

Perseus House CS of Excellence

CSI School Plan | 2026 - 2027

Profile and Plan Essentials

LEA Type		AUN
Charter School		105250001
Address 1		
1511 Peach Street		
Address 2		
City	State	Zip Code
Erie	PA	16501
Chief School Administrator		Chief School Administrator Email
Dr Renee Gordon		rgordon@phcse.org
Single Point of Contact Name		
Dr. Renee Gordon		
Single Point of Contact Email		
rgordon@p-hcse.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
814-480-5914		
Principal Name		
Mr. Chris Primavere		
Principal Email		
cprimavere@phcse.org		
Principal Phone Number		Principal Extension
814-480-5914		
School Improvement Facilitator Name		School Improvement Facilitator Email
Laura Patterson		laura_patterson@iu5.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Renee Gordon	Chief School Administrator	PHCSE	rgordon@phcse.org
Chris Fortin	District Level Leaders	PHCSE	cfortin@phcse.org
Chris Primavere	Principal	PHCSE	cprimavere@phcse.org
Dan Hanas	Principal	PHCSE	dhanas@phcse.org
Tim Stoops	Principal	PHCSE	tstoops@phcse.org
Jason Beer	Principal	PHCSE	jbeer@phcse.org
James Schoonover	Education Specialist	PHCSE	jschoonover@phcse.org
Misha Krastins	Parent	PHCSE Parent	mkrastins@phcse.org
Katy Wolfrom	Board Member	PHCSE Board Member	kwolfrom@phcse.org
Justin Gomes	Teacher	PHCSE Teacher	jgomes@phcse.org
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Leslie Soltis	Education Specialist	PHCSE Math Specialist	lsoltis@phcse.org
James Hoffman	Teacher	PHCSE Teacher	jhoffman@phcse.org
Troy Nelson	Student	PHCSE Student	
Carly Rowe	Board Member	PHCSE Board Member	crowe@phcse.org
Edison Nicholson	Community Member	Community Member	
Heather Young	Data Analyst	PHCSE Data Analyst	hyoung@phcse.org
Andrew McNair	Student	PHCSE Student	

LEA Profile

The Perseus House Charter School of Excellence (PHCSE) has three sites serving students in grades 6 to 12. PHCSE is a public, non-profit charter school that enrolls approximately 575 students. In 2003, students, parents, community members and other stakeholders collaborated with the largest local school district after identifying that students often face significant barriers to education. The Charter School of Excellence created a mission to work with students who are considered at risk for academic failure and who often come to PHCSE behind grade level after multiple educational placements, failures, or transience. Our focus is to break down barriers that are preventing students from reaching academic success and to reach their full potential. Our philosophy is based on relationship building with students and parents as well as community partners. We provide small and safe learning environments and we employ a staff that has a mindset that all students can find success if given the opportunity. PHCSE offers prescriptive academic programming to meet students at their level. An additional part of our mission is focused on workforce development training and a one-of-a kind student workforce program that teaches the soft skills needed to be employable citizens. Socio-emotional learning is important at CSE and our curriculum focuses on skillbuilding, anger control and moral reasoning. In addition to core subjects like math, language arts, science and social studies, our curriculum provides practical skill training for jobs in the local hospitality industry. We offer high interest electives such as Culinary Arts, Animation, Media Arts, Graphic Design, Fine Arts, Digital Music Production and a program designed to meet the needs of the local refugee population.

Mission and Vision

Mission

The mission of the Perseus House Charter School of Excellence is to provide a variety of educational opportunities to foster academic excellence through partnerships with families, community and school. We provide programs and services to facilitate intellectual growth and enable students to become independent, responsible and employable citizens. The PHCSE is committed to ongoing school improvement.

Vision

The overarching vision of the Perseus House Charter School of Excellence is to provide students with an individualized learning plan with the necessary curriculum areas that include a focus on reading, mathematics, and writing that will enable students to be successful in the 21st century. The PHCSE is committed to ongoing school improvement among internal and external stakeholders.

Educational Values

Students

The students at PHCSE are expected to maintain a safe, small, learning environment. They are expected to put forth best efforts to accomplish academic success. Students should be active learners when engaged in their Zone of Proximal Development relative to instruction. All students are expected to practice skills taught in evidenced based programming to enhance their social emotional well-being. Each student is expected to find their potential and create a pathway to actualize post-secondary options. All students are expected to adhere to the policies that support the holistic academic and pro-social design.

Staff

The staff at PHCSE are expected to maintain a safe, small learning environment. They are expected to put forth best efforts to accomplish instructional goals and deliver PDE academic standards. Staff must design instruction that meets students in their Proximal Zone of Development. Staff are expected to model and practice skills taught that enhance professional relationships and encourage a collaborative approach with students.

Administration

The administration at PHCSE are expected to maintain and foster a safe, small learning environment. They are expected to be instructional leaders and adhere to best practices, PDE standards, PHCSE Policy and professional responsibilities. The administration is expected to utilize data to inform decision making in the best interest of our students. The expectation to sustain the climate and culture supports the mission, vision and values in a transparent manner is critical to their function. All administrators are expected to maintain the small school approach, which includes an understanding and relationship with their students and families.

Parents

The parents at PHCSE are expected to be a partner and collaborator in the education of their children. They are expected to be engaged in the learning and behaviors their students present to ensure progress in both areas. Parents are to remain informed via the communication methods afforded to them, including and not limited to the student grade book, school website, parent conferences, Parent Advisory Board, school events, phone and email conversation, and individual meetings.

Community

The PHCSE community is expected to communicate their ideas, concerns, feedback and general comments as warranted. They are encouraged to communicate or provide opportunities to support our students, as example in our workforce development program or our relationships with our community partners. They are expected to hold our system accountable to the standards PHCSE students will face after graduation.

Other (Optional)

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student group score of 10.7% is Red.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Score of 21.4% is above all student group score.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Score of 5% is below all student group score.
Students with Disabilities	Score of 2.9% is below all student group.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student group score of 2.3% is Red.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	Score of 6.9% is above all student group score.
Students with Disabilities	Score of 5.8% is above all student group score.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	School population is economically disadvantaged and score is 53 with down arrow.
Students with Disabilities	Score of 60 for this subgroup is higher than all student group.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Academic Growth Score = 62.0 Red.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Overall white score is 72.0, above all student group.
Students with Disabilities	Despite being red, students with disabilities score of 64 is above all student group score.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Score of 60 is below all student group for this subgroup.
Economically Disadvantaged	Score of 57 is below all student group for this subgroup.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Academic Growth Score = 50.0 Red

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	Score of 71 is above all student group for this subgroup.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	School population is economically disadvantaged and score is 53 with down arrow.
Students with Disabilities	Score of 60 for this subgroup is higher than all student group.

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student group score of 12% is Red with up arrow.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	Score of 17.9% is above all student group score.
Economically Disadvantaged	Score of 10% has up arrow for this subgroup.

Challenges

ESSA Student Subgroups	Indicator
English Learners	Score of 7.9% is below all student group score.

Regular Attendance

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Career Standards Benchmark

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Overall white score is 72.0, above all student group.
Despite being red, students with disabilities score of 64 is above all student group score in ELA Growth.
Score of 67 for this black subgroup is higher than all student group in math growth.
True Daily Attendance at PHCSE in 25-26 SY was 86%.
Graduation Cohort is 76% and meeting the state standard in green.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Academic Growth Score = 62.0 Red in ELA Growth.
Score of 60 in black subgroup is below all student group in ELA Growth.
Score of 57 is below all student group for this economically disadvantaged subgroup in ELA Growth.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Approximately 30% of the PHCSE student population is a Special Education student and the majority are behind grade level at entry.	There is a need to address this challenge based on the student population.
Approximately 20% of the PHCSE student population is an English Learner student and the majority are behind grade level at entry.	There is a need to address this challenge based on the student population.
PHCSE students continue to show behind grade level data in local assessments including growth measures.	PHCSE is using growth measures as part of the approved CSI Plan and will continue to address this challenge.

English Language Arts Summary

Strengths

Syntactic Knowledge Task at the middle school was the highest score at 49%.
58% of middle school students increased their ability scores in at least two tasks with the AAL.
57% of all PHCSE students increased their ability scores in at least two tasks with the AAL.

Challenges

CDT Data in ELA for new PHCSE students at entry is 95% red - well below grade level standard from local public schools.
Not all of the PHCSE ELA Teachers are PDE certified - approximately 30% are certified in ELA.
PHCSE receives 150+ new students on average each year with an overall student population of 575 resulting in about 20% new students to CSE annually.
The mission of the PHCSE is to service students who are at risk for academic failure.

Mathematics

Data	Comments/Notable Observations
The 6th grade proficiency rate is the highest it's been since 22-23SY when using Rocket Math.	PHCSE continues to focus on continuous school improvement.
Approximately 30% of the PHCSE student population is a Special Education student and the majority are behind grade level at entry.	There is a need to address this challenge based on the student population.
Approximately 20% of the PHCSE student population is an English Learner student and the majority are behind grade level at entry.	There is a need to address this challenge based on the student population.
100% of incoming 6th graders have not known the multiplication tables for the past six years.	There is a need to address this challenge based on the student population as most PHCSE students have gaps in their education.

Mathematics Summary

Strengths

There are a lot of supports available to students in Math for interventions such as Carnegie Math, Rocket Math, Leader Math Coach and Specialist at the Ph.D. level, strong coaching model, etc.
Middle School students reached 75% of students demonstrating at least 35 points of growth on the Math CDT.
Collins Writing for Math as a CSI strategy has continued to show on grade level data is increasing.
All teachers made progress toward the UPS Check goals as a CSI strategy.

Challenges

PHCSE tracks all new incoming students and nearly 100% enter PHCSE with CDT scores in the red.
The Future Ready PA Index Regular Attendance Score is red and students need to be in school consistently to learn math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PHCSE students generally show growth in science CDTs	PHCSE will continue to focus on growth.

Science, Technology, and Engineering Education Summary

Strengths

PHCSE students are low in Science at entry and the ability to grow their content knowledge is high.

Challenges

Basic Biological Principles continues to be an area PHCSE students struggle in.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PHCSE continues to grow this school and is meeting the state standard.	PHCSE focuses a lot of programming and outcomes on career readiness.
PHCSE is the local leader among comparative high schools in career standards.	This has continued for five years.

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

Gannon University

Agreement Type

Dual Credit

Program/Course Area

High School Dual Enrollment

Uploaded Files

Gannon DE Agreement.pdf

Partnering Institution

Agreement Type

Dual Credit

Program/Course Area

High School Dual Enrollment

Uploaded Files

EC3 Affiliation Agreement.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.

The PHCSE has a major focus on post-secondary planning that is based in Culinary Arts, Hospitality, and the local workforce centered around tourism in the mission of our school.
Chapter 339 has been a strong focus so that all PHCSE students have a plan for after high school.
The Workforce Development Program gives students the opportunity to see academics and other soft skills are important too and the addition of credentials has been valuable for PHCSE students.
The Transition Planning at PHCSE continues to be a strong area.
The Special Education Data that has been collected has been outstanding and supported through SSIP process: Number of dropouts have decreased, grad cohort has increased, number of SE graduation rate has increased to 97%, and transience is down.

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.

Approximately 150 new students enroll at PHCSE each year with an overall student population of 575.
Nearly all CDT scores in ELA and Math are red at entry to PHCSE.
Student enter PHCSE behind grade level due to multiple school enrollments prior to PHCSE and for a variety of other reasons.
The number of supports needed for Mental Health, Socio-Emotional, Behavioral, and Medical is significant.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
EL High School CDT Data continues to show lower scores than the GE population.	PHCSE continues to focus on growth.
Middle and High School student CDT scores in Math and ELA are significantly behind grade level	PHCSE students have a history of performing 2+ years behind grade level at entry.
The student population is growing at PHCSE in number and an additional teacher has been added	PHCSE will continue to focus on EL growth and programming.

Students with Disabilities

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

Data	Comments/Notable Observations
There is a need to focus on fluency.	The CSI supports are in place to address this need.
The attendance rates for SE students is generally lower than the total HS population attendance.	PHCSE has a strong focus on attendance.
PHCSE has met the targeted number of Special Education graduates.	SSIP process and transition services contribute to meeting this number of graduates.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PHCSE has graduated more than 1600 students since 2003 with a mission to serve those who are at-risk.	The mission continues to fill a need in the local community.
The transience rate at PHCSE has decreased from 21% to 16% in the last five years.	PHCSE has many supports and interventions in place.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	This subgroup is growing in Math PVAAS scores.
Black	This subgroup is growing in Math PVAAS scores.
2 or More Races	This subgroup is growing in Math PVAAS scores.

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.

There are a variety of academic, intervention, behavioral, mental health, and other supports available to meet the needs of all students.
The CSI Planning process continues to show continuous growth and supports are in place for ELA and Math.
The PHCSE has adjusted programming for the 26-27 SY based on the data and the needs of the ELs and added a teacher.

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.

The needs of students are varied and quite significant.
The student population has shown signs of apathy or lack of motivation with some content areas or at certain times of the year that disrupt education.
The language proficiency levels have not grown much over the last five years.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	PDE audits have consistently been clean and the SE student population is 30%.
Title 1 Program	The PHCSE School-Wide program has successfully met all requirements and approvals from PDE since inception in 2003.
Student Services	The internal MTSS model has supported students in both academics and social emotionally. Approximately 75% of PHCSE students have moved through the Student Assistance Program.
K-12 Guidance Plan (339 Plan)	The Chapter 339 Plan has positively impacted post-secondary planning and career-readiness.
Technology Plan	The PHCSE has a solid tech plan to support data collection, analysis, and to support the CSI Plan strategies.
English Language Development Programs	The ELD Program allows for a targeted approach to student academic intervention and is aligned to evidence based strategies and curriculum.
The PHCSE Workforce Development Program	This one of a kind program is unique to PHCSE and started in 2010. Career Standards continue to be high scores because our student population is benefitting from a realistic approach for post-secondary plans.
Panorama	The Panorama results have identified a positive and safe school climate and high satisfaction rates.
Check and Connect, SSIP, etc.	PHCSE continues to receive these supports and the teamwork is incredible.
PHCSE Foundational Excellence with PBIS	The first year of PBIS provided strong data for implementation in year two.

Strengths

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

PHCSE has seen progress in grade level math.
True Daily Attendance for PHCSE in 25-26 is 86%.
Rocket Math and UPS Check continue to be helpful tools.
Instructional Coaching Model is strong with CSI supports.
PBIS Plan for 25-26 provided positive outcomes.

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.

PHCSE needs to continue to focus on quality instruction that is rigorous and pushing students to on grade level.
Routines and protocols for academic success, goal setting, and growth mindset continue to show the need for PHCSE student self-management.
Professional development needs continue to be with explicit instruction, differentiation, and CDT and other data analysis.

The number of teachers who are on an emergency cert has been consistently high and/or first year teachers.

The continued focus on PBIS and foundational excellence was in year one so to keep building a strong foundation will be needed and beyond.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

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The following Essential Practices are Operational: 1, 2, 3, 5, 6, 7, 8, 9, 11, 14, 16, 17, 18.
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The following Essential Practices are Exemplary: 10, 13, 15.
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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?

>

The following Essential Practices are Emerging: 4 and 12.

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
Overall white score is 72.0, above all student group.	False
Despite being red, students with disabilities score of 64 is above all student group score in ELA Growth.	False
True Daily Attendance at PHCSE in 25-26 SY was 86%.	False
Score of 67 for this black subgroup is higher than all student group in math growth.	False
Graduation Cohort is 76% and meeting the state standard in green.	True
Syntactic Knowledge Task at the middle school was the highest score at 49%.	False
58% of middle school students increased their ability scores in at least two tasks with the AAL.	False
57% of all PHCSE students increased their ability scores in at least two tasks with the AAL.	False
There are a lot of supports available to students in Math for interventions such as Carnegie Math, Rocket Math, Leader Math Coach and Specialist at the Ph.D. level, strong coaching model, etc.	False
Middle School students reached 75% of students demonstrating at least 35 points of growth on the Math CDT.	False
Collins Writing for Math as a CSI strategy has continued to show on grade level data is increasing.	False
All teachers made progress toward the UPS Check goals as a CSI strategy.	False
PHCSE students are low in Science at entry and the ability to grow their content knowledge is high.	False
The PHCSE has a major focus on post-secondary planning that is based in Culinary Arts, Hospitality, and the local workforce centered around tourism in the mission of our school.	False
Chapter 339 has been a strong focus so that all PHCSE students have a plan for after high school.	False
The Workforce Development Program gives students the opportunity to see academics and other soft skills are important too and the addition of credentials has been valuable for PHCSE students.	False
The Transition Planning at PHCSE continues to be a strong area.	False
The Special Education Data that has been collected has been outstanding and supported through SSIP process: Number of dropouts have decreased, grad cohort has increased, number of SE graduation rate has increased to 97%, and transience is down.	False
There are a variety of academic, intervention, behavioral, mental health, and other supports available to meet the needs of all students.	False

The CSI Planning process continues to show continuous growth and supports are in place for ELA and Math.	False
The PHCSE has adjusted programming for the 26-27 SY based on the data and the needs of the ELs and added a teacher.	False
PHCSE has seen progress in grade level math.	False
True Daily Attendance for PHCSE in 25-26 is 86%.	False
Rocket Math and UPS Check continue to be helpful tools.	False
Instructional Coaching Model is strong with CSI supports.	False
PBIS Plan for 25-26 provided positive outcomes.	False
The following Essential Practices are Operational: 1, 2, 3, 5, 6, 7, 8, 9, 11, 14, 16, 17, 18.	False
The following Essential Practices are Exemplary: 10, 13, 15.	False

Challenges

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

Strength	Check for Consideration in Plan
Academic Growth Score = 62.0 Red in ELA Growth.	True
Score of 60 in black subgroup is below all student group in ELA Growth.	False
Score of 57 is below all student group for this economically disadvantaged subgroup in ELA Growth.	False
CDT Data in ELA for new PHCSE students at entry is 95% red - well below grade level standard from local public schools.	False
Not all of the PHCSE ELA Teachers are PDE certified - approximately 30% are certified in ELA.	False
PHCSE receives 150+ new students on average each year with an overall student population of 575 resulting in about 20% new students to CSE annually.	False
The mission of the PHCSE is to service students who are at risk for academic failure.	False
PHCSE tracks all new incoming students and nearly 100% enter PHCSE with CDT scores in the red.	False
The Future Ready PA Index Regular Attendance Score is red and students need to be in school consistently to learn math.	False
Basic Biological Principles continues to be an area PHCSE students struggle in.	False
Approximately 150 new students enroll at PHCSE each year with an overall student population of 575.	False
Nearly all CDT scores in ELA and Math are red at entry to PHCSE.	False
Student enter PHCSE behind grade level due to multiple school enrollments prior to PHCSE and for a variety of other reasons.	False
The number of supports needed for Mental Health, Socio-Emotional, Behavioral, and Medical is significant.	False
The needs of students are varied and quite significant.	False

The student population has shown signs of apathy or lack of motivation with some content areas or at certain times of the year that disrupt education.	False
The language proficiency levels have not grown much over the last five years.	False
PHCSE needs to continue to focus on quality instruction that is rigorous and pushing students to on grade level.	False
Routines and protocols for academic success, goal setting, and growth mindset continue to show the need for PHCSE student self-management.	False
Professional development needs continue to be with explicit instruction, differentiation, and CDT and other data analysis.	False
The number of teachers who are on an emergency cert has been consistently high and/or first year teachers.	False
The continued focus on PBIS and foundational excellence was in year one so to keep building a strong foundation will be needed and beyond.	True
The following Essential Practices are Emerging: 4 and 12.	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.

There is a need for a comprehensive and integrated approach to supporting students in ELA and Math. Teachers need additional differentiated supports to provide effective core instruction and interventions that meet the needs of all students. Additionally, students are no engaged in learning to the extend needed to increase growth and proficiency rates. The addition of foundational excellence aligned to school-wide PBIS focused on student self-management, grit, self-efficacy, and the ability to show a growth mindset.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Academic Growth Score = 62.0 Red in ELA Growth.	Based on a review of assessment data, classroom walkthroughs, teacher interviews, surveys, assessment calendar, and grades. Students are struggling with motivation, finding the relevance, and filtering distractions. Students are not consistently getting the kind of feedback they need for increased learning engagement and growth. Students are not consistently getting the kind of direct, explicit instruction they need, (based on assessments) for increased learning engagement and growth. There is a need to increase both the will and skill of teachers as it relates to: Creating, delivering, assessing(provide feedback), and adjusting instruction that is explicit and meets the needs of all learners Provide sustainable small-group interventions/instruction support student self-efficacy and motivation for learning Providing foundational literacy for all Screening for individual student needs and providing evidence-based interventions and supports.	False
The continued focus on PBIS and foundational excellence was in year one so to keep building a strong foundation will be needed and beyond.	If we embed PBIS/Foundational Excellence practices into our daily routines—intentionally teaching, modeling, and positively reinforcing behavioral expectations across all settings, then we will create a learning environment where students are more engaged, better able to regulate their behavior and emotions, and increasingly confident in their ability to succeed.	True
The following Essential Practices are Emerging: 4 and 12.	Based on a review of assessment data, classroom walkthroughs, teacher interviews, surveys, assessment calendar, and grades. Students are struggling with motivation, finding the relevance, and filtering distractions. Students are not consistently getting the kind of feedback they need for increased learning engagement and growth. Students are not consistently getting the kind of direct, explicit instruction they need, (based on assessments) for increased learning engagement and growth. There is a need to increase both the will and skill of teachers as it relates to: Creating, delivering, assessing(provide feedback), and adjusting instruction that is explicit and meets the needs of all learners Provide sustainable small-group interventions/instruction support student self-efficacy and motivation for learning Providing foundational literacy for all	True

	Screening for individual student needs and providing evidence-based interventions and supports.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
Graduation Cohort is 76% and meeting the state standard in green.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we embed PBIS/Foundational Excellence practices into our daily routines—intentionally teaching, modeling, and positively reinforcing behavioral expectations across all settings, then we will create a learning environment where students are more engaged, better able to regulate their behavior and emotions, and increasingly confident in their ability to succeed.
	This area is focused on school-wide positive behavior interventions. If we provide staff resources and supports around the essential elements of explicit instruction AND we develop and use systemwide screening and intervention frameworks, then our core instruction (paired with intervention supports) will meet the learning needs of all students and increase student growth and engagement in learning.

Goal Setting

Priority: If we embed PBIS/Foundational Excellence practices into our daily routines—intentionally teaching, modeling, and positively reinforcing behavioral expectations across all settings, then we will create a learning environment where students are more engaged, better able to regulate their behavior and emotions, and increasingly confident in their ability to succeed.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
At least 60% of students not reaching proficiency on BOY CDT will show on track growth relative to grade level expectations on the vocabulary acquisition questions on the CDT as indicated by proficiency reports within the CDT platform.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal / Explicit Instruction			
Target Year 1	Target Year 2	Target Year 3	
At least 60% of students not reaching proficiency on BOY CDT will show on track growth relative to grade level expectations on the vocabulary acquisition questions on the CDT as indicated by proficiency reports within the CDT platform.	At least 70% of students not reaching proficiency on BOY CDT will show on track growth relative to grade level expectations on the vocabulary acquisition questions on the CDT as indicated by proficiency reports within the CDT platform.	At least 60% of students not reaching proficiency on BOY CDT will show on track growth relative to grade level expectations on the vocabulary acquisition questions on the CDT as indicated by proficiency reports within the CDT platform.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By October 31, 2026, 80% of all teachers (ELA, Math, Science, Social Studies, and Electives) will use explicit vocabulary routines to support disciplinary literacy, as evidenced by lesson plans and classroom walkthroughs.	By January 31, 2027, at least 70% of students not reaching proficiency on BOY CDT will show on track growth relative to grade level expectations on the vocabulary acquisition questions on the CDT as indicated by proficiency reports within the CDT platform.	By April 30, 2027, 80% of all teachers (ELA, Math, Science, Social Studies, and Electives) will use explicit vocabulary routines to support disciplinary literacy, as evidenced by lesson plans and classroom walkthroughs.	At least 100% of students not reaching proficiency on BOY CDT will show on track growth relative to grade level expectations on the vocabulary acquisition questions on the CDT as indicated by proficiency reports within the CDT platform.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)

By June 30, 2027, at least 70% of English Learners will demonstrate growth of at least one WIDA English language proficiency level, as measured through standards-aligned WIDA MODEL rubric-scored classroom performance tasks administered during the school year, in at least two language domains.			
Measurable Goal Nickname (35 Character Max)			
English Learners Goal / Explicit Instruction			
Target Year 1	Target Year 2	Target Year 3	
By June 30, 2027, at least 70% of EL students will increase by at least one proficiency level on WIDA Model rubric-scored classroom tasks in at least two language domains.	By June 30, 2028, at least 75% of EL students will increase by at least one proficiency level on WIDA Model rubric-scored classroom tasks in at least two language domains.	By June 30, 2027, at least 70% of English Learners will demonstrate growth of at least one WIDA English language proficiency level, as measured through standards-aligned WIDA MODEL rubric-scored classroom performance tasks administered during the school year, in at least two language domains.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By October 31, 2026, at least 50% of English Learners will demonstrate growth of at least one WIDA English language proficiency level, as measured through standards-aligned WIDA MODEL rubric-scored classroom performance tasks administered during the school year, in at least two language domains.	By January 31, 2027, at least 65% of English Learners will demonstrate growth of at least one WIDA English language proficiency level, as measured through standards-aligned WIDA MODEL rubric-scored classroom performance tasks administered during the school year, in at least two language domains.	By April 30, 2027, at least 70% of English Learners will demonstrate growth of at least one WIDA English language proficiency level, as measured through standards-aligned WIDA MODEL rubric-scored classroom performance tasks administered during the school year, in at least two language domains.	By June 30, 2027, at least 70% of EL students will increase by at least one proficiency level on WIDA Model rubric-scored classroom tasks in at least two language domains.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
100% of teachers will review their Flexible Instruction Report based on baseline CDT results and show evidence of implementing its suggestions in their lesson planning by September 27, 2026.			
Measurable Goal Nickname (35 Character Max)			
Math Goal / Explicit Instruction			
Target Year 1	Target Year 2	Target Year 3	
75% of students will demonstrate an increase of one SEM and 40% of	80% of students will demonstrate an increase of one SEM and	100% of teachers will review their Flexible Instruction	

students will demonstrate significant growth in their first domain category of their Math CDT scaled score based on the Growth And Focus Report, with a measurable increase in the number of students scoring at or above proficiency in that category by June 30, 2027.	40% of students will demonstrate significant growth in their first domain category of their Math CDT scaled score based on the Growth And Focus Report, with a measurable increase in the number of students scoring at or above proficiency in that category by June 30, 2028.	Report based on baseline CDT results and show evidence of implementing its suggestions in their lesson planning by September 27, 2026.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of teachers will review their Flexible Instruction Report based on baseline CDT results and show evidence of implementing its suggestions in their lesson planning by September 27, 2026.	70% of students will demonstrate growth in the first domain category scaled score of their Math CDT by showing evidence of movement toward proficiency in that category by December 22, 2026.	75% of students will score proficient or above on a Collins Type 2 or 3 prompt that is aligned to a grade level standard in the first domain category of their Math CDT by April 30, 2027.	75% of students will demonstrate an increase of one SEM and 40% of students will demonstrate significant growth in their first domain category of their Math CDT scaled score based on the Growth And Focus Report, with a measurable increase in the number of students scoring at or above proficiency in that category by June 30, 2027.

Priority: This area is focused on school-wide positive behavior interventions. If we provide staff resources and supports around the essential elements of explicit instruction AND we develop and use systemwide screening and intervention frameworks, then our core instruction (paired with intervention supports) will meet the learning needs of all students and increase student growth and engagement in learning.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, at least 75% of teachers will provide reinforcement of appropriate behavior at a 2:1 rate with correction of inappropriate behavior as measured by timed interval classroom walkthroughs.			
Measurable Goal Nickname (35 Character Max)			
PBIS Goal			
Target Year 1	Target Year 2	Target Year 3	
By June 30, 2027, at least 75% of teachers	By June 30, 2028, at least 80% of teachers	By June 30, 2027, at least 75% of teachers	

will provide reinforcement of appropriate behavior at a 2:1 rate with correction of inappropriate behavior as measured by timed interval classroom walkthroughs.	will provide reinforcement of appropriate behavior at a 2:1 rate with correction of inappropriate behavior as measured by timed interval classroom walkthroughs.	will provide reinforcement of appropriate behavior at a 2:1 rate with correction of inappropriate behavior as measured by timed interval classroom walkthroughs.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By October 31, 2026, at least 50% of teachers will provide reinforcement of appropriate behavior at a 1:1 rate with correction of inappropriate behavior as measured by timed interval classroom walkthroughs.	By January 31, 2027, at least 75% of teachers will provide reinforcement of appropriate behavior at a 1:1 rate with correction of inappropriate behavior as measured by timed interval classroom walkthroughs.	By April 30, 2027, at least 50% of teachers will provide reinforcement of appropriate behavior at a 2:1 rate with correction of inappropriate behavior as measured by timed interval classroom walkthroughs.	By June 30, 2027, at least 75% of teachers will provide reinforcement of appropriate behavior at a 2:1 rate with correction of inappropriate behavior as measured by timed interval classroom walkthroughs.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By October 31, 2026, there will be a reduction of 5-15% in Code of Conducts in each building's identified priority, for example: insubordination.			
Measurable Goal Nickname (35 Character Max)			
Code of Conduct Data Goal			
Target Year 1	Target Year 2	Target Year 3	
By October 31, 2026, there will be a reduction of 5-15% in Code of Conducts in each building's identified priority, for example: insubordination.	By October 31, 2027, there will be a reduction of 5-15% in Code of Conducts in each building's identified priority, for example: insubordination.	By October 31, 2026, there will be a reduction of 5-15% in Code of Conducts in each building's identified priority, for example: insubordination.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By October 31, 2026, there will be a reduction of 5-15% in Code of Conducts in each building's identified priority, for example: insubordination.	By January 31, 2027, there will be a reduction of 5-15% in Code of Conducts in each building's identified priority, for example: insubordination.	By April 30, 2027, there will be a reduction of 5-15% in Code of Conducts in each building's identified priority, for example: insubordination.	By June 30, 2027, there will be a reduction of 5-15% in Code of Conducts in each building's identified priority, for example: insubordination.

Action Plan

Measurable Goals

ELA Goal / Explicit Instruction	English Learners Goal / Explicit Instruction
Math Goal / Explicit Instruction	PBIS Goal
Code of Conduct Data Goal	

Action Plan For: Addressing student needs in ELA / Explicit Instruction

Measurable Goals:
At least 60% of students not reaching proficiency on BOY CDT will show on track growth relative to grade level expectations on the vocabulary acquisition questions on the CDT as indicated by proficiency reports within the CDT platform.

Action Step		Anticipated Start Date	Anticipated Completion Date
Refresher PD or PLC Meeting focused on ensuring all teachers understand the what, why, and how behind explicit instruction vocabulary routines and Collins Writing.		2026-08-13	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Coaches, CAO, District Principal	PD Resources	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Quarter 1 PD on teaching Morphology.		2026-08-13	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
SIF and IU#5	PD Resources and Slide decks	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Ensure that all teachers have the necessary support and resources to implement explicit vocabulary routines and morphology instruction: laminated routine cards, Google Classroom or folder with PD PowerPoints and resources; Fisher and Frey book.		2026-08-13	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

CAO, Education Technology Coach, Principals	Google Classroom, PowerPoints, resources, text	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Principals and coaches will ensure clear messaging and expectations for the teaching of vocabulary schoolwide, including which resources to use, how to put in lesson plans, and which look fors will admin be checking during walkthroughs (share tool).		2026-08-13	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Coaches	Hand outs, resources	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Principals and/or coaches will conduct at least 4 walkthroughs for all teachers focused on explicit instruction.		2026-08-25	2027-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Teachers	Walkthrough forms, Frontline	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principals and/or coaches will analyze lesson plans for evidence of explicit instruction (vocabulary).		2026-08-25	2027-05-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Coaches	Lesson plans	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principals and/or coaches will analyze collected walkthrough and lesson plan review data to identify how frequently teachers are using explicit class vocabulary routines and morphology instruction.		2026-08-25	2027-01-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Coaches and Principals	Walkthrough data and lesson plans	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principals and/or coaches will analyze collected walkthrough and lesson plan review data to identify how frequently teachers are using explicit vocabulary routines AND the quality of the routines (as evidenced by fidelity markers on the walkthrough tool).		2027-01-19	2027-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
PHCSE administration and Coaches	Walkthrough data and lesson plans	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the AAL in the 1st quarter.		2026-08-25	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Principals	AAL and computers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the AAL in the 2nd quarter.		2026-11-02	2027-01-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Principals	AAL and computers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the AAL in the 4th quarter.		2027-03-22	2027-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Principals	AAL and computers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the CDT in the 1st quarter.		2026-08-25	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Principals	CDT and computers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the CDT in the 2nd quarter.		2026-11-02	2027-01-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Principals	CDT and computers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the CDT in the 4th quarter.		2027-03-22	2027-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Principals	CDT and computers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze data for the AAL and CDT to look specifically at vocabulary attainment and growth for all students after the 1st quarter.		2026-11-02	2027-01-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Principal, Principals	AAL data and CDT data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze data for the AAL and CDT to look specifically at vocabulary attainment and growth for all students after the 3rd quarter.		2027-03-08	2027-05-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Principal, Principals	AAL data and CDT data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA will use student performance data from the AAL and CDT to design core vocabulary instruction and interventions for students in ELA in the first quarter.		2026-08-25	2026-11-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELA Teachers, Coach, Principals	AAL data and CDT data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA will use student performance data from the AAL and CDT to design core vocabulary instruction and interventions for students in ELA in the third quarter.		2027-03-01	2027-05-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELA Teachers, Coach, Principals	AAL data and CDT data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will share their instructional plan for core and interventions with Principal in the first quarter.		2026-08-25	2026-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Teachers	Instructional plan	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will share their instructional plan for core and interventions with Principal in the third quarter.		2027-03-01	2027-05-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Teachers	Instructional plan	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Literacy Intervention taskforce to identify program to be used.		2026-07-01	2026-12-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, members of taskforce	Resources and product samples	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Sadlier vocabulary resources to be used in ELA classrooms.		2026-07-01	2026-08-29

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO	Resources, licenses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Read 180 resources to be used in ELA classrooms.		2026-07-01	2026-09-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO	Resources, licenses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Read 180 training in the first quarter.		2026-07-01	2026-10-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, teachers	webinar, resources, computers	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Frontline for evaluative data and usage.		2026-07-01	2026-10-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Principal	Licenses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct PD on Frontline for evaluative data and usage.		2026-07-08	2026-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Principal	Program	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Continental Press resources aligned to Keystone content and explicit instruction.		2026-07-20	2026-10-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO	Books and licenses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase blended based model program - Edgenuity aligned to explicit instruction.		2026-07-13	2026-10-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO	Licenses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Google Workplace for Education for Google Classroom access.		2026-07-06	2026-09-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Education Technology Coach	Licenses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
PD for Google Workplace for Education for Google Classroom access.		2026-08-13	2026-09-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Education Technology Coach	Licenses	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Kahoot! for classrooms.		2026-07-13	2026-09-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Education Technology Coach	Licenses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA teachers will assign and score at least 2 Type 1, 3 Type 2, and 2 Type 3 Collins Writing Prompts.		2026-07-06	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELA Teachers and Coach	Collings Writing Prompts	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA Teachers will attend PLCs 6 times during the school year with content to focus on using data for instruction, foundational skills, and the teaching of vocabulary.		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELA Teachers and Coaches	PLC agendas and minutes and handouts	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Align SPMs to reflect CDT goals by department.		2026-08-20	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Teachers	SPM document, CDT Data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Explicit instruction will be embedded into lesson plans, evidenced by Frontline walkthrough data documentation, qualitative evidence in curriculum and data meetings, in agendas and notes, and monthly teacher-principal meetings.	Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. Also, they will review curriculum meeting agendas, notes, and provide feedback during monthly teacher-principal meetings

Action Plan For: Addressing EL student needs

Measurable Goals:
By June 30, 2027, at least 70% of English Learners will demonstrate growth of at least one WIDA English language proficiency level, as measured through standards-aligned WIDA MODEL rubric-scored classroom performance tasks administered during the school year, in at least two language domains.

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase English 3D resources.		2026-08-03	2026-10-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services	Licenses and books	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct English 3D PD.		2026-08-03	2026-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services and product leader	Licenses and books and computers	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase WIDA Model.		2026-07-01	2026-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services	Licenses and books	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct PD for the WIDA Model.		2026-07-01	2026-11-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services and product leader	Licenses and books and computers	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELD Teachers will administer and score each quarter at least 1 writing and 1 speaking task for EL student aligned to the WIDA proficiency rubric.		2026-08-25	2027-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers	Rubric, prompts	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
English Language Development (ELD) teachers will determine what measurable growth looks like (quantifiable) within each WIDA rubric proficiency level.		2026-08-25	2026-11-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELD Teachers	Rubrics and data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELD Teachers will meet quarterly after each rubric-based assessment is given to: analyze student scores, identify students not making growth, group students by need, and adjust instruction.		2026-08-25	2027-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELD Teachers	Rubrics, data, agendas, and minutes	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELD Teachers will provide PD to PHCSE teachers on strategies specific to ELs.		2026-08-13	2027-03-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELD Teacher/Curriculum Lead	Handouts, data, computers, agendas, and minutes	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELD Teachers will receive "calibration" training to use, norm, and score WIDA rubric aligned classroom tasks.		2026-08-13	2026-12-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELD Teacher/Curriculum Lead	Handouts, data, computers, agendas, and minutes	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide scaffolding techniques for ELs as PD for PHCSE teachers.		2026-08-11	2027-04-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELD Teacher/Curriculum Lead	Handouts, data, computers, agendas, and minutes	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Explicit instruction will be embedded into lesson plans, evidenced by Frontline	Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional

walkthrough data documentation, qualitative evidence in curriculum and data meetings, in agendas and notes, and monthly teacher-principal meetings.	strategy implementation. Also, they will review curriculum meeting agendas, notes, and provide feedback during monthly teacher-principal meetings.
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Action Plan For: Addressing student needs in Math / Explicit Instruction

Measurable Goals:
100% of teachers will review their Flexible Instruction Report based on baseline CDT results and show evidence of implementing its suggestions in their lesson planning by September 27, 2026.

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer BOY CDT.		2026-08-25	2026-10-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Principals	CDT licenses, computers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer MOY CDT.		2026-11-02	2027-03-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Principals	CDT licenses, computers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer EOY CDT.		2027-03-20	2027-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Principals	CDT licenses, computers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers create and administer Collins Type 2 and 3 classroom assessment (aligned to grade level standards) 2x per quarter.		2026-08-25	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers	Collins Prompts	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers conduct data review/analysis after each assessment with Coach and/or PLC.		2026-08-25	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Coach, Teachers	Agenda, minutes, data, handouts	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Math Coach conducts BDA coaching cycles with teachers (Q1 to focus on lesson planning, Q2 to focus on data analysis/intentional planning and reteaching, Q3 to focus on centers, stations, and rotations.		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Coach and Teachers	Agenda, minutes, data, handouts	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Math coach will write a template lesson plan that exemplifies flexible instruction alignment to add Google classroom resources for teachers.		2026-08-25	2027-01-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Coach	Lesson Plans	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers attend BOY PD with a focus on lesson planning, explicit instruction, CDTs and using centers to differentiate instruction.		2026-08-13	2026-11-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers	Data, lesson plans	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will attend 6 PLCs throughout the year to focus on the math strategies aligned to the CSI Plan.		2026-08-25	2027-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Coaches and teachers	PLC agendas, minutes, data and handouts	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Principals and coaches conduct 2 walkthroughs per quarter to collect data on the frequency and quality of math explicit instructional strategies (UPS Check, Collins, OTR, etc)		2026-08-25	2027-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and coaches	Walkthroughs and data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers use centers or stations for at least one lesson.		2026-08-25	2027-02-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers	Lesson Plan	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Math coach and Math teachers identify students for and implement Tier 3 pull-out interventions for students not making progress with Tier 1-2 instruction.		2027-01-19	2027-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math coach and Math teachers	Collins materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Math in Focus.		2026-07-01	2026-10-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Coach	Resources	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Voyage Math.		2026-07-01	2026-08-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Coach	Resources	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Math 180.		2026-07-01	2026-09-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Coach	Resources and licenses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Math 180 PD.		2026-07-01	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Coach	Resources and licenses	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Rocket Math		2026-07-01	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Coach	Resources	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Everway resources to meet the needs of all SE students		2026-07-01	2026-09-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services	Resources	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
SAS conference participation, travel, and lodging for team to learn best practices from PDE.		2026-11-01	2027-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO	Conference materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Carnegie Math.		2026-07-01	2026-10-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

CAO and Coach	Resources	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Align SPMs to reflect CDT goals by department.		2026-08-20	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Teachers	SPM document and CDT data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Explicit instruction will be embedded into lesson plans, evidenced by Frontline walkthrough data documentation, qualitative evidence in curriculum and data meetings, in agendas and notes, and monthly teacher-principal meetings.	Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. Also, they will review curriculum meeting agendas, notes, and provide feedback during monthly teacher-principal meetings.

Action Plan For: PBIS implementation

Measurable Goals:
By June 30, 2027, at least 75% of teachers will provide reinforcement of appropriate behavior at a 2:1 rate with correction of inappropriate behavior as measured by timed interval classroom walkthroughs.

Action Step		Anticipated Start Date	Anticipated Completion Date
Refine building- specific PBIS team rosters and publish a monthly meeting schedule for each team.		2026-07-01	2026-10-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Principal	Meeting schedule and agendas.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Building specific PBIS teams will meet 2x in Q1, 2x in Q2, 3x in Q3, and 2x in Q4.		2026-07-01	2027-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Principal, PBIS Teams	Agendas and minutes	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Behavior Coaches will develop norms, protocols, and agendas for monthly PBIS meetings.		2026-07-01	2026-10-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Behavior Coaches	Agendas and minutes	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will attend BOY professional development on Behavior Specific Praise.		2026-07-01	2027-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Coaches	PD Resources	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will attend BOY professional development on using PBIS classroom management strategies to support differentiated instruction.		2026-07-01	2026-11-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Coaches	PD Resources, PBIS tool	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Refine behaviors lesson plans to ensure that they include examples and non-examples.		2026-07-01	2027-02-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Behavior Coaches and teachers	Lesson Plans	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Roll out behavior lesson plans to all students in all buildings.		2026-07-01	2026-11-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Behavior Coaches and Principals	Handouts and Announcements and example of lesson plan information	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Ensure that Year 1 PBIS content (matrix/pillars, flowchart, recognition) is included in new teacher bootcamp sessions.		2026-07-01	2026-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Coaches	PBIS handouts and posters	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Use collected monthly behavior data to adjust Tier 1 programming, as well as identify locations, students, or classrooms in need of additional interventions and supports.		2026-07-01	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Behavior Coaches and Principals	Data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Behavior coaches provide targeted coaching supports to teachers.		2026-08-25	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Behavior Coaches	PBIS data and handouts	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Follow up on PD behavior specific praise and/or supporting differentiation as needed.		2026-08-13	2027-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Behavior Coaches and Principals	PBIS data and handouts and lesson plans	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Securly product to minimize distractions.		2026-07-01	2026-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Technology Coach	Licenses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase headphones that approved as part of the eliminating distractions and cell phone policy.		2026-07-01	2026-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Technology Coach	Product	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Schoolwide behavior expectations, matrix, and office vs. classroom managed flowchart, implementation of consistent behavior lesson plans, and creation of student recognition plan.	The PBIS core team will monitor implementation on a monthly basis by pulling and looking at behavior data (office referrals). Behavior leads and principals will conduct classroom walkthroughs quarterly and have one-on-one meetings with teachers monthly.

Action Plan For: PBIS Behavior Data

Measurable Goals:
By October 31, 2026, there will be a reduction of 5-15% in Code of Conducts in each building's identified priority, for example: insubordination.

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase LiveSchool product for incentive program tracking.		2026-07-01	2026-09-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Technology Coach	Licenses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase PowerSchool for data tracking and student information system aligned to PBIS needs and goals.		2026-07-01	2026-09-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
PIMS Administrator	License	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase SMART Board minis for classrooms for data analysis with students and incentive tracking and engaging students in the process.		2026-07-01	2026-09-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Technology Coach	Boards	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase School Messenger for family engagement with PBIS communications.		2026-07-01	2026-09-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Technology Coach	License	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Xello to engage students and families in academic goals tied to incentives that are academic and behavioral aligned to PBIS.		2026-07-01	2026-09-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Technology Coach	Licenses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration of CSI Plan with direct student service duties and documents actual time spent in the performance of these duties by completing monthly time and effort records.		2026-07-01	2027-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO	Portal, CSI documentation and slidedecks, school wide data, reports, and implementation plan associated documents.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Panorama to monitor and collect perceptual data on grit, self-management, self-efficacy, and growth mindset and student intervention tools aligned to PBIS.		2026-07-01	2026-10-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services	Licenses and data reports	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Schoolwide behavior expectations, matrix, and office vs. classroom	The PBIS core team will monitor implementation on a monthly basis by pulling and looking at behavior data

managed flowchart, implementation of consistent behavior lesson plans, and creation of student recognition plan.	(office referrals). Behavior leads and principals will conduct classroom walkthroughs quarterly and have one-on-one meetings with teachers monthly.
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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
Read 180	- Addressing student needs in ELA / Explicit Instruction - Addressing EL student needs	Supplies & Property	1	12846
English 3D	- Addressing student needs in ELA / Explicit Instruction - Addressing EL student needs	Supplies & Property	1	26627
Math In Focus	Addressing student needs in Math / Explicit Instruction	Supplies & Property	1	5690
Math 180	Addressing student needs in Math / Explicit Instruction	Supplies & Property	1	13219
Panorama	- Addressing student needs in ELA / Explicit Instruction - Addressing EL student needs - Addressing student needs in Math / Explicit Instruction - PBIS implementation - PBIS Behavior Data	Supplies & Property	1	20045
Frontline	Addressing student needs	Supplies & Property	3	5057

	- in ELA / Explicit Instruction • Addressing EL student needs • Addressing student needs in Math / Explicit Instruction • PBIS implementation • PBIS Behavior Data			
Continental Press	• Addressing student needs in ELA / Explicit Instruction • Addressing EL student needs • Addressing student needs in Math / Explicit Instruction	Supplies & Property	3	4145
Carnegie Learning	• Addressing student needs in Math / Explicit Instruction	Supplies & Property	1	15100
Sadlier	• Addressing student needs in ELA / Explicit Instruction • Addressing EL student needs	Supplies & Property	3	7925
Edgenuity	• Addressing student needs in ELA / Explicit Instruction • Addressing EL student needs • Addressing student needs in Math / Explicit Instruction	Supplies & Property	1	46035

SMART Boards	• Addressing student needs in ELA / Explicit Instruction • Addressing EL student needs • Addressing student needs in Math / Explicit Instruction • PBIS implementation • PBIS Behavior Data	Supplies & Property	3	3661
Admin Fee	• Addressing student needs in ELA / Explicit Instruction • Addressing EL student needs • Addressing student needs in Math / Explicit Instruction • PBIS implementation • PBIS Behavior Data	Salary	3	15100
Securly	• Addressing student needs in ELA / Explicit Instruction • Addressing EL student needs • Addressing student needs in Math / Explicit Instruction • PBIS implementation • PBIS Behavior Data	Supplies & Property	3	3816
Headphones	• Addressing student needs	Supplies & Property	3	2394

	- in ELA / Explicit Instruction • Addressing EL student needs • Addressing student needs in Math / Explicit Instruction • PBIS implementation • PBIS Behavior Data			
Google Workplace for Education	• Addressing student needs in ELA / Explicit Instruction • Addressing EL student needs • Addressing student needs in Math / Explicit Instruction • PBIS implementation • PBIS Behavior Data	Supplies & Property	3	2700
Live School	• PBIS implementation • PBIS Behavior Data	Supplies & Property	3	6230
School Messenger	• Addressing student needs in ELA / Explicit Instruction • Addressing EL student needs • Addressing student needs in Math / Explicit Instruction • PBIS implementation • PBIS Behavior Data	Supplies & Property	3	2650

Everway	- Addressing student needs in ELA / Explicit Instruction - Addressing EL student needs - Addressing student needs in Math / Explicit Instruction	Supplies & Property	3	5477
WIDA Model	Addressing EL student needs	Supplies & Property	1	3200
SAS Conference	- Addressing student needs in ELA / Explicit Instruction - Addressing EL student needs - Addressing student needs in Math / Explicit Instruction	Supplies & Property	3	819
Total Expenditures				202736

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	- Addressing student needs in ELA / Explicit Instruction - Addressing EL student needs	Salaries for Reading Specialist and 4 ELA Teachers	267000	
Other Expenditures	- Addressing student needs in ELA / Explicit Instruction - Addressing EL student needs	Benefits for Reading Specialist and 4 ELA Teachers	104815	
Instruction	Addressing student needs in ELA / Explicit Instruction	Salary for Transition Specialist to support students	60000	

	• Addressing EL student needs • Addressing student needs in Math / Explicit Instruction • PBIS implementation • PBIS Behavior Data	into post-secondary opportunities		
Other Expenditures	• Addressing student needs in ELA / Explicit Instruction • Addressing EL student needs • Addressing student needs in Math / Explicit Instruction • PBIS implementation • PBIS Behavior Data	Benefits for Transition Specialist to support students into post-secondary opportunities	24700	
Instruction	• Addressing student needs in ELA / Explicit Instruction • Addressing EL student needs • Addressing student needs in Math / Explicit Instruction • PBIS implementation • PBIS Behavior Data	Job Coach and transition services to student employability	32000	
Other Expenditures	• Addressing student needs in ELA / Explicit Instruction • Addressing EL student needs	Provide technical and administrative support to federal programs	4500	

	• Addressing student needs in Math / Explicit Instruction • PBIS implementation • PBIS Behavior Data			
Total Expenditures				493015

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Addressing student needs in ELA / Explicit Instruction	Refresher PD or PLC Meeting focused on ensuring all teachers understand the what, why, and how behind explicit instruction vocabulary routines and Collins Writing.
Addressing student needs in ELA / Explicit Instruction	Quarter 1 PD on teaching Morphology.
Addressing student needs in ELA / Explicit Instruction	Implement Read 180 training in the first quarter.
Addressing student needs in ELA / Explicit Instruction	Conduct PD on Frontline for evaluative data and usage.
Addressing student needs in ELA / Explicit Instruction	PD for Google Workplace for Education for Google Classroom access.
Addressing EL student needs	Conduct English 3D PD.
Addressing EL student needs	Conduct PD for the WIDA Model.
Addressing EL student needs	ELD Teachers will provide PD to PHCSE teachers on strategies specific to ELs.
Addressing EL student needs	ELD Teachers will receive "calibration" training to use, norm, and score WIDA rubric aligned classroom tasks.
Addressing EL student needs	Provide scaffolding techniques for ELs as PD for PHCSE teachers.
Addressing student needs in Math / Explicit Instruction	Teachers attend BOY PD with a focus on lesson planning, explicit instruction, CDTs and using centers to differentiate instruction.
Addressing student needs in Math / Explicit Instruction	Conduct Math 180 PD.
PBIS implementation	Teachers will attend BOY professional development on Behavior Specific Praise.
PBIS implementation	Teachers will attend BOY professional development on using PBIS classroom management strategies to support differentiated instruction.
PBIS implementation	Ensure that Year 1 PBIS content (matrix/pillars, flowchart, recognition) is included in new teacher bootcamp sessions.

ELA / Explicit Instruction

Action Step		
Refresher PD or PLC Meeting focused on ensuring all teachers understand the what, why, and how behind explicit instruction vocabulary routines and Collins Writing.		
Audience		
Teachers		
Topics to be Included		
Refreshers for all teachers focused on what, why, and how behind explicit instruction.		
Evidence of Learning		
Slide decks, walk throughs, lesson plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
SIF and IU#5	2026-08-03	2026-10-31

Learning Format

Type of Activities	Frequency
Inservice day	At least one time by end of 1st quarter
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Explicit Instruction for ELA and Electives

Action Step		
Quarter 1 PD on teaching Morphology.		
Audience		
Teachers		
Topics to be Included		
Quarter 1 PD on teaching Morphology		
Evidence of Learning		
Slide decks, lesson plans, walk throughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Coaches and SIF and IU#5	2026-08-03	2026-10-30

Learning Format

Type of Activities	Frequency
Inservice day	At least one time in the first quarter.
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Read 180 Training

Action Step		
Implement Read 180 training in the first quarter.		
Audience		
Reach 180 Teachers / ELA Teachers		
Topics to be Included		
New training and refreshers training catered to level of need		
Evidence of Learning		
Online resources, HMH reports, walk throughs, lesson plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
CAO / ELD Curriculum Lead	2026-08-03	2026-10-30

Learning Format

Type of Activities	Frequency
Inservice day	At least 4x per year
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2c: Managing Classroom Procedures	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Frontline Training

Action Step		
Conduct PD on Frontline for evaluative data and usage.		
Audience		
Teachers and Administrators		
Topics to be Included		
How to use the software, use reports and data, access to tool		
Evidence of Learning		
Online recourses, webinars, minutes, slide decks, Frontline tools		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Principal	2026-08-03	2026-09-30

Learning Format

Type of Activities	Frequency
Seminar(s)	Beginning of the school year and then as needed for anyone new after the start of the school year.
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 2c: Managing Classroom Procedures 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Google Workplace for Education

Action Step	
PD for Google Workplace for Education for Google Classroom access.	
Audience	
Teachers	
Topics to be Included	
How to use Google Classroom and all its features.	
Evidence of Learning	

Online resources, slide decks, examples of classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Education Technology Coach	2026-07-01	2026-09-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Beginning of year and as needed for new hires.
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

English 3D PD

Action Step		
Conduct English 3D PD.		
Audience		
Teachers		
Topics to be Included		
Introduction to English 3D product and software.		
Evidence of Learning		
Slide decks, online resources		
Lead Person/Position	Anticipated Start	Anticipated Completion
CAO, Director of Pupil Services, ELD Teachers	2026-08-03	2026-10-30

Learning Format

Type of Activities	Frequency
Inservice day	One time at the beginning of year and as needed for refreshers throughout the school year.
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

WIDA Model PD

Action Step	
Conduct PD for the WIDA Model.	
Audience	
ELD Teachers	
Topics to be Included	
How to use the Model.	
Evidence of Learning	

Online resources, books, WIDA tools		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Pupil Services	2026-07-15	2026-10-30

Learning Format

Type of Activities	Frequency
Inservice day	One time per year
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

ELD Training

Action Step		
ELD Teachers will provide PD to PHCSE teachers on strategies specific to ELs.		
Audience		
Teachers of ELs		
Topics to be Included		
EL strategies, best practices, assessment tools		
Evidence of Learning		
Online resources, lesson plans, hand outs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Pupil Services, Curriculum Lead for ELD	2026-08-03	2027-02-26

Learning Format

Type of Activities	Frequency
Inservice day	At least one time per year.
Observation and Practice Framework Met in this Plan	
2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

WIDA rubrics

Action Step	
ELD Teachers will receive "calibration" training to use, norm, and score WIDA rubric aligned classroom tasks.	
Audience	
Teachers	
Topics to be Included	
Calibration training to use, norm, and score WIDA rubric tasks.	
Evidence of Learning	
Hand outs, WIDA tool	

Lead Person/Position	Anticipated Start	Anticipated Completion
ELD Curriculum Lead	2026-08-03	2027-02-26

Learning Format

Type of Activities	Frequency
Inservice day	At least one time per year.
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Scaffolding Techniques

Action Step		
Provide scaffolding techniques for ELs as PD for PHCSE teachers.		
Audience		
Teachers		
Topics to be Included		
Scaffolding techniques for ELs		
Evidence of Learning		
Hand outs, online resources, slide decks, lesson plans, walkthroughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
IU#5	2026-08-10	2027-01-25

Learning Format

Type of Activities	Frequency
Inservice day	At least one time per year.
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Explicit Instruction and Lesson Planning

Action Step	
Teachers attend BOY PD with a focus on lesson planning, explicit instruction, CDTs and using centers to differentiate instruction.	
Audience	

Teachers		
Topics to be Included		
Explicit Instruction, CDTs, and differentiation tools		
Evidence of Learning		
Hand outs, online resources, slide decks, books, lesson plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
IU#5 and SIF	2026-08-03	2026-12-21

Learning Format

Type of Activities	Frequency
Inservice day	At least one time per school year.
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 2c: Managing Classroom Procedures 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Math 180 PD

Action Step		
Conduct Math 180 PD.		
Audience		
Math Teachers		
Topics to be Included		
Software, data and reports, progress monitoring		
Evidence of Learning		
Online resources		
Lead Person/Position	Anticipated Start	Anticipated Completion
CAO and Math Specialist	2026-08-03	2026-11-23

Learning Format

Type of Activities	Frequency
Seminar(s)	At least one time per year.
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Behavior Specific Praise

Action Step

Teachers will attend BOY professional development on Behavior Specific Praise.		
Audience		
All Teachers and Administrators		
Topics to be Included		
How to use and what behavior specific praise looks like and how it is tracked.		
Evidence of Learning		
Tracking tool, hand outs, online resources		
Lead Person/Position	Anticipated Start	Anticipated Completion
CSI Team, IU#5	2026-08-03	2027-04-19

Learning Format

Type of Activities	Frequency
Inservice day	At least 2x per school year
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 3a: Communicating with Students 2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS classroom management strategies

Action Step		
Teachers will attend BOY professional development on using PBIS classroom management strategies to support differentiated instruction.		
Audience		
All teachers		
Topics to be Included		
PBIS classroom management strategies		
Evidence of Learning		
PBIS tool, walk throughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
IU#5 and principals	2026-08-03	2026-12-28

Learning Format

Type of Activities	Frequency
Inservice day	At least 2x per school year.
Observation and Practice Framework Met in this Plan	
2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 3a: Communicating with Students	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS Pillars and boot camp session

Action Step		
Ensure that Year 1 PBIS content (matrix/pillars, flowchart, recognition) is included in new teacher bootcamp sessions.		
Audience		
New Teachers		
Topics to be Included		
Bootcamp topics on PBIS to ensure full understanding and implementation		
Evidence of Learning		
Walk throughs, slide deck, online resources, hand outs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Coaches	2026-08-03	2026-09-21

Learning Format

Type of Activities	Frequency
Inservice day	At least one time per year.
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 3a: Communicating with Students 2d: Managing Student Behavior 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Explicit Instruction					
Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Principals and coaches will ensure clear messaging and expectations for the teaching of vocabulary schoolwide, including which resources to use, how to put in lesson plans, and which look fors will admin be checking during walkthroughs (share tool).	Teachers	Explicit instruction messaging and expectations for the teaching of vocabulary school wide and the resources to be used.	Principals	08/03/2026	10/05/2026

Communications

Type of Communication	Frequency
Presentation	At least one time per quarter

Approvals & Signatures

Uploaded Files
board affirmation statement_d04c859f.pdf

Chief School Administrator	Date
Dr. Renee Gordon	2026-08-18
Building Principal Signature	Date
Chris Primavere	2026-06-15
School Improvement Facilitator Signature	Date
Laura Patterson	2026-08-06