

Perseus House CS of Excellence

CSI Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
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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 hotel and 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 faith-based partners. They are expected to hold our system accountable to the standards PHCSE students will face after graduation.

Other (Optional)

The PHCSE Board of Trustees is committed to the mission, vision, and values in order to do what is in the best interest of kids. The Board of Trustees is comprised of former educators, school administrators, Human Resources personnel while other Trustees have professions such as attorney, local business order, community liaison, auditor, and local community advisor.

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Career Standards for PHCSE is blue = 97% on Future Ready	PHCSE continues to focus on post-secondary planning so all students have a plan for after graduation. Chapter 339 is a focus at PHCSE and in all buildings. This strength has continued for 3+ years. This area continues to far exceed local schools.
Industry-recognized credentials (IRC) for PHCSE is blue = 97% on Future Ready	This score has increased from 67% to 97% in the past SY. PHCSE continues to focus on post-secondary planning so all students have a plan for after graduation. IRC is a focus at PHCSE and in all buildings. This strength has continued for 3+ years. This area continues to far exceed local schools. PHCSE increased this score from the previous year.
Students with disabilities sub group did not meet the standard but is increasing in ELA.	PHCSE has seen some success with academic interventions with this sub group.
PHCSE is the only local inner-city school that increased the Building Level Score in 23-24SY. Two years in a row at 48.	PHCSE continues to focus on growth and implement the CSI strategies.
Achievement data in ELA and Math increased, although slightly.	PHCSE continues to focus on implementing the CSI strategies.
Graduation cohort increased from 59.6% to 69.6% in 23-24SY.	PHCSE has seen some success with targeted academic interventions.
All Student Group has increased in ELA Growth with blue up arrows.	PHCSE has had success with targeted academic interventions.

ELA Growth data grew from 61.3% to 75% in 23-24SY.	PHCSE continues to focus on implementing the CSI strategies including engagement and positive behavior support.
Five-Year Graduation cohort increased from 66.3%% to 71% in 23-24SY.	PHCSE has had success with targeted academic interventions with these sub groups and with focused transition planning.
Science Growth data grew from 67.5% to 70% in 23-24SY.	PHCSE continues to focus on implementing the CSI strategies.
FRPAI attendance grew from 42.7% to 53% in 23-24SY.	PHCSE has had success with targeted interventions.

Challenges

Indicator	Comments/Notable Observations
PHCSE Proficient or Advanced on FRPAI for ELA was 12.8%	While this score is low, PHCSE continues to focus on growth and the CSI Plan will include more targeted interventions to address ELA.
PHCSE Proficient or Advanced on FRPAI for Math was 3.4%	While this score is low, PHCSE continues to focus on growth. The score increased slightly.
PHCSE Proficient or Advanced on FRPAI for Science decreased to 11.4%.	While this score is low, PHCSE continues to focus on growth.
Future Ready PA Index (FRPAI) Attendance for PHCSE was 53% based on the formula used.	While this score is low, it increased from the previous year. PHCSE continues to focus on growth. The true daily attendance at PHCSE is 86%.
PHCSE Academic Growth PVAAS Score for Math was 50%.	This indicator is Red = Not Meeting Expectation.
PHCSE has achievement scores in red for ELA, Math, and Science of FRPAI similar to all local inner-city schools in the area.	Unfortunately, this trend has occurred for four years across Erie city.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
<p>In ELA, Student with Disabilities Sub Group remained the same score as last year. All student group, Asian, Hispanic, Black and White subgroups are red but also have "Up Arrows" on FRPAI.</p> <p>ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, White, Students with Disabilities</p>	<p>A focus on growth continues to be a strength for PHCSE.</p>

<p>Indicator In Math, All Student Group, White, Economically Disadvantaged, and Combined Ethnicities Sub Groups are red but with up arrows.</p> <p>ESSA Student Subgroups Combined Ethnicity, White, Economically Disadvantaged</p>	<p>Comments/Notable Observations A focus on growth continues to be a strength for PHCSE.</p>
<p>Indicator In Science, White and English Learners Sub Groups are red but with up arrows.</p> <p>ESSA Student Subgroups White, English Learners</p>	<p>Comments/Notable Observations A focus on growth continues to be a strength for PHCSE.</p>
<p>Indicator Four-Year Cohort Graduation Rate for Black, Economically Disadvantaged, and Student with Disabilities sub groups have green up arrows.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations A focus on growth continues to be a strength for PHCSE.</p>
<p>Indicator Growth in Math for Students with Disabilities Sub Group was 70.5 = Green Up Arrow.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations A focus on growth continues to be a strength for PHCSE.</p>
<p>Indicator Growth in ELA for ED Sub Group was 82.5 = Blue Up Arrow.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations A focus on growth continues to be a strength for PHCSE.</p>
<p>Indicator Growth in Science for Black, Economically Disadvantaged, and Students with Disabilities Sub Groups are increasing with Green Up Arrows.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations A focus on growth continues to be a strength for PHCSE.</p>
<p>Indicator Attendance in all sub groups in increasing with Red Up Arrows.</p> <p>ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations A focus on growth continues to be a strength for PHCSE.</p>

Challenges

<p>Indicator Black and English Learner Sub Groups did not meet standard in Math/Algebra with red down arrows.</p> <p>ESSA Student Subgroups African-American/Black, English Learners</p>	<p>Comments/Notable Observations PHCSE has been impacted by teacher shortages and teacher certifications. Approximately 30% of PHCSE teachers are emergency certified in their content area.</p>
<p>Indicator EL sub group had a decrease in performance in ELA.</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations PHCSE has been impacted by teacher shortages and teacher certifications. Approximately 30% of PHCSE teachers are emergency certified in their content area.</p>
<p>Indicator The Black, Hispanic, ED and Students with Disabilities Sub Groups are decreasing in Science/Biology with red down arrows.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations PHCSE has been impacted by teacher shortages and teacher certifications. Approximately 30% of PHCSE teachers are emergency certified in their content area.</p>

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

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

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Future Ready PA Index (FRPAI) Attendance for PHCSE was 53% based on the formula used however, PHCSE average daily attendance is 86% so at-risk students are improving their attendance. The FRPAI attendance score increased from the previous year.

Career Benchmarks Standards continue to be strong for PHCSE demonstrating green results in FRPAI.

Industry Related Credentials (IRCs) continue to be strong for PHCSE demonstrating blue results in FRPAI.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

PVAAS Growth Score in Math.

Achievement Scores in Math, ELA, and Science.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Approximately 30% Special Education students, 20% English Learners, and the majority of students who enroll at PHCSE are already behind grade level according to Reading Inventory and Math Inventory and across CDTs in Math, ELA and Science.	There is a need to address this challenge based on the student population.
Students who took the ELA Growth Measure (AAL) ranged from average to room for improvement based on category. GM data in syntactic knowledge, vocabulary knowledge and work recognition scores were the highest.	This was a new ELA Growth Measure in the CSI Plan this school year and there is a need to address this challenge in the plan.
Middle School students who took the ELA Growth Measure (MAZE) had an average growth score of 8.57 resulting in 94.4% of students showing improvement.	This was a new ELA Growth Measure in the CSI Plan this school year and there is a need to address this challenge in the plan.
SSIP process has been making an impact on targeting the needs of students and level of interventions.	SSIP has been a helpful process.
ELA Growth Measure (MAZE) had an average growth score of 7.54 resulting in 94.0% of students showing improvement.	This was a new ELA Growth Measure in the CSI Plan this school year and there is a need to address this challenge in the plan.
100% of teachers demonstrated the evidence-based strategy (explicit instruction) with quality markers aligned to their PD growth goals as evidenced by look-fors during administrative walk throughs.	CSI supports have helped to achieve this.
94% of students participating in Partner Reading Paragraph Shrinking (PRPS) increased their fluency.	CSI supports have helped to achieve this.
94.2% of the EL population showed growth on the MAZE Assessment.	CSI supports have helped to achieve this.

English Language Arts Summary

Strengths

The middle school students exceeded the ELA goal with the Growth Measure in the first year.
There is a consistent ELA Department across grades 6-12 and targeted approaches to student populations need addressed to close the achievement gap. Coaching has been focused on IES strategy guide, PRPS, and Opportunities to Respond (OTR) that can be applied to ELA and other content area strategies. The ELA Department tried two Growth Measures as part of the CSI Plan in 24-25SY.
The high school students exceeded the ELA goal with the Growth Measure in the first year.

Challenges

CDT data in ELA and Math for new PHCSE students at entry is 94% red - well below grade level standard from local public schools.
Students continue to enroll at PHCSE behind grade level - there were 177 new students enrolled in the 24-25SY. PHCSE has a total enrollment of approximately 575 students.
Not all of the PHCSE ELA teachers are PDE certified.

Mathematics

Data	Comments/Notable Observations
CDT data for PHCSE students at entry is 94% red - well below grade level standard from local public schools.	We have started to track students at entry to see if they are on grade level in ELA, Math, and Science and data continues to show red CDT scores at entry.
68% of PHCSE students met the benchmark by scoring proficient or above on the Math Growth Measure (Collins Writing for Math).	This was used as the Growth Measure in the CSI Plan this school year and there is a need to address this challenge in the plan.
PHCSE middle school students have shown growth in Rocket Math outcomes.	PHCSE continues to find success by using Rocket Math and there is a need to address this challenge in the plan.
PHCSE students met the benchmark by scoring proficient or above with UPS Check.	UPS Check continues to make an impact on student learning.
100% of incoming 6th graders have not known their multiplication tables for the past five years.	This area needs addressed based on the majority of students who enroll behind grade level. Also, students who enroll at PHCSE generally have had a poor educational experience prior to enrollment and also in Math. Foundational math skills continue to be a need.

Mathematics Summary

Strengths

All Teachers made progress toward the UPS Check goal since mid-year with 60% of teachers either meeting or exceeding the EOY goal.
SSIP process has been making an impact on targeting the needs of students and level of interventions.
There are a lot of supports available to students in Math for inventions such as Carnegie Math, Rocket Math, Lead Math Coach and Specialist at the Ph.D. level, strong coaching model, etc. Voyage Math is a consideration for the CSI Plan in 25-26SY.
The Math Growth Measure data demonstrates meeting the benchmark by scoring proficient or above.

Challenges

Not all of the PHCSE Math teachers are PDE certified.

PHCSE has a mission to work with students who are at-risk for academic failure. As a result, many students are apathetic to Math.

PHCSE tracks new and incoming students at entry and nearly all students were red in the CDTs in the beginning of the school year.

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.

PHCSE students have shown the ability to grow significantly in Science, but grade level content also needs focused on.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PHCSE has a Workforce Development Program where nearly 60% of student participate in it to gain soft skills and other post-secondary skills.	This is a unique program setup by PHCSE.
The Workforce Development Program expanded to the middle school this past year for 14 yo and there is anticipated to be an increase in student participation.	The goal is to get as many students participating as interested.
Workforce students, on average, have higher attendance than those not in the program.	This trend has continued since the program started in 2010.
Workforce students, on average, have higher GPAs than those not in the program.	This trend has continued since the program started in 2010.
PHCSE continues to have strong scores in the College and Careers Measures on FRPAI and this pattern has been for 5+ years.	PHCSE has dedicated numerous resources and supports to a strong Workforce Development Program and post-secondary readiness.
PHCSE students may not transition to a four year college but they do have the workforce soft skills that will positively impact any employment they have in the future.	PHCSE values the soft skills needs to enter the workforce.

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

Program/Course Area

High School to College Dual Enrollment

Uploaded Files

gannon-04212023115926.pdf

Partnering Institution

Penn West University

Agreement Type

Program/Course Area

High School to College Dual Enrollment

Uploaded Files

PW-23-00560 Perseus House Charter School of Excellence.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.
PHCSE continues to have strong scores in the College and Careers Measures on FRPAI and this pattern has been for 5+ years.

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.

While Career Readiness continues to be a strong area for PHCSE that is relatable to what our students want to do after high school, it is still a challenge for students who are at-risk for academic failure.
The number of teachers who are non-certified continues to grow.
This was the first year PHCSE had a teaching position open all school year - Middle School Science. A sub filled in all year.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
EL High School CDT scores continue to show lower scores than the GE population.	PHCSE continues to focus on growth.
On average, middle and high school CDT scores in math and ELA are significantly behind grade level.	PHCSE students have a history of performing 2-4 grade levels behind which is the reason the charter was created.
EL CDT Science scores are generally higher than Math and ELA.	PHCSE EL sub group = approximately 20%.
EL sub group is entering PHCSE with lower scores than 10 years ago.	PHCSE continues to focus on growth.
The EL sub group exceeded the standard in the Growth Measure.	PHCSE continues to focus on growth.

Students with Disabilities

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

Data	Comments/Notable Observations
Special Education students have the lowest CDT results in Math and ELA.	This continues to be an area of need at PHCSE.
There is a need to focus on fluency.	We started tracking this more in 23-24SY.
SSIP process has been valuable in tracking targeted student interventions.	PHCSE SE subgroup = approximately 30%.
The attendance rates, on average, for SE students, was slightly higher than EL but lower than 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 service contributes 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
PVAAS ELA data shows that middle school students are meeting the growth standard and exceeding.	ELA growth and proficiency continues to be an area of need at PHCSE.
PVAAS Math data shows that 6th and 8th grade PSSA scores are below the growth standard and 7th grade i meeting the standard.	Math growth and proficiency continues to be an area of need at PHCSE and CSI strategies are working.
PVAAS Science data shows that 8th grade PSSA scores are exceeding the growth standard and dark blue.	Science growth and proficiency continues to be an area of need at PHCSE.
PHCSE plans to graduate its largest Senior Class in June 2025.	There have been 1400+ graduates at PHCSE since 2003.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	PVAAS indicators in 6th and 7th grade students are below and 8th grade meets the PSSA growth measure.
Hispanic	PVAAS indicators in ELA for Middle School meets the growth standards in this student group in the middle school and not in the high school.
White	PVAAS indicators for Middle School is below the growth standard and well below in the High School.

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.

PHCSE has seen progress in on grade level math and how these positive gains have impacted growth mindset and hopefulness with math data.
PHCSE has a strong focus to get students to school and the true daily attendance for 22-23SY & 23-24SY was 86%. True daily attendance is on track to be 87% in 24-25SY.
Rocket Math & UPS Check data continues to show progress at middle school and high school and will continue to be used.
Master schedule is supporting students who are on grade level in Math at the middle school and this has transferred to the new 9th grade class for 25-26SY resulting in 9th graders taking the Keystone Algebra course.
Instructional coaching has been a strong part of the School Improvement Plan and strategies.

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 focus on high quality instruction that is rigorous and pushing students to on grade level.
Routines and protocols for academic success, goal setting, and growth mindset scores continue to show that PHCSE students have a need for self-management.
There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff.
There is a lot of testing at PHCSE and students don't often get to feel the small successes which can led to further test apathy, etc.
PHCSE has a high number of teachers who are on an emergency-cert or are in their first or second year of teaching. Additionally, one teaching position was open all year for the first time ever at PHCSE.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	PDE audits have approved the PHCSE Special Education Plan consistently since inception in 2003. SE rate at PHCSE in 24-25SY = 30%.
Title 1 Program	The PHCSE School-Wide program has successfully met all requirements and approvals from PDE audits since inception in 2003.
Student Services	The internal MTSS model has supported students in both academics and social-emotional. Approximately 70% of the student population moves through the Student Assistance Program annually. Nearly 30% of students are new to PHCSE every year.
K-12 Guidance Plan (339 Plan)	The district 339 Plan has positively impacted post-secondary planning and career-readiness.
Technology Plan	The PHCSE technology plan has been a thorough plan during the Pandemic as well as pre and post to outline the tech needs of the district and how to support student learning on a continuum.
English Language Development Program	The English Language Development Program allows for a targeted approach to student academic intervention and is aligned to evidence-based strategies and curriculum.
The PHCSE Workforce Development Plan	This one-of-a-kind program is unique to PHCSE and was started in 2010. It provides training and education to students for all post-secondary path they choose to pursue. The addition of the PHCSE Food Truck has also given students the ability to apply what they have learned in the real world. Career Benchmark Standards continue to be high scores because our student population is focused on realistic after high school planning.
The PAYS Survey	The PAYS Survey results have identified many positive aspects related to safety and school climate.
Panorama	The Panorama results have identified a positive school climate, safe school environment, and student and parent satisfaction when it comes to PHCSE.
Check and Connect, SSIP, P2G	PHCSE continues to receive these supports for Special Education students. The teamwork among this group has been incredible.
PHCSE is focusing on Foundational Excellence including student grit, self-management, self-efficacy, and growth mindset.	The CSI Plan continues to provide supports in this area.

Strengths

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

K-12 Guidance Plan (339 Plan)
The PHCSE Workforce Development Plan
English Language Development Program
Special Education Plan
Student Services & Levels of Intervention

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.

There is a need for continued focus on Special Education Students.
There is a need for continued focus on English Learners.
The need for collaborative work with families and co-ownership of learning on school-wide expectations tied to academic readiness, behavior, and effort.
There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff.
Increase of emergency certifications issued based on the high number of PHCSE teachers who need a PDE certification in a content area.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

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	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

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	Emerging
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?

The following Essential Practices are Operational: 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18

There are no Essential Practices that are Not Yet Evident.
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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: 1, 2, 3, 4, 5, 12, 17. Teachers need additional differentiated supports to provide effective core instruction and interventions that meet the needs of all students. Students are not engaged in learning to the extent needed to increase growth and proficiency rates,
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The discipline data for the past two years (23-24 SY and 24-25 SY) includes: Out of School Suspension (OSS) days decreased from 1699 days to 1091 days.

The office and discipline referral data from 24-25 SY includes: electronic device infractions increased from 49 to 407 in two years. Insubordination increased from 677 incidents to 1126 in two years. Vaping, physical aggression, safety violations, tardiness, skipping class, and walk-outs all increased in two years.
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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
Future Ready PA Index (FRPAI) Attendance for PHCSE was 53% based on the formula used however, PHCSE average daily attendance is 86% so at-risk students are improving their attendance. The FRPAI attendance score increased from the previous year.	False
Career Benchmarks Standards continue to be strong for PHCSE demonstrating green results in FRPAI.	False
The middle school students exceeded the ELA goal with the Growth Measure in the first year.	False
There is a consistent ELA Department across grades 6-12 and targeted approaches to student populations need addressed to close the achievement gap. Coaching has been focused on IES strategy guide, PRPS, and Opportunities to Respond (OTR) that can be applied to ELA and other content area strategies. The ELA Department tried two Growth Measures as part of the CSI Plan in 24-25SY.	True
The high school students exceeded the ELA goal with the Growth Measure in the first year.	False
Chapter 339 has been a strong focus so that all PHCSE students have a plan for after high school.	False
All Teachers made progress toward the UPS Check goal since mid-year with 60% of teachers either meeting or exceeding the EOY goal.	False
SSIP process has been making an impact on targeting the needs of students and level of interventions.	True
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
Rocket Math & UPS Check data continues to show progress at middle school and high school and will continue to be used.	False
There are a lot of supports available to students in Math for inventions such as Carnegie Math, Rocket Math, Lead Math Coach and Specialist at the Ph.D. level, strong coaching model, etc. Voyage Math is a consideration for the CSI Plan in 25-26SY.	True
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
Industry Related Credentials (IRCs) continue to be strong for PHCSE demonstrating blue results in FRPAI.	False
The Math Growth Measure data demonstrates meeting the benchmark by scoring proficient or above.	False

PHCSE has a strong focus to get students to school and the true daily attendance for 22-23SY & 23-24SY was 86%. True daily attendance is on track to be 87% in 24-25SY.	False
K-12 Guidance Plan (339 Plan)	False
The PHCSE Workforce Development Plan	False
English Language Development Program	False
Special Education Plan	False
Student Services & Levels of Intervention	False
The following Essential Practices are Operational: 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18	False
There are no Essential Practices that are Not Yet Evident.	False
The Transition Planning at PHCSE continues to be a strong area.	False
Master schedule is supporting students who are on grade level in Math at the middle school and this has transferred to the new 9th grade class for 25-26SY resulting in 9th graders taking the Keystone Algebra course.	False
PHCSE continues to have strong scores in the College and Careers Measures on FRPAI and this pattern has been for 5+ years.	False
PHCSE has seen progress in on grade level math and how these positive gains have impacted growth mindset and hopefulness with math data.	False
Instructional coaching has been a strong part of the School Improvement Plan and strategies.	False

Challenges

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

Strength	Check for Consideration in Plan
PVAAS Growth Score in Math.	True
Achievement Scores in Math, ELA, and Science.	True
Not all of the PHCSE Math teachers are PDE certified.	False
CDT data in ELA and Math for new PHCSE students at entry is 94% red - well below grade level standard from local public schools.	False
Students continue to enroll at PHCSE behind grade level - there were 177 new students enrolled in the 24-25SY. PHCSE has a total enrollment of approximately 575 students.	False
There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff.	False

Basic Biological Principles continues to be an area PHCSE students struggle in.	False
PHCSE has a mission to work with students who are at-risk for academic failure. As a result, many students are apathetic to Math.	False
PHCSE students have shown the ability to grow significantly in Science, but grade level content also needs focused on.	False
While Career Readiness continues to be a strong area for PHCSE that is relatable to what our students want to do after high school, it is still a challenge for students who are at-risk for academic failure.	False
The number of teachers who are non-certified continues to grow.	False
Not all of the PHCSE ELA teachers are PDE certified.	False
There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff.	False
This was the first year PHCSE had a teaching position open all school year - Middle School Science. A sub filled in all year.	False
PHCSE tracks new and incoming students at entry and nearly all students were red in the CDTs in the beginning of the school year.	False
There is a lot of testing at PHCSE and students don't often get to feel the small successes which can led to further test apathy, etc.	False
PHCSE needs to focus on high quality instruction that is rigorous and pushing students to on grade level.	False
Routines and protocols for academic success, goal setting, and growth mindset scores continue to show that PHCSE students have a need for self-management.	False
The following Essential Practices are Emerging: 1, 2, 3, 4, 5, 12, 17. Teachers need additional differentiated supports to provide effective core instruction and interventions that meet the needs of all students. Students are not engaged in learning to the extent needed to increase growth and proficiency rates,	True
Increase of emergency certifications issued based on the high number of PHCSE teachers who need a PDE certification in a content area.	False
PHCSE has a high number of teachers who are on an emergency-cert or are in their first or second year of teaching. Additionally, one teaching position was open all year for the first time ever at PHCSE.	False
There is a need for continued focus on Special Education Students.	False
There is a need for continued focus on English Learners.	False
The need for collaborative work with families and co-ownership of learning on school-wide expectations tied to academic readiness, behavior, and effort.	False
The discipline data for the past two years (23-24 SY and 24-25 SY) includes: Out of School Suspension (OSS) days decreased from 1699 days to 1091 days.	False

The office and discipline referral data from 24-25 SY includes: electronic device infractions increased from 49 to 407 in two years. Insubordination increased from 677 incidents to 1126 in two years. Vaping, physical aggression, safety violations, tardiness, skipping class, and walk-outs all increased in two years.	False
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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, student are not engaged in learning to the extent needed to increase growth and proficiency rates.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
PVAAS Growth Score in Math.	PHCSE has a history of low ELA and Math scores based on our mission to serve students who are academically below grade level.	True
Achievement Scores in Math, ELA, and Science.	PHCSE has a history of low ELA and Math scores based on our mission to serve students who are academically below grade level.	True
The following Essential Practices are Emerging: 1, 2, 3, 4, 5, 12, 17. Teachers need additional differentiated supports to provide effective core instruction and interventions that meet the needs of all students. Students are not engaged in learning to the extent needed to increase growth and proficiency rates,	Essential Practices 4 and 12 will be priority. There will be a continued focus on explicit instruction for EP #4 and with Growth Measures. Teachers need additional differentiated supports to provide effective core instruction and interventions that meet the needs of all students.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
There is a consistent ELA Department across grades 6-12 and targeted approaches to student populations need addressed to close the achievement gap. Coaching has been focused on IES strategy guide, PRPS, and Opportunities to Respond (OTR) that can be applied to ELA and other content area strategies. The ELA Department tried two Growth Measures as part of the CSI Plan in 24-25SY.	There is readiness among the department with this unified approach and strategies.
SSIP process has been making an impact on targeting the needs of students and level of interventions.	Small success in math has impacted the math growth mindset especially in the middle school.
There are a lot of supports available to students in Math for inventions such as Carnegie Math, Rocket Math, Lead Math Coach and Specialist at the Ph.D. level, strong coaching model, etc. Voyage Math is a consideration for the CSI Plan in 25-26SY.	PHCSE continues to provide resources that are designed to meet students at their level.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we provide staff resources and supports around the essential elements of explicit instruction AND we develop a screening and intervention framework, then our core instruction (paired with intervention supports) will meet the learning needs of our students and increase student growth and engagement in learning.
	If we provide staff resources and supports around the essential elements of explicit instruction AND we develop a screening and intervention framework, then our core instruction (paired with intervention supports) will meet the learning needs of our students and increase student growth and engagement in learning.
	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.

Goal Setting

Priority: If we provide staff resources and supports around the essential elements of explicit instruction AND we develop a screening and intervention framework, then our core instruction (paired with intervention supports) will meet the learning needs of our students and increase student growth and engagement in learning.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
75% of students will demonstrate a 35 point increase on the combined Math CDT scaled score by June 30, 2026.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target Year 1	Target Year 2	Target Year 3	
By June 30, 2026, at least 75% of students will be on track to meet proficiency growth goals on the EOY Math CDTs.	By June 30, 2027, at least 75% of students will be on track to meet proficiency growth goals on the EOY Math CDTs.	75% of students will demonstrate a 35 point increase on the combined Math CDT scaled score by June 30, 2026.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
95% of students will participate in the Math CDT by September 20, 2025.	75% of students will demonstrate a 25 point increase in their combined Math CDT scaled score from the baseline score by December 30, 2025.	By April 30, 2026, at least 80% of students will score proficient or above (as determined by departmental scale) on grade-level, standards aligned EOY Collins math prompt.	75% of students will demonstrate a 35 point increase in their combined Math CDT scaled score by June 30, 2026.

Priority: If we provide staff resources and supports around the essential elements of explicit instruction AND we develop a screening and intervention framework, then our core instruction (paired with intervention supports) will meet the learning needs of our students and increase student growth and engagement in learning.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 30 2026, 75% of students will increase their ability scores in at least two tasks on the Adolescent Assessment of Literacy (AAL) Screener as measured by fall-to-spring screening data, through the implementation of evidence-based, explicit classwide foundational literacy strategies, small group interventions, and progress monitoring.			

Measurable Goal Nickname (35 Character Max)			
ELA			
Target Year 1	Target Year 2	Target Year 3	
By June 30 2026, 75% of students will increase their ability scores in at least two tasks on the Adolescent Assessment of Literacy (AAL) Screener as measured by fall-to-spring screening data, through the implementation of evidence-based, explicit classwide foundational literacy strategies, small group interventions, and progress monitoring.	By June 30 2027, 75% of students will increase their ability scores in at least two tasks on the Adolescent Assessment of Literacy (AAL) Screener as measured by fall-to-spring screening data, through the implementation of evidence-based, explicit classwide foundational literacy strategies, small group interventions, and progress monitoring.	By June 30 2026, 75% of students will increase their ability scores in at least two tasks on the Adolescent Assessment of Literacy (AAL) Screener as measured by fall-to-spring screening data, through the implementation of evidence-based, explicit classwide foundational literacy strategies, small group interventions, and progress monitoring.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By October 31, 2025 75% of ELA teachers will use Adolescent Assessment of Literacy (AAL) screener data to inform instructional practices and support foundational literacy, as evidenced by lesson plans and classroom walkthroughs.	By January 30 2026, 65% of students will increase their ability scores in at least two tasks on the Adolescent Assessment of Literacy (AAL) Screener, as measured by fall-to-winter screening data, through the implementation of evidence-based, explicit classwide foundational literacy strategies, small group interventions, and progress monitoring.	By April 30, 2026, 100% of ELA teachers will use Adolescent Assessment of Literacy (AAL) Screener data to inform instructional practices and support foundational literacy, as evidenced by lesson plans and classroom walkthroughs.	By June 30 2026, 75% of students will increase their ability scores in at least two tasks on the Adolescent Assessment of Literacy (AAL) Screener as measured by fall-to-spring screening data, through the implementation of evidence-based, explicit classwide foundational literacy strategies, small group interventions, and progress monitoring.

Priority: If we embed PBIS/Foundation 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 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026 our school will decrease office discipline referrals by 15% compared to the baseline established in the first quarter. The benchmark each quarter will focus on a 5% decrease in office referrals compared to the first quarter as measured by referral data tracked monthly through the student information system.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target Year 1	Target Year 2	Target Year 3	
By June 30, 2026 our school will decrease office discipline referrals by 15% compared to the established baseline in the first quarter as measured by referral data tracked monthly through the student information system.	By June 30, 2027 our school will decrease office discipline referrals by 10% from 25-26SY as measured by referral data tracked monthly through the student information system.	By June 30, 2026 our school will decrease office discipline referrals by 15% compared to the baseline established in the first quarter. The benchmark each quarter will focus on a 5% decrease in office referrals compared to the first quarter as measured by referral data tracked monthly through the student information system.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
PHCSE will implement PBIS/Foundational Excellence with fidelity and establish a baseline of discipline referral data as measured by data tracked monthly through the student information system.	PHCSE will attain a 5% reduction in office referrals from Q1 25-26SY as measured by data tracked monthly through the student information system.	PHCSE will attain a 10% reduction in office referrals from Q1 25-26SY as measured by data tracked monthly through the student information system.	PHCSE will attain a 15% reduction in office referrals from Q1 25-26SY as measured by data tracked monthly through the student information system.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems
Measurable Goal Statement (Smart Goal)
By June 30, 2026 our school will increase teacher and student perception of school climate by 25% (from 2024-2025 SY), as measured by Panorama survey questions, PBIS strategies, and stakeholder surveys.
Measurable Goal Nickname (35 Character Max)

Schoolwide Positive Behaviors Interventions and Supports System (PBIS)			
Target Year 1	Target Year 2	Target Year 3	
By June 30, 2026 our school will increase teacher and student perception of school climate by 25% (from 2024-2025 SY), as measured by Panorama survey questions, PBIS strategies, and stakeholder surveys.	By June 30, 2027 our school will increase teacher and student perception of school climate by 25% (from 2025-2026 SY), as measured by Panorama survey questions, PBIS strategies, and stakeholder surveys.	By June 30, 2026 our school will increase teacher and student perception of school climate by 25% (from 2024-2025 SY), as measured by Panorama survey questions, PBIS strategies, and stakeholder surveys.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Beginning of year surveys will show at least 60% positive responses on four questions on the Panorama survey.	By January 20, 2026, our school will increase teacher and student perception of school climate by 15% as measured by MOY school climate survey through Panorama.	By March 30, 2026, our school will increase teacher and student perception of school climate by focus groups.	By June 30, 2026 our school will increase teacher and student perception of school climate by 25% (from 2024-2025 SY), as measured by Panorama survey questions, PBIS strategies, and stakeholder surveys.

Action Plan

Measurable Goals

Math	ELA
PBIS	Schoolwide Positive Behaviors Interventions and Supports System (PBIS)

Action Plan For: Explicit Instruction

Measurable Goals:
<ul style="list-style-type: none"> By June 30 2026, 75% of students will increase their ability scores in at least two tasks on the Adolescent Assessment of Literacy (AAL) Screener as measured by fall-to-spring screening data, through the implementation of evidence-based, explicit classwide foundational literacy strategies, small group interventions, and progress monitoring. 75% of students will demonstrate a 35 point increase on the combined Math CDT scaled score by June 30, 2026.

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct professional development for principals and instructional coach on approaches to foundational literacy based on the identified priority challenges aligned to CSI goals and Title I.		2025-07-14	2025-11-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Lead Principal	Training Resources from IU#5	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Make adjustments to the explicit walkthrough observation tool to include applicable new content from BOY PD based on the identified priority challenges.		2025-08-19	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Leaders, Building Principals	Training Resources from IU#5 Walkthrough template and look fors.	No	No

Action Step	Anticipated Start Date	Anticipated Completion Date

Conduct BOY professional development for veteran teachers on "deep dive" aspects of explicit instruction, including providing and using feedback/formative assessment, using examples and non-examples, and types of student practice based on the identified priority challenges and interventions options.		2025-08-04	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal	Training Resources from IU#5	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide BOY professional development for ELA teachers on foundational literacy instructional strategies based on the identified priority challenges and intervention options.		2025-08-04	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal	Training Resources from IU#5	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the BOY Adolescent Assessment of Literacy (AAL) screener to all students based on the identified priority challenges in ELA to meet the needs of all students.		2025-08-19	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal. Instructional Coach	AAL assessment, chromebooks, and protocol document	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA teachers will analyze the data from the BOY AAL and use to inform instructional and classwide/individual student intervention planning for Q2 based on the identified priority challenges.		2025-09-30	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional coach, Lead Principal	Data analysis materials and IU5 literacy TaC support as needed.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the MOY Adolescent Assessment of Literacy (AAL) Screener to all students.		2025-12-01	2026-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal, Instructional Coach	AAL assessment, chromebooks, and protocol document	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA teachers implementing PALS and PRPS will collect and analyze student progress data after implementation of the intervention and use teacher laptops to compile the data.		2026-01-01	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal, Instructional Coach	PALS and PRPS resources, support from IU5 Literacy TaC as needed.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional development on Math Collins Writing Q1 based on the identified priority challenges and to meet the needs of all students.		2025-08-04	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO	Training Resources from IU5 Math Collins writing examples	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
After BOY PD, math teachers will assign and score at least six Type 1, two Type 2, and one Type 3 Collins math writing prompts in Q1 based on the identified priority challenges and to meet the needs of all students.		2025-08-25	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math coach	Collins Writing resources: portfolios, prompt lists Math coach support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Math teachers will assign and score at least ten Type 1, five Type 2, and one Type 3 Collins math writing prompts in Q2.		2025-11-10	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Coach	Collins writing resources: portfolios, prompt lists Math coach support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Math teachers will assign and score at least fifteen Type 1, seven Type 2, and two Type 3 Collins math writing prompts in Q3.		2026-02-03	2026-04-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Coach	Collins Writing resources: portfolios, prompt lists Math coach support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Math coach to provide implementation support for Collins Writing in Math classrooms Q2-Q4 based on the identified priority challenges in Math.		2025-10-28	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Coach	Collins examples and support materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Coaches will provide explicit instruction, foundational literacy implementation and follow up support to teachers Q2-Q4 based on the identified priority challenges in ELA with support of Title I Instructional Coach and CSI supports.		2025-11-03	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches	Support and resources from IU5 TaC as needed	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Math Coach to provide intervention supports for identified students (all year) based on the identified priority challenges in Math aligned to CSI and Title I.		2025-08-25	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Coach	Math interventions and data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
UPS Check and RocketMath BOY data collection and to use teacher laptops for the data collection and to track data to meet the needs of all students.		2025-09-01	2025-10-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Coach, Lead Principal	UPSCheck and RocketMath classroom data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
UPS Check and RocketMath MOY data collection.		2025-12-01	2026-02-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Coach, Lead Principal	UPSCheck and RocketMath classroom data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
UPS Check and RocketMath EOY data collection.		2026-04-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Coach, Lead Principal	UPSCheck and RocketMath classroom data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development on training principals and Math teachers on Carnegie Learning in Q1 based on the identified priority challenges and to have intervention options to meet the needs of all students.		2025-08-25	2025-11-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal	Carnegie Learning Resources and Materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development on training principals and teachers on the use of Google for Education for the use of Google Classroom aligned to all classrooms based on the identified priority challenges and association with explicit instruction in the classroom and routines and structures for PBIS.		2025-08-25	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Educational Technology Coach	Licensing and training materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Professional Development on READ 180 usage and reports for new teachers based on the identified priority challenges with ELA and English Learners to support the goals in growth and achievement. This is an intervention program that will be used as individualized support to students.		2025-08-13	2025-11-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Curriculum Lead for ELD	HMH software, representative and materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Professional Development on Math in Focus based on the identified priority challenges in Math as an intervention to be used as individualized support to students.		2025-08-13	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Math Coach	Software, representative and materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Professional Development on Voyage Math based on the identified priority challenges associated with Math growth and achievement as an intervention to be used as individualized support to students.		2025-08-13	2025-11-26

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Math Coach	Software, representative and materials	Yes	No

Action Step	Anticipated Start Date	Anticipated Completion Date
PHCSE team to attend PDE SAS Conference in December 2025 and bring back materials and take-a-ways to share with department and administrative team focused on the identified priority challenges in ELA and Math and PBIS. This would include best practices in instructional strategies and Tier 1 and Tier 2 supports to meet the needs of all students.	2025-12-01	2025-12-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, PHCSE reps who attend, Principals	Materials from SAS conference	No	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Conduct Professional Development on Sadlier resources based on the identified priority challenges associated with English Learners as individualized student support and to have intervention options to meet the needs of all students.	2025-08-18	2025-12-19

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coach and Curriculum Leads ELD and ELA	Materials, software, licenses, data reports	Yes	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Purchase SMART Boards for explicit instruction and PBIS/Foundational Excellence strategies so all classrooms use projection and are aligned in the routine based on the identified priority challenges and to have equipment focused on routines and protocols to meet the needs of all students.	2025-07-14	2025-10-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Technology Coach	SMART Board materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase wipe boards for Math classrooms associated to priority challenges on routines and structures and explicit instruction in all classrooms and to have intervention options to meet the needs of all students.		2025-07-14	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Lead Principal	wipe boards	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Foundational Literacy books for teachers that will be used in PLC discussions and PD: Teaching Foundational Skills to Adolescent Readers (Fisher, et al.) based on the identified priority challenges and to have intervention options to meet the needs of all students.		2025-07-14	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Lead Principal	Books	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teacher leadership/Curriculum Leads creation of exemplar explicit instruction lesson plans and/or resource repository based on the identified priority challenges and to have intervention options to meet the needs of all students.		2025-07-14	2025-11-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Leads, Lead Principal	Lesson Planning materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Building leaders to conduct at least 1 walkthrough for each classroom focused on implementation of explicit instruction in Q1 based on the identified priority challenges in all classrooms and to have intervention options to meet the needs of all students.		2025-08-25	2025-10-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals, assistant principals	Classroom walkthrough tool, Frontline	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Building leaders to conduct at least 1 walkthrough for each classroom focused on implementation of explicit instruction in Q2.		2025-11-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals, assistant principals	Classroom walkthrough tool, Frontline	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Building leaders to conduct at least 1 walkthrough for each classroom focused on implementation of explicit instruction in Q3.		2026-02-02	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals, assistant principals	Classroom walkthrough tool, Frontline	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Work with the team from National Center for Improving Literacy (NCIL) to collect and analyze data from the BOY AAL screener based on the identified priority challenges in ELA and to have intervention options to meet the needs of all students.		2025-09-01	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coach, Lead Principal	NCIL and IU5 technical assistance, AAL student reports	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Work with the team from NCIL to collect and analyze data from the MOY AAL screener.		2025-12-01	2026-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Instructional Coach, Lead Principal	NCIL and IU5 technical assistance, AAL student reports	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Work with the team from NCIL to collect and analyze data from the EOY AAL screener.		2026-04-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coach, Lead Principal	NCIL and IU5 technical assistance, AAL student reports	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Convene a group to identify, review, and select evidence-based literacy intervention program(s) based on the identified priority challenges in ELA.		2025-11-03	2025-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO	IU5 support, use of evidence-based clearinghouses	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct BOY PD for new teachers on explicit instruction and Collins Math based on the identified priority challenges as a framework aligned to explicit instruction being support by all classroom teachers.		2025-08-04	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal	IU5 support	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Positions and benefits of Reading Specialist and ELA Teachers to support the plan on explicit instruction including the use of aligned lesson plans, classroom interventions, data to support ELA		2025-08-25	2026-06-05

growth, and instructional strategies based on the identified priority challenges through CSI plan and Title.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Reading Specialist, ELA Teachers, Principals	Lesson plans, school-wide data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Continental Press Curriculum Resources will be purchased to provide a level of support to all students in the courses of PSSA and Keystone Prep in ELA, Math, and Science.		2025-08-25	2026-02-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO	Resource Booklets	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase graphing calculators for high school math classes for the readiness of all students in Keystone Algebra.		2025-09-08	2026-02-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO/Principals	Calculators	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Collins Writing materials to be used for Professional Development on advancing training with explicit instruction for teachers and principals.		2025-10-06	2026-02-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Lead Principal	Collins Writing books	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Explicit instruction will be embedded into lesson plans, evidenced by Frontline/walkthrough documentation, qualitative evidence in curriculum and data meetings, in agendas and notes, and monthly principal-teacher meetings. Math teachers will create, assign, and	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. The team will

score Collins writing prompts. The use of teacher laptops will be needed for these action steps and goals.	monitor the following data quarterly: amount of Collins writing happening in math classes and progress and implementation of literacy classwide interventions.
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Action Plan For: PBIS

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2026 our school will decrease office discipline referrals by 15% compared to the baseline established in the first quarter. The benchmark each quarter will focus on a 5% decrease in office referrals compared to the first quarter as measured by referral data tracked monthly through the student information system.

Action Step		Anticipated Start Date	Anticipated Completion Date
Leadership team to create a marketing and communication plan for PLCs and PD across PHCSE for 25-26SY including PBIS and Foundational Excellence.		2025-08-01	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Leaders, Coaches	PLC binder and training materials, In Service schedule	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Update Coaches strategy binders for explicit instruction Q1 and PBIS and Foundational Excellence.		2025-08-18	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches	PLC binder	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Create PLC groups and schedule aligned to classroom strategies and PBIS and Foundational Excellence based on the identified priority challenges.		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches, District Leaders	PLC lists and In Service Plan	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Create PLC agendas, protocols, and exit tickets aligned to classroom strategies and PBIS and Foundational Excellence based on the identified priority challenges.		2025-08-11	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches, District Leaders	PLC agendas	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Coaches and admin to conduct PLC exit ticket/agenda and survey data analysis at MOY.		2025-12-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches, District Leaders	Exit tickets and agendas	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principals will complete at least 1 classroom walkthrough for each teacher using the explicit instruction walkthrough tool aligned to classroom strategies and PBIS and Foundational Excellence.		2025-08-25	2026-01-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, Lead Principal	Walkthrough tool	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principals will complete at least 1 classroom walkthrough using the explicit instruction walkthrough tool aligned to classroom strategies and PBIS and Foundational Excellence.		2025-11-03	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, Lead Principal	Walkthrough tool	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Coaches to meet to debrief and plan for PLCs monthly aligned to classroom strategies and PBIS and Foundational Excellence.		2025-08-11	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Coaches and Lead Principal	Agendas, PLC binder	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer EOY Panorama survey.		2026-03-16	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal	Panorama Survey	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principals will conduct at least 1 classroom walkthrough for each teacher using the explicit instruction walkthrough tool aligned to classroom strategies and PBIS and Foundational Excellence.		2025-09-15	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principal, Lead Principal	walkthrough tool	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Instructional coaches to have professional development throughout the year aligned to classroom strategies and PBIS and Foundational Excellence based on the identified priority challenges.		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Coaches	Agendas, PLC binder, Coaching materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
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PLCs will incorporate the use of teacher laptops as a strategy to meet student needs and focus on professional development while building technology capacity aligned to classroom strategies and PBIS and Foundational Excellence.		2025-08-11	2026-04-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Leaders, Principals	PLC agendas, laptops	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Professional Development on PBIS with District Team based on the identified priority challenges and to have behavioral intervention options to meet the needs of all students.		2025-08-01	2025-09-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal, District Admin	IU#5 supports and materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct 2 days of Professional Development on PBIS with Building Core Teams.		2025-08-01	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal	IU#5 supports and materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Create and post student and staff expectations aligned to PBIS/Foundational Excellence.		2025-07-14	2025-09-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal	PBIS supports and materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate to students and families on expectations aligned to PBIS/Foundational Excellence.		2025-07-14	2025-09-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Principals	PBIS supports and materials	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase and conduct Professional Development on Panorama platform capabilities and how to communicate with students and parents on the results.		2025-07-14	2025-11-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Principals, Lead Principal	Panorama supports and materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase and conduct Professional Development on Frontline evaluative tools to teachers and new administrative staff based on the identified priority challenges.		2025-07-14	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Lead Principal	Frontline software	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase student Chromebooks for alignment to classroom strategies in association with the priority challenges and on PBIS/Foundational expectations and routines.		2025-07-21	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO Technology Coach	Chromebook vendor and IT	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase headphones for classroom software that is interactive and to reduce distractions in class associated with PBIS plan.		2025-07-14	2025-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO Technology Coach	IT vendor	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Professional Development on Xello for alignment to classroom strategies and PBIS/Foundational Excellence based on the identified priority challenges for individualized student support and for routines and protocols.		2025-07-14	2025-11-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Technology Coach	Xello materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase and conduct Professional Development on PowerSchool student information management system for discipline referrals and data tracking based on the identified priority challenges associated with data tracking for PBIS. The behavioral data is entered, stored and collected from PowerSchool and this data assists in monitoring the PBIS goals in the plan.		2025-07-14	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal, PIMS Administrator	PowerSchool materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop a school-wide PBIS/Foundational Excellence list of expectations and behavior matrix and share with staff for feedback.		2025-07-14	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal, PBIS Team	IU#5 support and PBIS materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS team will use feedback from teachers to revise list of expectations and behavior matrix as needed and to have behavioral intervention options to meet the needs of all students.		2025-07-14	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal, PBIS team	PBIS materials and feedback data from teachers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS team will create a flowchart for office vs. classroom-managed behaviors.		2025-07-14	2025-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal, PBIS Team	IU#5 support and PBIS materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop explicit teaching expectations and routine.		2025-07-14	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal, PBIS Team	IU#5 support and PBIS materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Professional Development on Assistant Principal/Education Coordinators as Behavior Leads.		2025-07-14	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal, PBIS Team	IU#5 support and PBIS materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop plan for Behavior Leads to coach classroom teachers.		2025-07-14	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal, PBIS Team	IU#5 support and PBIS materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Professional Development on LiveSchool and develop a school culture plan associated with it based on the identified priority challenges associated with PBIS aligned to routines and protocols while also supporting the individual needs of students and to have behavioral intervention options to meet the needs of all students.		2025-07-14	2025-09-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal, PBIS Team	IU#5 support and PBIS materials and school culture grids	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify student distractions with classroom teachers and address the need to minimize.		2025-07-14	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal, PBIS Team	IU#5 support and PBIS materials and PHCSE materials/policies	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a new electronic device policy at PHCSE for 25-26SY and communicate to students, parents, and teachers/staff.		2025-07-14	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal	PHCSE policy and materials	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and provide teacher professional development on classroom expectation for the "first 15 minutes and last 15 minutes" of each class period based on the identified priority challenges.		2025-07-14	2025-09-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal, PBIS Team	PHCSE materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Establishment of zone protocols in each building to manage area expectations and effectiveness.		2025-07-14	2025-10-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal, PBIS Team	PHCSE materials	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS Core Team will meet at least 2x in Q1.		2025-07-14	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal, PBIS Team	PBIS materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS Core Team will meet at least 3x in Q2.		2025-11-01	2026-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal	PBIS materials and data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS Core Team will meet at least 3x times in Q3.		2026-02-01	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal	PBIS Materials and data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS Core Team will meet at least once in Q4.		2026-05-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO, Lead Principal	PBIS Materials and data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and implement PBIS/Foundational Excellence look fors tool to be used by Lead Teacher Mentor in all classrooms.		2025-08-18	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Administrative Team and Lead Teacher Mentor	PBIS materials	No	No

Action Step	Anticipated Start Date	Anticipated Completion Date
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Develop PBIS/FE additions to the teacher peer review document.		2025-08-18	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal and PBIS team	PBIS materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Creation of a set of schoolwide behavior curriculum lesson plans for each zone that include: non-examples and examples, variety of explicit teaching strategies		2025-08-04	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal and PBIS Team	PBIS materials, IU5 support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Creation (with student and staff input) of a schoolwide recognition/acknowledgement plan that is based on expectations and includes reinforcers/incentives for individuals, groups, whole school, and staff.		2025-08-01	2025-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal and PBIS Team	PBIS materials, student/staff feedback and support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Q2 student and staff recognition/acknowledgement.		2025-12-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals and PBIS team	FE/PBIS Recognition Plan	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Q3 student and staff recognition/acknowledgement.		2026-02-02	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals and PBIS team	FE/PBIS Recognition Plan	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
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Conduct Q4 student and staff recognition/acknowledgment .		2026-05-04	2026-06-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals and PBIS team	FE/PBIS Recognition Plan	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct PD to train new Check and Connect mentors.		2025-07-01	2026-02-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services	IU5 Behavior TaC Support	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct PD to train new Check and Connect mentors.		2025-07-01	2026-02-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services	IU5 Behavior TaC Support	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Positions of SE Transition Coordinator and Job Coach to support the plan associated with PBIS and the expectations being similar in school and work on high expectations, routines and protocols, and interventions based on the identified priority challenges.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
SE Transition Coordinator, Job Coach, CAO as supervisor	PBIS materials and trainings	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development on training principals and teachers on the use of software to assist in minimizing distractions associated with PBIS and based on the identified priority challenges - this will assist in the behavioral data collection and monitoring of the plan.		2025-08-01	2025-11-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Lead Principal, Technology Coach	Software product and licensing	Yes	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Professional development on training principals and teachers to use the behavior management software for classroom daily usage and to show growth in learning based on the identified priority challenges with a focus on routines and protocols associated with PBIS.		2025-08-11	2025-12-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Principal	Classroom management and behavior online tools	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional development on Edgenuity software and the licensing options for level of support based on the identified priority challenges as a framework for meeting the needs of all students.		2025-08-11	2025-12-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Edge Lab Coordinator, Principal	Software, Imagine Learning materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration of CSI Plan with direct student service duties and documents actual time spend in the performance of these duties by completing monthly time and effort records.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO	Portal, CSI documents and slidedecks, school wide data, reports, and implementation plan associated documents.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
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Purchase cell phone boxes that are clear, secure, and provide storage for student phones during the school day to reduce and eliminated distractions in alignment with PBIS.		2025-08-25	2025-11-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CAO and Lead Principal	storage boxes and locks	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Lead Mentor Teacher will provide training on foundational excellence within the school alignment to PBIS goals and prepare materials and trainings and support.		2025-08-11	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead Teacher Mentor	training materials, slide decks for presentations, support tools	Yes	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.

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
HMH Read 180 for interventions	<ul style="list-style-type: none">Explicit Instruction	Supplies & Property	1	8525
HMH Math 180 for interventions	<ul style="list-style-type: none">Explicit Instruction	Supplies & Property	1	3073

<p>Voyage Math for interventions to meet the needs of all students</p>	<ul style="list-style-type: none"> • Explicit Instruction 	<p>Supplies & Property</p>	<p>1</p>	<p>1237</p>
<p>Rocket Math for interventions to meet the needs of all students</p>	<ul style="list-style-type: none"> • Explicit Instruction 	<p>Supplies & Property</p>	<p>3</p>	<p>1150</p>
<p>Xello for explicit instruction coordinating</p>	<ul style="list-style-type: none"> • Explicit Instruction 	<p>Supplies & Property</p>	<p>3</p>	<p>4630</p>

Panorama for PBIS alignment	<ul style="list-style-type: none"> • PBIS 	Supplies & Property	1	20045
Frontline for teacher evaluations	<ul style="list-style-type: none"> • Explicit Instruction • PBIS 	Supplies & Property	3	4682
SAS Conference for explicit instruction and CSI goals	<ul style="list-style-type: none"> • Explicit Instruction • PBIS 	Services	3	3504

<p>HMH Math in Focus for interventions</p>	<ul style="list-style-type: none"> • Explicit Instruction 	<p>Supplies & Property</p>	<p>1</p>	<p>5485</p>
<p>150 Chromebooks for students for explicit instruction and CSI goals aligned to routines and structure for PBIS</p>	<ul style="list-style-type: none"> • PBIS 	<p>Supplies & Property</p>	<p>3</p>	<p>39913</p>

<p>Administration for direct student service duties and documents actual time spent in the performance of these duties by completing the time and effort records. The time and effort reports are completed monthly and submitted annually.</p>	<ul style="list-style-type: none"> • Explicit Instruction • PBIS 	<p>Salary</p>	<p>3</p>	<p>14300</p>
<p>Edgenuity for explicit instruction and meeting the needs of all students</p>	<ul style="list-style-type: none"> • Explicit Instruction 	<p>Supplies & Property</p>	<p>1</p>	<p>39350</p>
<p>Carnegie Learning for Math for meetings the needs of all students</p>	<ul style="list-style-type: none"> • Explicit Instruction 	<p>Supplies & Property</p>	<p>1</p>	<p>14634</p>

Collins Writing for Math for meeting the needs of all students	<ul style="list-style-type: none"> • Explicit Instruction 	Supplies & Property	3	121
Kahoot! for aligned to routines and structures with PBIS and across all classrooms	<ul style="list-style-type: none"> • Explicit Instruction 	Supplies & Property	3	4047
SMART Boards for 6 Classrooms for explicit instruction and goal aligned	<ul style="list-style-type: none"> • Explicit Instruction • PBIS 	Supplies & Property	3	17909

to routines and protocols for PBIS				
Headphones for student instructional programs for interventions support for all students	<ul style="list-style-type: none"> • Explicit Instruction 	Supplies & Property	3	3514
Wipe Boards for 6 classrooms for explicit instruction	<ul style="list-style-type: none"> • Explicit Instruction • PBIS 	Supplies & Property	3	1115

<p>PowerSchool for data management of student records, discipline, and information aligned to goal for PBIS</p>	<ul style="list-style-type: none"> • PBIS 	<p>Supplies & Property</p>	<p>3</p>	<p>10000</p>
<p>Eliminate distractions equipment for PBIS - cell phone storage, locks, etc.</p>	<ul style="list-style-type: none"> • PBIS 	<p>Supplies & Property</p>	<p>3</p>	<p>3242</p>
<p>Sadlier Curriculum Resources for meeting the needs of all students</p>	<ul style="list-style-type: none"> • Explicit Instruction 	<p>Supplies & Property</p>	<p>3</p>	<p>8008</p>

Continental Press Curriculum resources for meeting the needs of all students	<ul style="list-style-type: none"> • Explicit Instruction 	Supplies & Property	3	6738
Lead Mentor Teacher PBIS - aligned to goal on PBIS for routines and structures	<ul style="list-style-type: none"> • PBIS 	Services	3	3250
Math graphing calculators for meeting the needs of all students	<ul style="list-style-type: none"> • Explicit Instruction 	Supplies & Property	3	758

Collins Writing for ELA for interventions and meeting the needs of all students	<ul style="list-style-type: none"> Explicit Instruction 	Supplies & Property	3	686
Total Expenditures				219916

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	<ul style="list-style-type: none"> Explicit Instruction 	Salaries for Reading Specialist and ELA Teachers	260000

Instruction	<ul style="list-style-type: none"> • Explicit Instruction 	Salaries for Reading Specialist and ELA Teachers	109322
Instruction	<ul style="list-style-type: none"> • Explicit Instruction 	Salaries for Transition	58000
Instruction	<ul style="list-style-type: none"> • Explicit Instruction 	Benefits for Transition	24000
Instruction	<ul style="list-style-type: none"> • Explicit Instruction • PBIS 	Job Coach and transition services for student employability	31500
Instruction	<ul style="list-style-type: none"> • Explicit Instruction • PBIS 	Partial Instructional Coach salary to support all teachers in our School Wide Instructional Program	11358
Total Expenditures			494180

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Explicit Instruction	Conduct professional development for principals and instructional coach on approaches to foundational literacy based on the identified priority challenges aligned to CSI goals and Title I.
Explicit Instruction	Conduct BOY professional development for veteran teachers on "deep dive" aspects of explicit instruction, including providing and using feedback/formative assessment, using examples and non-examples, and types of student practice based on the identified priority challenges an interventions options.
Explicit Instruction	Provide BOY professional development for ELA teachers on foundational literacy instructional strategies based on the identified priority challenges and intervention options.
Explicit Instruction	Provide professional development on Math Collins Writing Q1 based on the identified priority challenges and to meet the needs of all students.
Explicit Instruction	Professional Development on training principals and Math teachers on Carnegie Learning in Q1 based on the identified priority challenges and to have intervention options to meet the needs of all students.
Explicit Instruction	Professional Development on training principals and teachers on the use of Google for Education for the use of Google Classroom aligned to all classrooms based on the identified priority challenges and association with explicit instruction in the classroom and routines and structures for PBIS.
Explicit Instruction	Conduct Professional Development on READ 180 usage and reports for new teachers based on the identified priority challenges with ELA and English Learners to support the goals in growth and achievement. This is an intervention program that will be used as individualized support to students.
Explicit Instruction	Conduct Professional Development on Math in Focus based on the identified priority challenges in Math as an intervention to be used as individualized support to students.
Explicit Instruction	Conduct Professional Development on Voyage Math based on the identified priority challenges associated with Math growth and achievement as an intervention to be used as individualized support to students.
Explicit Instruction	Conduct Professional Development on Sadlier resources based on the identified priority challenges associated with English Learners as individualized student support and to have intervention options to meet the needs of all students.
Explicit Instruction	Conduct BOY PD for new teachers on explicit instruction and Collins Math based on the identified priority challenges as a framework aligned to explicit instruction being support by all classroom teachers.
Explicit Instruction	Purchase Collins Writing materials to be used for Professional Development on advancing training with explicit instruction for teachers and principals.
PBIS	Instructional coaches to have professional development throughout the year aligned to classroom strategies and PBIS and Foundational Excellence based on the identified priority challenges.

PBIS	Conduct Professional Development on PBIS with District Team based on the identified priority challenges and to have behavioral intervention options to meet the needs of all students.
PBIS	Conduct 2 days of Professional Development on PBIS with Building Core Teams.
PBIS	Purchase and conduct Professional Development on Panorama platform capabilities and how to communicate with students and parents on the results.
PBIS	Purchase and conduct Professional Development on Frontline evaluative tools to teachers and new administrative staff based on the identified priority challenges.
PBIS	Conduct Professional Development on Xello for alignment to classroom strategies and PBIS/Foundational Excellence based on the identified priority challenges for individualized student support and for routines and protocols.
PBIS	Purchase and conduct Professional Development on PowerSchool student information management system for discipline referrals and data tracking based on the identified priority challenges associated with data tracking for PBIS. The behavioral data is entered, stored and collected from PowerSchool and this data assists in monitoring the PBIS goals in the plan.
PBIS	Conduct Professional Development on Assistant Principal/Education Coordinators as Behavior Leads.
PBIS	Conduct Professional Development on LiveSchool and develop a school culture plan associated with it based on the identified priority challenges associated with PBIS aligned to routines and protocols while also supporting the individual needs of students and to have behavioral intervention options to meet the needs of all students.
PBIS	Develop and provide teacher professional development on classroom expectation for the "first 15 minutes and last 15 minutes" of each class period based on the identified priority challenges.
PBIS	Establishment of zone protocols in each building to manage area expectations and effectiveness.
PBIS	Conduct PD to train new Check and Connect mentors.
PBIS	Conduct Check and Connect Mentor training for new mentors
PBIS	Professional Development on training principals and teachers on the use of software to assist in minimizing distractions associated with PBIS and based on the identified priority challenges - this will assist in the behavioral data collection and monitoring of the plan.
PBIS	Professional development on training principals and teachers to use the behavior management software for classroom daily usage and to show growth in learning based on the identified priority challenges with a focus on routines and protocols associated with PBIS.
PBIS	Provide professional development on Edgenuity software and the licensing options for level of support based on the identified priority challenges as a framework for meeting the needs of all students.
PBIS	Lead Mentor Teacher will provide training on foundational excellence within the school alignment to PBIS goals and prepare materials and trainings and support.

CSI Plan Goals and Action Steps

Action Step		
<ul style="list-style-type: none"> Conduct professional development for principals and instructional coach on approaches to foundational literacy based on the identified priority challenges aligned to CSI goals and Title I. 		
Audience		
Teachers, principals, instructional coaches		
Topics to be Included		
Review of goals and action steps in the CSI Plan		
Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work		
Lead Person/Position	Anticipated Start	Anticipated Completion
CAO and District Leaders and Principals	2025-08-29	2028-08-31

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3c: Engaging Students in Learning 4a: Reflecting on Teaching 4c: Communicating with Families 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Explicit Instruction and Literacy

Action Step
<ul style="list-style-type: none"> Conduct professional development for principals and instructional coach on approaches to foundational literacy based on the identified priority challenges aligned to CSI goals and Title I.
Audience
Teachers, principals, instructional coaches
Topics to be Included
Explicit instruction and literacy

Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work, Lesson Plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
District leaders, Principals	2025-08-18	2028-08-31

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning • 4a: Reflecting on Teaching • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Explicit Instruction Overview

Audience		
Teachers		
Topics to be Included		
Overview of Explicit Instruction		
Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work		
Lead Person/Position	Anticipated Start	Anticipated Completion
IU#5/SIF	2025-08-11	2028-08-31

Learning Format

Type of Activities	Frequency
Inservice day	2x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1b: Demonstrating Knowledge of Students 	

<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Explicit Instruction PD Mid-Year

Action Step		
<ul style="list-style-type: none"> • Conduct BOY professional development for veteran teachers on "deep dive" aspects of explicit instruction, including providing and using feedback/formative assessment, using examples and non-examples, and types of student practice based on the identified priority challenges and intervention options. 		
Audience		
Teachers		
Topics to be Included		
Mid year follow up on explicit instruction		
Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Leaders	2025-11-03	2028-08-31

Learning Format

Type of Activities	Frequency
Inservice day	2x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Explicit Vocabulary

Action Step
<ul style="list-style-type: none"> • Provide BOY professional development for ELA teachers on foundational literacy instructional strategies based on the identified priority challenges and intervention options.

Audience		
Teachers		
Topics to be Included		
vocabulary with explicit instruction in all classrooms		
Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Leaders	2025-08-11	2028-08-31

Learning Format

Type of Activities	Frequency
Inservice day	monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

AAL

Action Step		
<ul style="list-style-type: none"> Administer the BOY Adolescent Assessment of Literacy (AAL) screener to all students based on the identified priority challenges in ELA to meet the needs of all students. 		
Audience		
ELA Teachers, Principals, Coaches		
Topics to be Included		
AAL usage and purpose		
Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Leaders	2025-08-18	2028-08-31

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	quarterly

Observation and Practice Framework Met in this Plan
<ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 2c: Managing Classroom Procedures • 2b: Establishing a Culture for Learning • 1c: Setting Instructional Outcomes
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

PRPS/PALS

Audience		
Teachers and Principals		
Topics to be Included		
class-wide intervention usage and purpose		
Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Leaders	2025-08-18	2028-08-31

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning • 3b: Using Questioning and Discussion Techniques • 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Behavioral Support

Audience
Teachers
Topics to be Included
behavioral support for classrooms implementing PRPS/PALS

Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Leaders, Principals, Coaches	2025-08-18	2028-08-31

Learning Format

Type of Activities	Frequency
Inservice day	2x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Math Collins Writing

Action Step		
<ul style="list-style-type: none"> • Provide professional development on Math Collins Writing Q1 based on the identified priority challenges and to meet the needs of all students. 		
Audience		
Math teachers and coaches and principals		
Topics to be Included		
Math Collins Writing		
Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work		
Lead Person/Position	Anticipated Start	Anticipated Completion
District leaders, math coach	2025-08-18	2028-08-31

Learning Format

Type of Activities	Frequency
Inservice day	quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students 	

<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

ELD Training

Audience		
All teachers		
Topics to be Included		
ELD strategies		
Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, IU5 Documentation, Sample Work		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Leaders	2025-08-18	2028-08-31

Learning Format

Type of Activities	Frequency
Inservice day	2x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Check and Connect

Audience
Teachers
Topics to be Included
Check and Connect student and data analysis
Evidence of Learning
Agendas, Meeting Minutes, Sign In Sheets, Check and Connect Documentation, Sample Work

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Pupil Services	2025-07-21	2028-07-28

Learning Format

Type of Activities	Frequency
Classroom/school visitation	quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

SPM PD

Audience		
Teachers and Principals and Coaches		
Topics to be Included		
SPM usage		
Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, Sample Work		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Leaders, IU#5	2025-08-13	2028-08-18

Learning Format

Type of Activities	Frequency
Inservice day	1x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Coaches PD

Action Step		
<ul style="list-style-type: none"> Instructional coaches to have professional development throughout the year aligned to classroom strategies and PBIS and Foundational Excellence based on the identified priority challenges. 		
Audience		
Instructional Coaches		
Topics to be Included		
Coaching topics such as PLCs, data collection, exit tickets, plans for agendas		
Evidence of Learning		
Agendas, Meeting Minutes, Sign In Sheets, PLC binder, Sample Work		
Lead Person/Position	Anticipated Start	Anticipated Completion
Coaches and SIF	2025-08-18	2028-08-25

Learning Format

Type of Activities	Frequency
Classroom/school visitation	quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Coaches PD

Action Step
<ul style="list-style-type: none"> Instructional coaches to have professional development throughout the year aligned to classroom strategies and PBIS and Foundational Excellence based on the identified priority challenges.
Audience
Topics to be Included
Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Classroom/school visitation	quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Carnegie Learning for Math

Action Step		
<ul style="list-style-type: none"> • Professional Development on training principals and Math teachers on Carnegie Learning in Q1 based on the identified priority challenges and to have intervention options to meet the needs of all students. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	At minimum one time per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy 	

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Classroom Management and Behavior Intervention Program

Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	At minimum 2x per year and as needed for new hires
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Google for Education

Action Step
<ul style="list-style-type: none"> • Professional Development on training principals and teachers on the use of Google for Education for the use of Google Classroom aligned to all classrooms based on the identified priority challenges and association with explicit instruction in the classroom and routines and structures for PBIS.
Audience
Topics to be Included
Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	One time at BOY and as needed for new hires
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2c: Managing Classroom Procedures • 2b: Establishing a Culture for Learning • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Software for online supervision and open browsers

Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	At minimum one time and as needed for new hires
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 2a: Creating an Environment of Respect and Rapport • 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

PBIS

Action Step		
<ul style="list-style-type: none"> Instructional coaches to have professional development throughout the year aligned to classroom strategies and PBIS and Foundational Excellence based on the identified priority challenges. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS

Action Step
<ul style="list-style-type: none"> Conduct Professional Development on PBIS with District Team based on the identified priority challenges and to have behavioral intervention options to meet the needs of all students.
Audience
Topics to be Included
Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	4x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS

Action Step		
<ul style="list-style-type: none"> • Conduct 2 days of Professional Development on PBIS with Building Core Teams. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures 	

<ul style="list-style-type: none"> • 2d: Managing Student Behavior
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

PBIS

Action Step		
<ul style="list-style-type: none"> • Purchase and conduct Professional Development on Panorama platform capabilities and how to communicate with students and parents on the results. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	2x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS

Action Step
<ul style="list-style-type: none"> • Conduct Professional Development on Xello for alignment to classroom strategies and PBIS/Foundational Excellence based on the identified priority challenges for individualized student support and for routines and protocols.
Audience

Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	2x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments • 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS

Action Step		
<ul style="list-style-type: none"> • Purchase and conduct Professional Development on PowerSchool student information management system for discipline referrals and data tracking based on the identified priority challenges associated with data tracking for PBIS. The behavioral data is entered, stored and collected from PowerSchool and this data assists in monitoring the PBIS goals in the plan. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
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Workshop(s)	4x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS

Action Step		
<ul style="list-style-type: none"> • Conduct Professional Development on Assistant Principal/Education Coordinators as Behavior Leads. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS

Action Step

<ul style="list-style-type: none"> Instructional coaches to have professional development throughout the year aligned to classroom strategies and PBIS and Foundational Excellence based on the identified priority challenges. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2e: Organizing Physical Space 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS

Action Step		
<ul style="list-style-type: none"> Conduct Professional Development on LiveSchool and develop a school culture plan associated with it based on the identified priority challenges associated with PBIS aligned to routines and protocols while also supporting the individual needs of students and to have behavioral intervention options to meet the needs of all students. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

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Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS

Action Step		
<ul style="list-style-type: none"> • Develop and provide teacher professional development on classroom expectation for the "first 15 minutes and last 15 minutes" of each class period based on the identified priority challenges. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 2a: Creating an Environment of Respect and Rapport 	

<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

PBIS

Action Step		
<ul style="list-style-type: none"> • Establishment of zone protocols in each building to manage area expectations and effectiveness. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Learning walk	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2e: Organizing Physical Space 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Explicit Instruction

Action Step
<ul style="list-style-type: none"> • Conduct Professional Development on READ 180 usage and reports for new teachers based on the identified priority challenges with ELA and English Learners to support the goals in growth and achievement. This is an intervention program that will be used as individualized support to students.

Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	2x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Explicit Instruction

Action Step		
<ul style="list-style-type: none"> • Conduct Professional Development on Math in Focus based on the identified priority challenges in Math as an intervention to be used as individualized support to students. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Explicit Instruction

Action Step		
<ul style="list-style-type: none"> • Conduct Professional Development on Voyage Math based on the identified priority challenges associated with Math growth and achievement as an intervention to be used as individualized support to students. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	4x year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments 	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

Explicit Instruction

Action Step		
<ul style="list-style-type: none"> Conduct Professional Development on Sadlier resources based on the identified priority challenges associated with English Learners as individualized student support and to have intervention options to meet the needs of all students. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	2x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Explicit Instruction

Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

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Learning Format

Type of Activities	Frequency
Inservice day	One time
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Explicit Instruction

Action Step		
<ul style="list-style-type: none"> Purchase and conduct Professional Development on Frontline evaluative tools to teachers and new administrative staff based on the identified priority challenges. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	2x per hear
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

PLCs					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Leadership team to create a marketing and communication plan for PLCs and PD across PHCSE for 25-26SY including PBIS and Foundational Excellence. 	PHCSE Teachers	Purpose of PLCs and plan for the 25-26SY	District Leaders & Coaches	07/14/2025	09/30/2025

Communications

Type of Communication	Frequency
Presentation	monthly

CSI Plan Review					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers, Principals, Coaches, Board Members, Students, and other Stakeholders	CSI Plan overview of goals and action steps and professional development	CAO	07/07/2025	09/30/2025

Communications

Type of Communication	Frequency
Presentation	3 times
Posting on district website	Monthly
Presentation	4x per year

PBIS					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Communicate to students and families on expectations aligned to PBIS/Foundational Excellence. 	Parents and students	Expectations on PBIS	Lead Principal	07/01/2025	09/30/2025

Communications

Type of Communication	Frequency
Letter	Monthly
Newsletter	Quarterly
Email	Quarterly
Posting on district website	Quarterly
Presentation	4x per year

Electronic Devices					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement a new electronic device policy at PHCSE for 25-26SY and communicate to students, parents, and teachers/staff. 	Parents, students, teachers and staff	Policy review	CAO and principals	07/01/2025	10/31/2025

Communications

Type of Communication	Frequency
Letter	4x per year
Posting on district website	Monthly
Presentation	4x per year

PBIS					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Establishment of zone protocols in each building to manage area expectations and effectiveness. 	Teachers and staff	Purpose and plan on teacher zones	Lead zone teachers and principals	07/21/2025	11/28/2025

Communications

Type of Communication	Frequency
Presentation	4x per year

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation Statement 7-15-25.pdf

Chief School Administrator	Date
Dr. Renee Gordon	2026-02-04
Building Principal Signature	Date
Christopher D. Primavere	2026-02-04
School Improvement Facilitator Signature	Date
Laura Patterson	2026-02-04