 2025–2026 school year, 50% of students will attend 90% or more instructional days.

Priority: If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, teachers will demonstrate greater proficiency in instructional practices and more students will graduate within four years of entering 9th grade.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
By the end of the 2027–2028 school year, increase CEW evidence compliance for students in grades 5, 8, and 11 from 89% to 95%, ensuring all 8 required artifacts (2 per strand) are complete and documented in student career portfolios.			
Measurable Goal Nickname (35 Character Max)			
CEW			
Target Year 1	Target Year 2	Target Year 3	
Increase CEW compliance from 89% to 91% by the end of the school year, through improved monitoring, student	Increase CEW compliance from 91% to 93%, with an emphasis on early-year documentation and targeted	By the end of the 2027–2028 school year, increase CEW evidence compliance for students in grades 5, 8, and 11 from 89% to 95%, ensuring	

follow-up, and structured evidence collection cycles.	outreach to students missing artifacts.	all 8 required artifacts (2 per strand) are complete and documented in student career portfolios.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Ensure at least 90% of students in grades 5, 8, and 11 have submitted at least 2 CEW artifacts, and counselors have flagged students who are missing items.	Reach 90.5% compliance by ensuring most students have submitted at least 4 artifacts, with intervention plans in place for students behind pace.	Reach 91% CEW compliance, with at least 6 artifacts submitted by students and counselor verification of progress toward all 4 strands.	Increase CEW compliance from 89% to 91% by the end of the school year, through improved monitoring, student follow-up, and structured evidence collection cycles.

Priority: If we collectively shape the vision for teaching and learning, more staff across our school community will demonstrate proficiency in identifying and addressing individual student learning needs and implementing a more effective multi-tiered system of supports for academics, attendance, and social and emotional learning.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By June 30, 2028, at least 80% of students receiving Tier 2 or Tier 3 supports will be on track in at least one goal area—academic, attendance, or SEL + functional behavior—based on rate of improvement calculations and progress monitoring data.			
Measurable Goal Nickname (35 Character Max)			
MTSS			
Target Year 1	Target Year 2	Target Year 3	
By June 30, 2026, at least 60% of students receiving Tier 2 or Tier 3 support will be on track in at least one of the following areas: academic progress, attendance, or SEL + functional behavior, as measured through consistent and documented progress monitoring.	By June 30, 2027, at least 70% of students receiving Tier 2 or Tier 3 supports will be on track in at least one goal area—academic, attendance, or SEL + functional behavior—based on rate of improvement calculations and progress monitoring data.	By June 30, 2028, at least 80% of students receiving Tier 2 or Tier 3 supports will be on track in at least one goal area—academic attendance, or SEL + functional behavior—based on rate of improvement calculations and progress monitoring data.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Quarter 1, at least 55% of Tier 2 and Tier 3 students will be on track toward	By the end of Quarter 2, at least 60% of Tier 2 and Tier 3 students will be on track	By the end of Quarter 3, at least 65% of Tier 2 and Tier 3 students will meet the	By June 30, 2026, at least 70% of students receiving Tier 2 or Tier 3 support will be on track in

at least one established goal in academic, attendance, or SEL + functional behavior.	toward at least one established goal in academic, attendance, or SEL + functional behavior.	expected rate of improvement in at least one goal area.	at least one of the following areas: academic progress, attendance, or SEL + functional behavior, as measured through consistent and documented progress monitoring.
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Action Plan

Measurable Goals

Elem ELA	CEW
Math (K-8)	Algebra
Attendance	MTSS

Action Plan For: Student-Centered Coaching Model (<https://www.dianesweeney.com/research-supporting-student-centered-coaching/>)

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2027–2028 school year, 45% of students in grades 3-8 will earn 50% or more of possible points on open ended items on the Math PSSA. By the end of 2027-2028, 75% of 3rd graders will score Average or Above on the Aimsweb Plus Oral Reading Fluency and Comprehension subtests.

Action Step		Anticipated Start/Completion Date	
Define the schedule of coaching rounds and number of cycles per round		2025-08-05	2025-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary, Middle, and High School Principals	Coaching rounds	No	No
Action Step		Anticipated Start/Completion Date	
Execute contract with Diane Sweeney Group for Workshops and embedded coaching		2025-08-05	2025-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Rosemary Hughes/Director of Academics	Student Centered Coaching Model Book, CSI funds for Diane Sweeney Professional Learning	Yes	No

Action Step		Anticipated Start/Completion Date	
Plan Fall Workshops		2025-08-05	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary, Middle School, and High School Principals in conjunction with the Curriculum Coordinator.	NA	Yes	No
Action Step		Anticipated Start/Completion Date	
Launch Round 1 of coaching cycles across all grade bands using data for analysis of pre and post test data on grade level Pennsylvania Aligned Standards.		2025-09-09	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches	High-Quality Instructional Materials, CSI funds for instructional coaches	No	No
Action Step		Anticipated Start/Completion Date	
Facilitate bi-weekly coach check-ins with Instructional Coaches		2025-09-09	2026-01-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches	N/A	No	No
Action Step		Anticipated Start/Completion Date	
Complete Fall Workshops with Diane Sweeney Group		2025-10-01	2026-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Academic Leadership Team and Instructional Coaches	Workshops with Diane Sweeney Group, Student Centered Coaching Model Book	Yes	No

Action Step		Anticipated Start/Completion Date	
Facilitate quarterly progress monitoring check-ins		2025-10-31	2026-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary, Middle School, and High School Principals	N/A	No	No
Action Step		Anticipated Start/Completion Date	
Launch Round 2 of coaching cycles across all grade bands data for analysis of pre and post test data on grade level Pennsylvania Aligned Standards.		2025-11-10	2026-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches	High Quality Instructional Materials	No	No
Action Step		Anticipated Start/Completion Date	
Administer common formative assessments at the beginning and at the end of each unit of study		2026-01-20	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
General and Special Education Teachers	High Quality Instructional Materials (HQ-IM), Performance Matters	No	No
Action Step		Anticipated Start/Completion Date	
Facilitate bi-weekly coach check-ins with Instructional Coaches		2025-11-10	2026-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ES, MS, and HS Principals	N/A	No	No
Action Step		Anticipated Start/Completion Date	

Facilitate monthly coaching labs for Instructional Coaches		2025-12-01	2025-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leanna Harris, Diane Sweeny Group	coaching labs for Instructional Coaches, Student Centered Coaching Model Book	Yes	No
Action Step		Anticipated Start/Completion Date	
Launch Round 3 of coaching cycles across all grade bands for analysis of pre and post test data on grade level Pennsylvania Aligned Standards.		2026-01-06	2026-03-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches	Performance Matters	No	No
Action Step		Anticipated Start/Completion Date	
Administer common formative assessments at the beginning and at the end of each unit of study		2026-01-20	2026-03-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
General and Special Education Teachers, Interventionists	High Quality Instructional Materials, Title 1 funds for Interventionist salaries & partial benefits	No	No
Action Step		Anticipated Start/Completion Date	
Facilitate bi-weekly coach check-ins with Instructional Coaches		2026-01-20	2026-03-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals & Director of Academics	Bi-weekly coach check-ins with Instructional Coaches	No	No
Action Step		Anticipated Start/Completion Date	

Facilitate monthly coaching labs for Instructional Coaches		2026-02-01	2026-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals & Director of Academics	Coaching labs for Instructional Coaches	No	No
Action Step		Anticipated Start/Completion Date	
Facilitate monthly coaching labs for Instructional Coaches		2025-01-21	2025-03-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals & Director of Academics	Coaching labs for Instructional Coaches	No	No
Action Step		Anticipated Start/Completion Date	
Launch Round 3 of coaching cycles across all grade bands data for analysis of pre and post test data on grade level Pennsylvania Aligned Standards.		2026-01-20	2026-03-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches	High Quality Instructional Materials	No	No
Action Step		Anticipated Start/Completion Date	
Administer common formative assessments at the beginning and at the end of each unit of study		2026-01-20	2026-03-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
General and Special Education Teachers	Common Formative Assessments, High Quality Instructional Materials	No	No
Action Step		Anticipated Start/Completion Date	
Facilitate bi-weekly coach check-ins with Instructional Coaches		2026-01-20	2026-03-19

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary, Middle School, and High School Principals	Coach check-ins with Instructional Coaches	No	No
Action Step		Anticipated Start/Completion Date	
Facilitate monthly coaching labs for Instructional Coaches		2026-01-20	2026-03-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leanna Harris, Diane Sweeny Group	Monthly coaching labs for Instructional Coaches, Student Centered Coaching Model (Book)	Yes	No
Action Step		Anticipated Start/Completion Date	
Facilitate School-Based Consultancy for MS Leadership Team		2026-02-02	2026-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leanna Harris, Diane Sweeny Group	Student Centered Coaching Model Book, Materials, as determined by the presenter	Yes	No
Action Step		Anticipated Start/Completion Date	
Facilitate monthly coaching labs for Instructional Coaches		2026-03-02	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leanna Harris, Diane Sweeny Group	Monthly coaching labs for Instructional Coaches, Student Centered Coaching Model Book	Yes	No
Action Step		Anticipated Start/Completion Date	

Facilitate School-Based Consultancy for Elementary Leadership Team		2026-03-02	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leanna Harris, Diane Sweeny Group	Monthly coaching labs for Instructional Coaches, Student Centered Coaching Model Book	Yes	No
Action Step		Anticipated Start/Completion Date	
Facilitate quarterly progress monitoring check-ins		2026-03-19	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ES, MS, and HS Principals	Progress monitoring check-ins	No	No
Action Step		Anticipated Start/Completion Date	
Facilitate bi-weekly coach check-ins with Instructional Coaches		2026-03-23	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Check-ins with Instructional Coaches, Student Centered Coaching Model (Book)	No	No
Action Step		Anticipated Start/Completion Date	
Facilitate monthly coaching labs for Instructional Coaches		2026-04-01	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Monthly coaching labs for Instructional Coaches	No	No
Action Step		Anticipated Start/Completion Date	

Facilitate School-Based Consultancy for HS Leadership Team		2026-04-10	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leanna Harris, Diane Sweeny Group	Student Centered Coaching Model (Book)	No	No
Action Step		Anticipated Start/Completion Date	
Facilitate quarterly progress monitoring check-ins		2026-06-03	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ES, MS, and HS Principals	NA	No	No
Action Step		Anticipated Start/Completion Date	
Literacy training and research-based techniques grounded in the science of reading.		2025-12-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary Principal, Director of Academic Leaders, Support Personnel, elementary teachers and interventionists.	ECRI Training	Yes	No
Action Step		Anticipated Start/Completion Date	
Integrate instructional technology tools into coaching cycles (e.g., data dashboards, adaptive learning platforms, or AI-powered formative assessment tools).		2025-09-15	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Academics, Educational Software & Systems (ESS) Team, Continuous Improvement Team, CTIO	Learning platforms	No	No
Action Step		Anticipated Start/Completion Date	
Ensure equitable access to devices and reliable internet so all students can benefit from tech-enhanced instruction.		2025-09-30	2028-06-09

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Academics, Educational Software & Systems (ESS) Team, Operations Department, Student Resource Specialists	Student Laptops, Educational Software and Software Governance, Hot Spots (as needed and appropriate)	No	No
Action Step		Anticipated Start/Completion Date	
Establish clear success metrics tied to SCC outcomes (student achievement, instructional practice shifts, equity of outcomes).		2025-09-19	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Continuous Improvement, Academic Data Analyst, Academic Leadership Team, Data Committee Members	Link It, Performance Matters, Power BI, Student Information System	No	No
Action Step		Anticipated Start/Completion Date	
Implement regular data cycles (every 6–8 weeks) to monitor progress of SCC goals.		2025-09-15	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Continuous Improvement, Academic Data Analyst, Academic Leadership Team,	Link It, Performance Matters, Power BI, Student Information System	No	No
Action Step		Anticipated Start/Completion Date	
Facilitate feedback loops between coaches, principals, and district leadership to refine strategies.		2025-09-15	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Continuous Improvement, Academic Data Analyst, Chief Academic Officer, CSI Committee members	CSI Protocols and data systems	No	No
Action Step		Anticipated Start/Completion Date	

Align master scheduling to provide common planning time for coaches and teachers.		2025-07-07	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Academics, Program Principals, Operations Specialist Manager and Team, Special Education Supervisors/Coordinators	Student Information System	No	No
Action Step		Anticipated Start/Completion Date	
Allocate budget lines for sustained Student Centered Coaching Model implementation (coaching positions, professional learning, instructional resources).		2025-07-07	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Business Operations, Business Operations Team, Academic Directors and Program Principals, Academic Directors	Budget Tracking Software, Annual Budget Summits	No	No
Action Step		Anticipated Start/Completion Date	
School leaders will define and promote a clear, concise instructional vision that reflects the school's commitment to creating a safe and supportive environment for all students. This vision will serve as the "why" behind all teaching and learning initiatives.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of School Belonging and Connection, Academic Directors, Dr. Diane Goodman Assistant Director, School Belonging and Connection, Academic Directors, Principals	External and Internal Trainings/Materials (Inclusive Leadership Training)	Yes	No
Action Step		Anticipated Start/Completion Date	
Review data disaggregated by student groups to ensure Student Centered Coaching supports all learners.		2025-09-08	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of School Belonging and Connection and Team, Academic Data Analyst, Academic Directors, Continuous Improvement Team Assistant Director, School Belonging and Connection, Academic Directors, Principals		Link It, Performance Matters, Power BI, Student Information System, Stakeholder Surveys	No	No
Action Step			Anticipated Start/Completion Date	
Facilitate student voice opportunities (focus groups, surveys) to guide instructional decisions in coaching cycles.			2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed		PD Step?	Com Step?
Director of School Belonging and Connection & Academic Directors Assistant Director, School Belonging and Connection, Academic Directors, Principals	Survey data, Excel		No	No
Action Step			Anticipated Start/Completion Date	
Share success stories with families and the community.			2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed		PD Step?	Com Step?
Communications Department, Sara Stell and all members of the community, as appropriate	Website, Bulldog Bulletin		No	Yes
Action Step			Anticipated Start/Completion Date	
Train coaches in culturally responsive pedagogy.			2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed		PD Step?	Com Step?
Academic Directors, Director of School Belonging and Connection Assistant Director, School Belonging and Connection, Dr. Diane Goodman	Inclusive Leadership Coaching Training, and Asset-Based Language Training		Yes	No
Action Step			Anticipated Start/Completion Date	

To ensure asset-based and culturally relevant language in educational platforms, tools, and procedures, the LEA will establish a comprehensive review process to identify deficit-based language and incorporate culturally responsive elements into reporting tools, processes, and procedures.		2025-09-30	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Academic Leaders, Director of School Belonging and Connection, Human Resource Team members and an audit team of internal constituents applying for the stipend position.	Stipends for the internal team. Book: The Community Cultural Wealth Framework.	No	Yes
Action Step		Anticipated Start/Completion Date	
Professional Learning on the Inclusive Leadership Model		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of School Belonging and Connection and Director of Academics	Professional and Research-based materials	Yes	No
Action Step		Anticipated Start/Completion Date	
Roundtable Discussions on Collaborative Leadership to align complementary strengths and maintain a focused approach to instructional practices, ensuring cohesive strategies that drive growth toward ELA and Math achievement goals.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer & professional consultation through Technical Assistance of CSI supports LEA.	Technical Assistance Hours	Yes	No
Action Step		Anticipated Start/Completion Date	
Implement a real-time diagnostic tool to identify each student's current level of proficiency.		2025-10-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Academics, Elementary Principal, Middle School Principal, program Assistant Principals, Instructional Coaches	IXL, CSI funds for IXL	Yes	No

Action Step		Anticipated Start/Completion Date	
Generate personalized learning pathways based on diagnostic results.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Academics, Elementary Principal, Middle School Principal, Program Assistant Principals, Instructional Coaches	IXL	No	No
Action Step		Anticipated Start/Completion Date	
Integrate supplemental materials into Tier 1 instruction to target specific skill gaps.		2025-10-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Academics, Elementary Principal, Middle School Principal, Program Assistant Principals, Instructional Coaches, Teachers	IXL	No	No
Action Step		Anticipated Start/Completion Date	
Monitor student progress regularly to ensure immediate growth on identified skills.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Academics, Elementary Principal, Middle School Principal, Program Assistant Principals, Instructional Coaches, Teachers	IXL	No	No
Action Step		Anticipated Start/Completion Date	
Adjust instructional strategies in response to diagnostic data to align with individualized needs		2025-10-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Academics, Elementary Principal, Middle School Principal, Program Assistant Principals, Instructional Coaches, Teachers	IXL	No	No
Action Step		Anticipated Start/Completion Date	
Provide ongoing training for teachers on how to interpret data and embed targeted supports within Tier 1 instruction.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
IXL Trainers, Director of Academics, Elementary Principal, Middle School Principal, Program Assistant Principals, Instructional Coaches, Teachers	IXL	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Improved student proficiency in standards-based goals on unit post-tests 2. Increased teacher effectiveness by advocating the use of best practices through Professional Learning Communities (PLCs) 3. Enhanced coaching success through coaching labs emphasizing goal-setting, collaborative planning, co-teaching, and analyzing student work	Biweekly workgroup meetings Quarterly progress monitoring by Instructional Leadership Team

Action Plan For: Team-Initiated Problem-Solving (<https://ies.ed.gov/blogs/research/post/recognizing-school-based-teams-for-american-education-week-team-initiated-problem-solving-tips>)

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2027–2028 school year, 70% of students will attend 90% or more instructional days. By the end of the 2027–2028 school year, 45% of students in grades 3-8 will earn 50% or more of possible points on open ended items on the Math PSSA. By the end of 2027-2028, 75% of 3rd graders will score Average or Above on the Aimsweb Plus Oral Reading Fluency and Comprehension subtests.

Action Step		Anticipated Start/Completion Date	
Meet with PD Coordinator to finalize plan of goal writing for SEL+F and Attendance		2025-07-11	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment & Evaluation and Danielle Darmono/PD Coordinator	Microsoft Teams	No	No
Action Step		Anticipated Start/Completion Date	
Establish TIPS team members and schedule meeting cadence		2025-07-15	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment & Evaluation	Email, PowerPoint	No	No
Action Step		Anticipated Start/Completion Date	
Finish Data Review for Beginning of Year (SY 25-26) MTSS Tiering		2025-06-12	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Megan Kacin/MTSS Coordinator	LinkIT!	No	No
Action Step		Anticipated Start/Completion Date	
Place students in Tiers based upon historic cut-scores		2025-06-12	2025-09-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Megan Kacin/MTSS Coordinator, Academic Data Analyst	LinkIT!, Historic MTSS Data	No	No
Action Step		Anticipated Start/Completion Date	

Utilize Beginning of Year (25-26) data to designate preliminary placement in MTSS Tiers and Assign Interventionist Groups		2025-06-12	2026-08-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Megan Kacin/MTSS Coordinator	Schoology, PowerSchool, LinkIT!	No	No
Action Step		Anticipated Start/Completion Date	
Review size of groups and ability to split into subgroups within a session to ensure appropriate interventionist-student ratios		2025-06-12	2026-08-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment & Evaluation, Academic Analyst	LinkIT!, MTSS 22-23 data, Interventionist list	No	No
Action Step		Anticipated Start/Completion Date	
Meet with "Lead" for "LinkIt" product for system integration		2025-07-15	2026-08-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment and Evaluation	LinkIT! Login information	No	No
Action Step		Anticipated Start/Completion Date	
Finalize MTSS Intervention Schedule		2025-07-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment and Evaluation., Program Principals, Academic Directors, Operations Team, ESS Team.	Excel Spreadsheet of Proposal/Master schedules for Elementary, Middle, and High School grade-bands, Zoom	No	No
Action Step		Anticipated Start/Completion Date	

Ensure agreement across grade-band leaders on intervention strategies and goal alignment across Tiers.		2025-07-15	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Grade-Band Principals/Assistant Principals, Academic Directors, Interventionist Supervisor, MTSS Supervisor	Excel Spreadsheet for Proposal, Powerpoint, Zoom	No	Yes
Action Step		Anticipated Start/Completion Date	
Complete Tier 1 Checklist Form for LinkIT!		2025-07-15	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment and Evaluation	Microsoft Word	No	No
Action Step		Anticipated Start/Completion Date	
Designate anticipated SY 24-25 cut-scores within LinkIT!		2025-07-28	2026-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment and Evaluation, Academic Data Analyst	LinkIT! and Performance Matters	No	No
Action Step		Anticipated Start/Completion Date	
Discuss technology integration for digital intervention library (i.e., LinkIT!) for Attendance and SEL+F		2025-07-15	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Assessment and Director of Student Services	LinkIT!, PowerSchool	No	No
Action Step		Anticipated Start/Completion Date	
Designate Interventionist Pairings to Tiers		2025-08-01	2026-08-14

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kristin Barrett/Supervisor of Intervention	Interventionist List, LinkIT!, MTSS 22-23 data, PowerSchool	No	No
Action Step		Anticipated Start/Completion Date	
Monitor and change Tiered MTSS groups, as data indicates		2025-07-15	2026-06-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment and Evaluation	LinkIT!, ExactPath, AimsWeb+, Character Strong, and SSIS	No	No
Action Step		Anticipated Start/Completion Date	
Automate data collection to reduce staff workload and ensure timely updates for team review.		2025-08-05	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of the Educational Software & Systems (ESS), ESS Team, Data Analyst, Continuous Improvement Team Academic Leadership Team	Student Information System, Link It, Excel, Power BI	No	No
Action Step		Anticipated Start/Completion Date	
MTSS/Universal screening PD Administration		2025-08-28	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment and Evaluation and Danielle Darmo- Professional Development Coordinator	Powerpoint, AimsWeb+ Screening Procedures (K-2), and ExactPath Screening Procedures	No	No
Action Step		Anticipated Start/Completion Date	

First cohort of students complete Fall Universal Screeners,		2025-08-28	2028-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment and Evaluation, Strong Start Team, Interventions, Teachers, Strong Start Team	ExactPath, AimsWeb+, SSIS, LinkIT!	No	No
Action Step		Anticipated Start/Completion Date	
Develop user-friendly data dashboards to track behavior, attendance, and academic performance aligned with TIPS meeting protocols.		2025-08-28	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of the Educational Software & Systems (ESS), ESS Team, Data Analyst, Continuous Improvement Team,	Zoom, LinkIT! , Performance Matters	Yes	No
Action Step		Anticipated Start/Completion Date	
Second cohort of students (new students/students who didn't complete) complete Universal Screeners		2025-09-03	2026-09-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment and Evaluation	ExactPath, AimsWeb+, SSIS, LinkIT!	No	No
Action Step		Anticipated Start/Completion Date	
First MTSS Tiered Sessions for Academics and SEL		2025-09-09	2026-01-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Grade Band Principals/Assistant Principals	Class, ExactPath, SSIS, LinkIT!	No	No
Action Step		Anticipated Start/Completion Date	

First cohort of students complete Winter Universal Screeners		2026-01-13	2026-01-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment & Evaluation	ExactPath, AimsWeb+, SSIS, LinkIT!	No	No
Action Step		Anticipated Start/Completion Date	
Second cohort of students (new students/students who didn't complete) complete Universal Screeners		2026-01-20	2026-01-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment & Evaluation	ExactPath, AimsWeb+, SSIS, LinkIT!	No	No
Action Step		Anticipated Start/Completion Date	
First cohort of students complete Spring Universal Screeners		2026-04-27	2026-05-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment & Evaluation	ExactPath, AimsWeb+, SSIS, LinkIT!	No	No
Action Step		Anticipated Start/Completion Date	
Second cohort of students (new students/students who did not complete) complete Spring Universal Screeners		2026-05-27	2026-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande/Director of Assessment & Evaluation	ExactPath, AimsWeb+, SSIS, LinkIT!	No	No
Action Step		Anticipated Start/Completion Date	
Finish Data Review for End of Year (25-26) MTSS Tiering, End of Year (26-27) and End of Year (28-29)		2026-06-09	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Anthony Grande/Director of Assessment & Evaluation, Academic Data Analyst	ExactPath, AimsWeb+, SSIS, LinkIT!, Performance matters	No	No
Action Step		Anticipated Start/Completion Date	
Ensure equitable tech access for all schools so data-informed problem-solving is consistent districtwide.		2026-06-09	2026-08-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of the Educational Software & Systems (ESS), ESS Team, Data Analyst, Continuous Improvement Team, Academic Directors, School Belonging and Connectivity Department	ExactPath, AimsWeb+, SSIS, LinkIT!, Survey data, Title 1 funds for Hotspots for Homeless students	No	No
Action Step		Anticipated Start/Completion Date	
Attend the NASP Conference to present and attend trainings on MTSS and specific virtual modeling implementation.		2025-08-30	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Anthony Grande, Director of Assessment and Evaluation and School Psychologists	NASP Conference	Yes	No
Action Step		Anticipated Start/Completion Date	
Align TIPS outcomes with district improvement goals (e.g., reducing discipline referrals, improving literacy rates).		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of the Educational Software & Systems (ESS), ESS Team, Data Analyst, Continuous Improvement Team, Academic Directors, Technology Department	Student Information System, Software Platforms, Laptops, Learning management System	No	No
Action Step		Anticipated Start/Completion Date	

Provide operational support to implement team decisions (e.g., safety protocols, supervision, transportation adjustments).		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Operations Director, School Safety Coordinator, Operations Team , Academic Directors,	safety protocols, supervision, policies	No	No
Action Step		Anticipated Start/Completion Date	
Pursue grants and funding opportunities that align with TIPS priorities (e.g., SEL, behavior intervention supports).		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Business Operations & Director of Reporting and Compliance	Applicable grants, SAS Website, PDE Communications	No	No
Action Step		Anticipated Start/Completion Date	
Disaggregate TIPS data by student groups to identify equity gaps in discipline, attendance, and achievement.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Belonging and Connection Leadership Team, Academic Director Team, Academic Data Analyst	LinkIt, Performance Matters, Survey data	No	No
Action Step		Anticipated Start/Completion Date	
Embed culturally responsive practices in problem-solving and intervention planning.		2025-08-18	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Belonging and Connection Leadership Team, Academic Director Team,	Research-based materials and presentations	Yes	No
Action Step		Anticipated Start/Completion Date	

Provide professional development on equity-centered data interpretation and decision-making.		2025-08-18	2028-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Belonging and Connection Leadership Team, Academic Director Team,	Title 1 funds MKV set aside	Yes	No
Action Step		Anticipated Start/Completion Date	
Embed TIPS as part of teacher induction and ongoing professional learning.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Human Resources, PD Coordinator	Act 48 regulations, Professional Learning Materials, Learning management system	Yes	No
Action Step		Anticipated Start/Completion Date	
Professional Learning on the Diamond Model of instructional practices through differentiation and Universal Design.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Academic Directors	MTSS best practice research, Behavior Intervention Manual (BIM), Pre-Referral Intervention Manual (PRIM)	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Clearly Defined Problems Teams use the TIPS process to identify and define problems precisely (who, what, when, where, why) rather than addressing broad concerns. Output: Problem statements supported by data (e.g., “Reading comprehension scores for 3rd grade students have declined by 10% in the past quarter”). 2. Data-Driven Goals Teams establish specific, measurable goals based on screening, progress monitoring, and diagnostic data. Output: SMART goals for student outcomes across tiers (e.g., “Increase the percentage of students meeting benchmark in Oral Reading Fluency from 15% to 25% by June”). 3. Action Plans with Defined	Biweekly workgroup meetings Quarterly progress monitoring by Instructional Leadership Team

<p>Interventions The model generates clear intervention plans with identified strategies, responsible parties, timelines, and resources. Output: Written action plans outlining tiered supports (Tier 1, 2, and 3 interventions).</p> <p>4. Progress Monitoring Structures The TIPS process ensures that data collection and monitoring routines are embedded into team practices. Output: Data collection schedules, progress monitoring charts, and decision rules for adjusting interventions.</p> <p>5. Documented Decisions and Meeting Efficiency Teams using TIPS develop structured meeting agendas, documented decisions, and follow-up actions. Output: Meeting minutes with action items, responsible people, and next steps.</p> <p>6. Increased Student Outcomes Through continuous problem-solving cycles, interventions become more effective, leading to improved academic and behavioral outcomes. Output: Evidence of student growth (e.g., improved benchmark scores, reduced office referrals, increased engagement).</p> <p>7. Sustainable Team Practices The model builds team capacity to replicate problem-solving processes consistently. Output: Sustainable team routines and a culture of data-based decision-making.</p>	
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Action Plan For: Learner Essentials & Attendance Partnerships

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2027–2028 school year, 70% of students will attend 90% or more instructional days.

Action Step		Anticipated Start/Completion Date	
Create Professional Development Plan for School Year Training for staff and families		2025-07-08	2028-12-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sarah Ronosky/Director of Student Services and Danielle Darmo/PD Coordinator	PowerPoints, Online resources	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Establish revision of procedures to ensure common practices (i.e. Home Visits, SAICs, School Refusal, SAP, etc.) with Leap Specialists, Student Resource Coordinators, and Attendance Specialists.		2025-07-08	2025-08-26

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sarah Ronosky/Director of Student Services, David Surovec/Assistant Director of Student Services, and LEAP Coordinators	N/A	Yes	No
Action Step		Anticipated Start/Completion Date	
Maintain a schedule to review performance metric points on a quarterly basis- Attendance Data Meeting		2025-07-08	2025-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sarah Ronosky/Director of Student Services and Jessa Leskovansky/Academic Data Analyst	Power Bi Dashboard	No	No
Action Step		Anticipated Start/Completion Date	
Identify student tiers of engagement concerns with development and implementation of Check & Connect		2025-07-08	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
LEAP Coordinators, Academic Directors, MTSS Supervisor, & Academic Data Analyst	PowerSchool and trackers, Check and Connect Training	Yes	No
Action Step		Anticipated Start/Completion Date	
Establish partnerships with various stakeholders per region, offering supports by region for families and students in need		2025-07-08	2026-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sarah Ronosky/Director of Student Services, David Surovec-Assst. Director of Student Services, and LEAP Coordinators	N/A	No	No
Action Step		Anticipated Start/Completion Date	

Identify tier 2 and tier 3 student attendance concerns with development and implementation of a process to provide support with regular review at end of each quarter		2025-08-15	2025-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sarah Ronosky/Director of Student Services and Student Attendance Coordinator	N/A	No	No
Action Step		Anticipated Start/Completion Date	
Check and Connect Implementation and training		2025-09-01	2026-06-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sarah Ronosky/Director of Student Services and Student Attendance Coordinator, Rosemary Hughes-Director of Academics, CCIU	Training Materials and Progress Monitoring Tools, Check and Connect Professional Learning	Yes	No
Action Step		Anticipated Start/Completion Date	
National School and Family Conference for training on making connections and eliminating barriers to learning.		2025-08-25	2026-06-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sarah Ronosky, Director of Student Services	National School and Family Conference	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide digital access equity (devices, hotspots, broadband support) to reduce barriers to learning.		2025-08-04	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Operations Department, Academics Department, ESS Team, Technology Department, School Belonging and Connection Department Consultation	Laptops, Software/software audits, Curriculum audits,	No	No

Action Step		Anticipated Start/Completion Date	
Manage facilities to ensure safe, welcoming, and inclusive learning environments.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Safety Coordinator, Operations Department, Executive Leadership Team	Policies, State regulations, best practice professional development	Yes	No
Action Step		Anticipated Start/Completion Date	
Prioritize funding to address equity gaps in Learner Essentials access.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Business Operations Department and School Belonging and Connection consultation, Director of Reporting and Compliance	Budget oversight, budget software, budget summits, Title 1 funds for Unique & Conover	No	No
Action Step		Anticipated Start/Completion Date	
Partner with community organizations to secure external funding or grants.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Business Operations Department and/or Director of Reporting and Compliance	PDE and federal funding and grant sources	No	No
Action Step		Anticipated Start/Completion Date	
Audit access to Learner Essentials across student subgroups to identify inequities.		2025-09-30	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Academic Data Analyst, School Belonging and Connection Team, Academic Leadership	Student data, survey data, LinkIt, Performance Matters, Student Information System	Yes	No
Action Step		Anticipated Start/Completion Date	
Elevate student/family voice in designing supports so they reflect real needs		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
All Stakeholders with consult from the Director of School Belonging and Connection, Student Resource Specialist	Surveys, Escalations, Community work, CSI funds for Student Resource Specialist	No	No
Action Step		Anticipated Start/Completion Date	
Develop real-time attendance dashboards accessible to school leaders, teachers, and families.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ESS Team, Technology Team, Continuous Improvement Team, Academic Team, and data Committee members	Student data, survey data, LinkIt, Performance Matters, Student Information System	No	No
Action Step		Anticipated Start/Completion Date	
Use automated text/email reminders to notify families of absences and resources.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Academic Directors, ESS Team, LEAP Specialists	Student Information System, Parent square, Title 1 funds for Leap Specialists' salaries and partial benefits	No	No
Action Step		Anticipated Start/Completion Date	

Integrate attendance with student support platforms (behavior, academic, SEL data).		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Academic Department, Operations Department, ESS Team	Student Information System	No	No
Action Step		Anticipated Start/Completion Date	
Support schools with scheduling adjustments to encourage participation (late start options, flexible programming).		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Operations Department, Director of Academics, Program Principals	Student Information System	No	No
Action Step		Anticipated Start/Completion Date	
Dedicate funding for attendance incentives (recognition programs, mentoring).		2025-09-30	2028-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Business Operations Department and/or Director of Reporting and Compliance	Bulldog Boutique, Incentives	No	No
Action Step		Anticipated Start/Completion Date	
Disaggregate attendance data to identify disproportionate absenteeism in student subgroups.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
LEAP Project Manager, Academic Data Analyst, ESS Team, Department of School Belonging and Connection	Student Information System	No	No

Action Step		Anticipated Start/Completion Date	
Provide cultural competency training for staff to strengthen relationships with families and address barriers respectfully.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Academic Data Analyst, School Belonging and Connection Team, Academic Leadership Team	Groundwater Institute, Circle Group facilitators, Outside Resources, as needed and identified, Dr. Diane Goodman	Yes	No
Action Step		Anticipated Start/Completion Date	
Launch campaigns to promote the importance of attendance.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Communications Department, Reporting and Compliance Department, Academic Department, Communication Director	Learning Management System, Canva	No	Yes
Action Step		Anticipated Start/Completion Date	
Train staff on trauma-informed approaches to chronic absenteeism, as scheduled		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
LEAP Team Administrators, School Belonging and Connection Team, Academic Leadership	Outside resources, as identified.	Yes	No
Action Step		Anticipated Start/Completion Date	
Monitor the families and create supports for families with MKV status and create supports and identify community resources.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director and Assistant Director of Student Services, Student Resource Coordinators	Community Resource Repository, Title 1 funds for parent & family engagement	No	No
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved overall attendance rates and Engagement Reduction in chronic absenteeism Increased family engagement Strengthened community partnerships Data-driven interventions to address attendance issues Positive school climate and stronger student sense of belonging Enhanced academic outcomes through increased instructional time	Biweekly workgroup meetings Quarterly progress monitoring by Instructional Leadership Team

Action Plan For: Linked Learning

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2027–2028 school year, increase CEW evidence compliance for students in grades 5, 8, and 11 from 89% to 95%, ensuring all 8 required artifacts (2 per strand) are complete and documented in student career portfolios.

Action Step		Anticipated Start/Completion Date	
Develop and communicate a 3-year Linked Learning implementation framework that aligns with CEW standards.		2025-10-30	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Julie Jaszcar(CAO), Kiara Koff (Academic Curriculum Coordinator and PM) and Audra Mazzante (Director of Career Education)	NA	No	Yes
Action Step		Anticipated Start/Completion Date	
Conduct a needs assessment to identify current CEW implementation gaps and career readiness opportunities.		2026-03-03	2026-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Julie Jaszcar(CAO), Kiara Koff (Academic Curriculum Coordinator and PM) and Audra Mazzante (Director of Career Education) CCIU Partners	N/A	No	No

Action Step		Anticipated Start/Completion Date	
Provide professional development to teachers and counselors on integrating Linked Learning and CEW standards into curriculum.		2026-06-01	2026-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kiara Koff (Academic Curriculum Coordinator and PM) and Audra Mazzante (Director of Career Education) CCIU Partners	Curriculum Maps	Yes	No
Action Step		Anticipated Start/Completion Date	
Pilot Linked Learning pathways in select grades, integrating CEW standards through project-based learning and career exploration.		2026-10-30	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kiara Koff (Academic Curriculum Coordinator and PM) and Audra Mazzante (Director of Career Education) CCIU Partners	High Quality Instructional Materials	No	No
Action Step		Anticipated Start/Completion Date	
Establish a CEW/Linked Learning progress monitoring system to track student attainment of CEW benchmarks.		2025-09-30	2025-12-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Academic Directors and Principals	N/A	No	No
Action Step		Anticipated Start/Completion Date	
Conduct year-end evaluations and refine Linked Learning implementation based on data and stakeholder feedback.		2027-06-01	2027-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Academic Directors, Academic Curriculum Coordinator, and Principals	Student portfolios, survey data, evaluation tools	No	No
Action Step		Anticipated Start/Completion Date	

Integrate Linked Learning and CEW activities into district curriculum maps and graduation requirements.		2027-08-15	2028-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers, Academic Leadership, Curriculum Coordinator	Revised curriculum maps, policy documents	No	No
Action Step		Anticipated Start/Completion Date	
Provide students with industry-standard software and tools (e.g., CAD, coding platforms, healthcare simulations), as required.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Career Education, Operations Team, ESS Team	industry-standard software and tools	No	No
Action Step		Anticipated Start/Completion Date	
Use data dashboards to track student progress across pathways (coursework, work-based learning hours, credentials).		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Counselors, Academic Directors, ESS Team	Student Information System	No	No
Action Step		Anticipated Start/Completion Date	
Establish metrics and benchmarks (graduation rates, college readiness, employment outcomes) as the program changes and based on data.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Counselors, Academic Directors, Academic Data Analyst	Tracking systems	No	No
Action Step		Anticipated Start/Completion Date	
Secure funding for equipment, certifications, and internship stipends.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Business Operations Department and/or Director of Reporting and Compliance	PDE updates, SAS Portal, Budget software	No	No

Action Step		Anticipated Start/Completion Date	
Partner with industry leaders to diversify mentorship and internship opportunities, ensuring representation.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Career Development, School Belonging and Connection Team, Academic Directors	Outside resources, as determined	No	Yes
Action Step		Anticipated Start/Completion Date	
Recruit pathway teachers with industry expertise, as needed.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Human Resources Department	Recruiting systems, as needed	No	No
Action Step		Anticipated Start/Completion Date	
Promote pathways to families, community, and business partners.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Career Development, Communications Team, Academic Directors	Bulletins, Family Engagement Session learning management systems, school website	No	Yes
Action Step		Anticipated Start/Completion Date	
Highlight student and alumni success stories to build buy-in.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Career Development, Communications Team, Academic Directors	Website, social media, Bulldog Bulletin	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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<p>Increased student engagement in career-focused pathways Improved alignment of coursework with real-world career skills Expanded opportunities for work-based learning experiences (internships, job shadowing, industry projects) Stronger partnerships between schools, employers, and postsecondary institutions Enhanced student awareness of career options and readiness for postsecondary education or employment Higher rates of students meeting CEW standards and career competencies Improved graduation rates and postsecondary success outcomes</p>	<p>Biweekly workgroup meetings Quarterly progress monitoring by Instructional Leadership Team</p>
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Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Instructional Coach	<ul style="list-style-type: none"> Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/) 	Salary	4	84872
Instructional Coach	<ul style="list-style-type: none"> Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/) 	Benefits	4	8319
Student Resource Specialist	<ul style="list-style-type: none"> Learner Essentials & Attendance Partnerships 	Salary	3	68495

Diane Sweeney Professional Learning	<ul style="list-style-type: none"> Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/) 	Services	4	50000
Total Expenditures				211686

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Team-Initiated Problem-Solving (https://ies.ed.gov/blogs/research/post/recognizing-school-based-teams-for-american-education-week-team-initiated-problem-solving-tips) 	Hotspots for Homeless Students	20000

Other Expenditures	<ul style="list-style-type: none"> Team-Initiated Problem-Solving (https://ies.ed.gov/blogs/research/post/recognizing-school-based-teams-for-american-education-week-team-initiated-problem-solving-tips) 	MKV Set Aside	40000
Other Expenditures	<ul style="list-style-type: none"> Learner Essentials & Attendance Partnerships 	Parent and Family Engagement	50000
Other Expenditures	<ul style="list-style-type: none"> Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/) 	Salaries for Interventionists	894038
Other Expenditures	<ul style="list-style-type: none"> Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/) 	Partial Benefits for Interventionists	36656
Other Expenditures	<ul style="list-style-type: none"> Learner Essentials & Attendance Partnerships 	Salaries for LEAP Specialists	896615
Other Expenditures	<ul style="list-style-type: none"> Learner Essentials & Attendance Partnerships 	Partial Benefits for LEAP Specialists	36075
Other Expenditures	<ul style="list-style-type: none"> Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/) 	Unique	2000
Other Expenditures	<ul style="list-style-type: none"> Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/) 	Conover	9000
Total Expenditures			1984384

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Execute contract with Diane Sweeney Group for Workshops and embedded coaching
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Plan Fall Workshops
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Complete Fall Workshops with Diane Sweeney Group
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Facilitate monthly coaching labs for Instructional Coaches
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Facilitate monthly coaching labs for Instructional Coaches
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Facilitate School-Based Consultancy for MS Leadership Team
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Facilitate monthly coaching labs for Instructional Coaches
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Facilitate School-Based Consultancy for Elementary Leadership Team
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Literacy training and research-based techniques grounded in the science of reading.
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	School leaders will define and promote a clear, concise instructional vision that reflects the school's commitment to creating a safe and supportive environment for all students. This vision will serve as the "why" behind all teaching and learning initiatives.

Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Train coaches in culturally responsive pedagogy.
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Professional Learning on the Inclusive Leadership Model
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Roundtable Discussions on Collaborative Leadership to align complementary strengths and maintain a focused approach to instructional practices, ensuring cohesive strategies that drive growth toward ELA and Math achievement goals.
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Implement a real-time diagnostic tool to identify each student's current level of proficiency.
Student-Centered Coaching Model (https://www.dianesweeney.com/research-supporting-student-centered-coaching/)	Provide ongoing training for teachers on how to interpret data and embed targeted supports within Tier 1 instruction.
Team-Initiated Problem-Solving (https://ies.ed.gov/blogs/research/post/recognizing-school-based-teams-for-american-education-week-team-initiated-problem-solving-tips)	Develop user-friendly data dashboards to track behavior, attendance, and academic performance aligned with TIPS meeting protocols.
Team-Initiated Problem-Solving (https://ies.ed.gov/blogs/research/post/recognizing-school-based-teams-for-american-education-week-team-initiated-problem-solving-tips)	Attend the NASP Conference to present and attend trainings on MTSS and specific virtual modeling implementation.
Team-Initiated Problem-Solving (https://ies.ed.gov/blogs/research/post/recognizing-school-based-teams-for-american-education-week-team-initiated-problem-solving-tips)	Embed culturally responsive practices in problem-solving and intervention planning.
Team-Initiated Problem-Solving (https://ies.ed.gov/blogs/research/post/recognizing-school-based-teams-for-american-education-week-team-initiated-problem-solving-tips)	Provide professional development on equity-centered data interpretation and decision-making.
Team-Initiated Problem-Solving (https://ies.ed.gov/blogs/research/post/recognizing-school-based-teams-for-american-education-week-team-initiated-problem-solving-tips)	Embed TIPS as part of teacher induction and ongoing professional learning.
Team-Initiated Problem-Solving (https://ies.ed.gov/blogs/research/post/recognizing-school-based-teams-for-american-education-week-team-initiated-problem-solving-tips)	Professional Learning on the Diamond Model of instructional practices through differentiation and Universal Design.

Learner Essentials & Attendance Partnerships	Create Professional Development Plan for School Year Training for staff and families
Learner Essentials & Attendance Partnerships	Establish revision of procedures to ensure common practices (i.e. Home Visits, SAICs, School Refusal, SAP, etc.) with Leap Specialists, Student Resource Coordinators, and Attendance Specialists.
Learner Essentials & Attendance Partnerships	Identify student tiers of engagement concerns with development and implementation of Check & Connect
Learner Essentials & Attendance Partnerships	Check and Connect Implementation and training
Learner Essentials & Attendance Partnerships	National School and Family Conference for training on making connections and eliminating barriers to learning.
Learner Essentials & Attendance Partnerships	Manage facilities to ensure safe, welcoming, and inclusive learning environments.
Learner Essentials & Attendance Partnerships	Audit access to Learner Essentials across student subgroups to identify inequities.
Learner Essentials & Attendance Partnerships	Provide cultural competency training for staff to strengthen relationships with families and address barriers respectfully.
Learner Essentials & Attendance Partnerships	Train staff on trauma-informed approaches to chronic absenteeism, as scheduled
Linked Learning	Provide professional development to teachers and counselors on integrating Linked Learning and CEW standards into curriculum.

Student Centered Coaching Model Workshop

Action Step
<ul style="list-style-type: none"> • Plan Fall Workshops • Complete Fall Workshops with Diane Sweeney Group • Facilitate monthly coaching labs for Instructional Coaches • Facilitate School-Based Consultancy for MS Leadership Team • Facilitate School-Based Consultancy for Elementary Leadership Team • Train coaches in culturally responsive pedagogy. • Professional Learning on the Inclusive Leadership Model • Roundtable Discussions on Collaborative Leadership to align complementary strengths and maintain a focused approach to instructional practices, ensuring cohesive strategies that drive growth toward ELA and Math achievement goals. • Implement a real-time diagnostic tool to identify each student's current level of proficiency.

<ul style="list-style-type: none"> Provide ongoing training for teachers on how to interpret data and embed targeted supports within Tier 1 instruction. 		
Audience		
Academic Directors, Program Principals, Special Education Supervisors, Instructional Coaches		
Topics to be Included		
Student Conetred Coaching Model Inclusive Leadership Cultural Competence Common Ground Framework Collaborative Leadership		
Evidence of Learning		
Proficiency Levels in Component 2A of the Danielson Rubric and Teacher Evaluation. Proficiency Levels of Component 3D of the School Leader Danielson Evaluation. Increased growth in post-test Curriculum Formative Assessments/ Incresaed growth in Pennsylvania State Assessments and Keystone Exams.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Academic Directors, Director of School Belonging and Connection, CAO, Program Principals, Special Education Supervisors, Diane Sweeney	2025-09-30	2028-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Team-Initiated Problem Solving

Action Step
<ul style="list-style-type: none"> Develop user-friendly data dashboards to track behavior, attendance, and academic performance aligned with TIPS meeting protocols. Attend the NASP Conference to present and attend trainings on MTSS and specific virtual modeling implementation. Embed culturally responsive practices in problem-solving and intervention planning. Embed TIPS as part of teacher induction and ongoing professional learning. Professional Learning on the Diamond Model of instructional practices through differentiation and Universal Design.
Audience
Teachers, LEAP Specialists, Student Resource Specialists, LEAP Specialists, Attendance Specialists, School Counselors
Topics to be Included
Goal writing. Link It Training Differentiation and Universal Design Engagement Screening MTSS Team forms and resposibilities Training on academic and SEL screeners
Evidence of Learning

Increased Rate of Improvement in student goals Growth in state testing proficiency Lesson/Unit planning with differentiation and Universal Design techniques embedded		
Lead Person/Position	Anticipated Start	Anticipated Completion
Academic Directors, Director of School Belonging and Connection, CAO, Program Principals, Special Education Supervisors	2025-09-30	2028-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly and as scheduled
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Essentials and Attendance Partnerships

Action Step		
<ul style="list-style-type: none"> Identify student tiers of engagement concerns with development and implementation of Check & Connect Check and Connect Implementation and training National School and Family Conference for training on making connections and eliminating barriers to learning. Audit access to Learner Essentials across student subgroups to identify inequities. Train staff on trauma-informed approaches to chronic absenteeism, as scheduled 		
Audience		
Teachers, LEAP Specialists, Student Resource Specialists, LEAP Specialists, Attendance Specialists, School Counselors		
Topics to be Included		
Academic Directors, Director of School Belonging and Connection, CAO, Program Principals, Special Education Supervisors, LEAP Coordinators		
Evidence of Learning		
Increased Attendance Rates Increased Engagement Rates Increased resources for families		
Lead Person/Position	Anticipated Start	Anticipated Completion
Academic Directors, Director of School Belonging and Connection, CAO, Program Principals, Special Education Supervisors	2025-09-30	2028-06-30

Learning Format

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

Linked Learning

Action Step		
<ul style="list-style-type: none"> Provide professional development to teachers and counselors on integrating Linked Learning and CEW standards into curriculum. 		
Audience		
Teachers and school counselors		
Topics to be Included		
Career Standards Career Awareness and Exploration Project based learning		
Evidence of Learning		
Increased rates of CEW artifacts Increased post-secondary outcomes for graduates Increased graduation rates Increased course passage rates.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Academic Directors, Curriculum Coordinator CAO, Program Principals	2025-09-30	2028-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Initially 3 sessions with leads and upon new Career Standards, monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Indicator 14 Pennsylvania Post School Outcomes Training	

Communications Activities

Student-Centered Coaching Model and Common Ground Framework Implementation					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Share success stories with families and the community. Highlight student and alumni success stories to build buy-in. To ensure asset-based and culturally relevant language in educational platforms, tools, and procedures, the LEA will establish a comprehensive review process to identify deficit-based language and incorporate culturally responsive elements into reporting tools, processes, and procedures. 	Teachers	Why the subjects/grade level teams were selected for coaching; what to expect in each stage of the coaching cycle; expectations of teacher engagement in the coaching process,	Principals, Director of Academics, Director of Communication, Director of School Belonging and Connection	09/30/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Presentation			Quarterly		

Community Celebrations and Positive School Culture

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Create Professional Development Plan for School Year Training for staff and families Share success stories with families and the community. Highlight student and alumni success stories to build buy-in. 	All community stakeholders	School, student, and community celebrations and progress.	Director of Communications, Student Service Department, Academic Leadership, Director of Compliance	09/30/2025	06/30/2028

Communications

Type of Communication	Frequency
Newsletter	Quarterly at Minimum
Presentation	Townhalls, Quarterly at Minimum

Student-Centered Coaching Monthly Strategy Updates

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Facilitate monthly coaching labs for Instructional Coaches Launch Round 3 of coaching cycles across all grade bands data for analysis of pre and post test data on grade level Pennsylvania Aligned Standards. Facilitate School-Based Consultancy for Elementary Leadership Team Create Professional Development Plan for School Year Training for staff and families 	Teachers, Staff, Administrators, Cross-functional Leadership team, Executive Leadership team, CSI Steering Committee	Key successes, challenges, and action plan updates	Director of Academics	10/31/2024	06/30/2025
Communications					
Type of Communication			Frequency		
Presentation			Quarterly		

Team-Initiated Problem Solving (TIPS)					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Finalize MTSS Intervention Schedule Ensure agreement across grade-band leaders on intervention strategies and goal alignment across Tiers. Share success stories with families and the community. Launch campaigns to promote the importance of attendance. To ensure asset-based and culturally relevant language in educational platforms, tools, and procedures, the LEA will establish a comprehensive review process to identify deficit-based language and incorporate culturally responsive elements into reporting tools, processes, and procedures. 	Teachers, Principals, Assistant Principals, Interventionists, and TIPS Working Group	Sharing a Spreadsheet of the daily MTSS Intervention Schedule for all Grade Bands (ES, MS, and HS)	Tony Grande/Director of Assessment & Evaluation and Megan Kacin/MTSS Coordinator, Academic Directors, Director of Continuous Improvement	07/15/2024	08/12/2024
Communications					
Type of Communication			Frequency		
Email			1		
Other			Bi-Weekly CSI Protocol Meetings		

Team-Initiated Problem Solving (TIPS)					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ensure agreement across grade-band leaders on intervention strategies and goal alignment across Tiers. 	Principals and Assistant Principals across Elementary, Middle, and High Schools	Request feedback and approval of the finalized MTSS Intervention Schedule for each school year 2025-26, 2027-27-28.	Tony Grande/Director of Assessment & Evaluation and Megan Kacin/MTSS Coordinator	09/30/2024	08/31/2028
Communications					
Type of Communication			Frequency		
Email			3		

Learner Engagement & Attendance Program (LEAP)					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ensure agreement across grade-band leaders on intervention strategies and goal alignment across Tiers. Create Professional Development Plan for School Year Training for staff and families Launch campaigns to promote the importance of attendance. 	All Insight staff and families	All Attendance Expectations and Positive Behavior Support Plan Rewards	Sarah Ronosky/Director of Students and LEAP Regional Coordinators, Academic directors	09/30/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Newsletter			as appropriate and beginning of the school year.		
Presentation			1 time a year for Parent Presentation		

Linked Learning					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Develop and communicate a 3-year Linked Learning implementation framework that aligns with CEW standards. Partner with industry leaders to diversify mentorship and internship opportunities, ensuring representation. Promote pathways to families, community, and business partners. Highlight student and alumni success stories to build buy-in. 	Academic Directors, Principals, Teachers	Career Standards Career Partnerships	Director of Career Development, Director of Communications, Academic Directors, Curriculum Coordinator, CAO	09/30/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Email			As needed		
Presentation			as scheduled, Comprehensive Professional Development 2027-2028		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">CSI Affirmation Statement signed 8.28.24.pdf

Chief School Administrator	Date
Eileen Cannistraci	2024-08-28
Building Principal Signature	Date
Julie Jaszcar	2024-07-15
School Improvement Facilitator Signature	Date
Kim Rank	2025-09-19