Profile and Plan Essentials

School		AUN/Branch
STEM Academy @ Showalter		125231232/8303
Address 1		
1100 W. 10th Street		
Address 2		
City	**State**	**Zip Code**
Chester	PA	19013
Chief School Administrator		**Chief School Administrator Email**
Latrice Mumin		lmumin@chesteruplandsd.org
Principal Name		
Ronald Brown		
Principal Email		
robrown@chesteruplandsd.org		
Principal Phone Number		**Principal Extension**
610-447-3650		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Heather Stottlemyer		hstottlemyer@dciu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Khalid Sutton	District Level Leaders	CUSD - Assistant Superintendent	ksutton@chesteruplandsd.org
LatrIce Mumin	District Level Leaders	CUSD Superintendent	lmumin@chesteruplandsd.org
Julanne Labrum	Teacher	STEM - ELA Teacher & PBIS Coach	jlabrum@chesteruplandsd.org
Eric Shaffer	Teacher	STEM - Math Teacher	eshaffer@chesteruplandsd.org
Michele Paulick	Teacher	STEM - Special Education Teacher	mpaulick@chesteruplandsd.org
Caitlin Merto	Teacher	STEM - CTE Teacher	cmerto@chesteruplandsd.org
Carlena Parker	District Level Leaders	CUSD - Curriculum	cparker@chesteruplandsd.org
Jasmine Alexander	Student	STEM Student	jalexander82276@chesteruplandsd.org
Octavia Naylor	Parent	STEM Parent	OctaviaNaylor85@gmail.com
Monique Hales	District Level Leaders	CUSD Federal Programs Coordinator	mhales@chesteruplandsd.org
Ronald Brown	Principal	STEM Assistant Principal	robrown@chesteruplandsd.org
Angela Thompson	District Level Leaders	CUSD Curriculum Director 9-12	athompson@chesteruplandsd.org
Sharay Barnes	Education Specialist	STEM Counselor	shbarnes@chesteruplandsd.org
Alfred Sermons	Teacher	STEM Science Teacher	asermons@chesteruplandsd.org
MEGHAN SGRO	Principal	STEM ACADEMY	msgro@chesteruplandsd.org

Vision for Learning

Vision for Learning

All community partners envision the STEM Academy at Showalter as an example of excellence in academic achievement for the CUSD community. STEM Academy provides an evidence-based education designed to assist scholars in developing 21st Century skills by becoming problem solvers, critical thinkers, and lifelong learners, who actively partner with our community to collaboratively accomplish our mission and encourage our scholars to become successful global citizens.

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 | **False** 6 |
| **False** 7 | **False** 8 | **True** 9 | **True** 10 | **True** 11 | **True** 12 | |

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature from school year 22-23 is 27.1% proficient or advanced which is an increase from 25.6% in school year 21-22	While some growth was made, data point is still 54% below statewide 2033 goal.
Mathematics/Algebra from school year 22-23 is 3.3% proficient or advanced which is an increase from 2.1% from 21-22 school year.	While some growth was made, data point is still 68.5% below statewide 2033 goal.
PVAAS English Language Arts/Literature increased from 75.0 in 21-22 to 82.0 in 22-23 in the all student group.	Data point exceeds the statewide growth standard.
PVAAS Mathematics/Algebra increased from 59.3 in 21-22 to 79.0 in 22-23 in the all student group.	Data point exceeds the statewide growth standard.
PVAAS Science/Biology increased from 57.0 in 21-22 to 70.5 in 22-23 in the all student group.	Data point exceeds the statewide growth standard.
The percentage of students scoring advanced on the ELA PSSA increased from 1.5% in 21-22 to 1.9% in 22-23	Data point is 13.1% below the statewide average.
The percentage of students scoring advanced on the science/biology PSSA increased from 0.0% in 21-22 to 2.2% in 22-23.	Data point is 23.8% below the statewide average.
The percentage of students completing the career standards benchmark increased from 5.5% in 21-22 to 93.8% in 22-23	Data point exceeds the statewide average.
The percent of students graduating in the 4-Year Cohort is 96.6% in 21-22. Data point is above the statewide average and the statewide 2033 goal.	Data point is approximately 2% lower than the 98.8% from 20-21

Challenges

Indicator	Comments/Notable Observations

English Language Arts/Literature from 22-23 is 27.1% proficient or advanced which is an increase from 25.6% from 21-22.	Data point is 54% below statewide 2033 goal.
Mathematics/Algebra from 22-23 is 3.3% proficient or advanced which is an increase from 2.1% from 21-22.	Data point is 68.5% below statewide 2033 goal.
The percentage of students scoring advanced on the ELA PSSA increased from 1.5% to 1.9%	Data point is 13.1% below the statewide average.
The percentage of students scoring proficient or advanced on the science/biology PSSA increased from 0.0% in 21-22 to 2.2% in 22-23	Data point is 23.8% below the statewide average.
On the Industry-Based Competency, 0.0% of students in all subgroups scored advanced for 21-22 and 22-23.	This is a decrease from previous years' data.
Regular attendance is 49.5%, for 21-22 and 59.3% for 20-21, which is below the statewide average and below the statewide 2033 goal.	Decrease of 9.8% from previous year
The percent of students scoring competent on NOCTI is 2.9% for 22-23. The percentage of students in industry-based learning is 17.1%.	Students enrolled in the three-year program are not attaining significant competence.

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

Strengths

Indicator The black and economically disadvantaged subgroups demonstrated growth in English Language Arts/Literature at 81% and 81.3% respectively for 22-23. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Both data points were higher than the statewide average growth score and the statewide growth standard. Insufficient sample sizes for both EL and Students with disabilities.
Indicator Mathematics/Algebra I students in the black subgroup performed lower than the all student group by 5% in 22-23. Students in the black subgroup performed higher than the all student group by 2% in 21-22. Economically disadvantaged group scored 1.3% lower than the all student group for 22-23 but equal to the all student group in 21-22. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** While the all student group and all subgroups saw significant growth from the previous year, the subgroups are performing lower than the all student group for 22-23. Insufficient sample for EL and students with disabilities.

Indicator Attendance decreased for the all student group and all subgroups for 21-22: All student group: 49.5% Black: 49.7% Hispanic: 46.5% Economically Disadvantaged: 49.5% Students with disabilities: 60.3% All of these decreased from 20-21 which were: All student group: 59.3% Black: 59% Hispanic: 56.8% Economically Disadvantaged: 56.2 Students with Disabilities: 64.3% **ESSA Student Subgroups** African-American/Black, Hispanic, Economically Disadvantaged	**Comments/Notable Observations** Black, Hispanic and economically disadvantaged students had about the same rate of attendance as the all student group, but the students with disabilities had higher attendance than any of the subgroups at 60.3%
Indicator For 20-21: Graduation rate for all students group is 98.8. Black: 100% Economically disadvantaged: 98.3 For 21-22: All student group: 96.6 Black: 95.7 Economically disadvantaged: 97.7 **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** 22-23 data points are higher than the Statewide 2033 goal Insufficient sample for EL and Students with disabilities
Indicator The black and economically disadvantaged subgroup demonstrated growth at 94% and 93.4% respectively, on the Career Standards Benchmark for 22-23 **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** Data point is consistent with the all student group and above the statewide average.
Indicator subgroups demonstrated growth in Mathematics/Algebra I: Black: 74% Economically Disadvantaged: 77.7% **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** Both subgroups met the statewide growth standard. The economically disadvantaged subgroup demonstrated growth 2.4% higher than the statewide average growth score.
Indicator The black and economically disadvantaged subgroups performed higher than the all student group in Science/Biology in 22-23: All student group: 70.5 Black: 71% Economically Disadvantaged: 71% Students with Disabilities: 0.0% **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Black and economically disadvantaged subgroups exceeded the statewide growth standard. Students with disabilities performed lower than all groups.

Indicator	Comments/Notable Observations
Indicator Subgroup performance on Career Standards Benchmark for 22-23: Black: 94.0% Economically Disadvantaged: 93.4% Student with Disabilities: 100.0% **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All subgroups for Career Standards benchmark are meeting or exceeding the statewide average.

Challenges

Indicator	Comments/Notable Observations
Indicator Students with disabilities performed lower than all subgroups in Science/Biology in 22-23: All student group: 70.5 Black: 71% Economically Disadvantaged: 71% Students with Disabilities: 0.0% **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with disabilities scored over 70% lower than the black and economically disadvantaged subgroups.
Indicator In English Language Arts/Literature, 22-23 students with disabilities scored 4.3%, which is 22.8 percent lower than the all student group. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Black and economically disadvantaged are not dissimilar to the all student group.
Indicator In English Language Arts/Literature, 22-23, students in the black subgroup scored 25.4%, 1.7% lower than the all student group. **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations**
Indicator Attendance for subgroups for 21-22: Black: 49.7% Hispanic: 46.5% Economically disadvantaged: 49.5% Students with Disabilities: 60.3% Attendance for subgroups 20-21: Black: 59% Hispanic: 56.8% Economically disadvantaged: 56.2% Students with disabilities: 64.3%	**Comments/Notable Observations** Attendance for all subgroups has decreased in performance from the previous year. Attendance for Students with disabilities decreased the least. According to the student survey the things students like about coming to school at STEM are: The adults in the building Seeing their

ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities	friends The food The things they would like to see at STEM: Food Trucks, regularly Peer/Teacher mentors Games to play at lunch/eat outside

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

PVAAS Mathematics/Algebra increased from 59.3 in 21-22 to 79.0 in 22-23 in the all student group.
PVAAS English Language Arts/Literature increased from 75.0 in 21-22 to 82.0 in 22-23 in the all student group.
PVAAS Science/Biology increased from 57.0 in 21-22 to 70.5 in 22-23 in the all student group.
The percentage of students scoring advanced on the science/biology PSSA increased from 0.0% in 21-22 to 2.2% in 22-23.
The percentage of students completing the career standards benchmark increased from 5.5% in 21-22 to 93.8% in 22-23

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

English Language Arts/Literature from school year 22-23 is 27.1% proficient or advanced which is an increase from 25.6% from 21-22
Mathematics/Algebra from school year 22-23 is 3.3% proficient or advanced which is an increase from 2.1% in 21-22
Regular attendance is 49.5% for 22-23 which is 24.4% below the statewide average and 44.6% below the statewide 2033 goal.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Students in the lowest quintile decreased by 17% from Fall to Spring assessment.	Dreambox Assessment
24% of students are at grade level or above grade level on DreamBox/Reading Plus intervention	An increase of 8% from Fall 2023 administration
10th grade ELA students' RIT scores on the MAP assessment increased from 213.8 to 217.2 from Fall to Winter Assessment.	NWEA-MAP

English Language Arts Summary

Strengths

Students in the lowest quintile of Dreambox ReadingPlus decreased by 22% from Fall to Winter assessment.
7% of students are at grade level or above grade level on DreamBox/Reading Plus intervention
10th grade ELA students' RIT scores on the MAP assessment increased from 213.8 to 217.2 from Fall to Winter Assessment.

Challenges

Growth in MAP data and Dreambox/Reading Plus data is significant, however we are not seeing the growth translate into increases in achievement.

Mathematics

Data	Comments/Notable Observations
Little growth was observed from the Ascend Math intervention from Fall to the Spring. Ascend intervention was newer in October.	The intervention goal was 45 minutes per week this year.
23-24 Algebra I students grew their RIT score average from 214.4 in the Fall to 233 in Spring.	NWEA-MAP
Implemented Recommendation 1: solving problems in different ways starting in January.	This implementation will continue for 24-25.

Mathematics Summary

Strengths

23-24 Algebra I students grew their RIT score average from 214.4 in the Fall to 233 in the Spring.

Challenges

Ascend intervention was newer in October. Math intervention needs to be used more often and with a consistent expectation in all classrooms to get the data needed.
Implemented solving problems in different ways starting in January.
Growth in MAP data is significant, however, low growth with Ascend will not translate into increases in achievement.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
There is no benchmark for Biology I.	Adopt a benchmark for Biology I.
Lack of certified science staff	1 out of 2 science staff are certified
Contracted with Pearson for online Physics class	92 out of 96 students passed the first marking period

Science, Technology, and Engineering Education Summary

Strengths

Contracted with Pearson for online Physics class

Challenges

There is no benchmark for Biology I.
Lack of certified science staff

Related Academics

Career Readiness

Data	Comments/Notable Observations
99 percent of 11th grade students completed the required artifacts	Artifacts were completed under the supervision of the Social Studies teacher.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Communications, Technology, and Engineering Technology are offered at STEM. Number of students who took the NOCTI: Communications - 10 Engineering - 4	3 Communications Technology students passed the NOCTI, 0 passed the engineering.
15 students from STEM also attend CTE programs at Delaware County Technical School and Chester High School.	
Field trip to Future Business Leaders of America Conference in January for CTE students.	
A senior engineering student had an Autodesk Inventor Project featured as a model during a nationwide webinar for educational professionals	

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

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.

CTE programs have increased in participation and interest each year. Students and parents remain incredibly interested in STEM growing this program.
All students at STEM participated in at least one career day opportunity provided by the school and/or district.

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.

A low number of students scored proficient or advanced on NOCTI.
A low number of students scored proficient or advanced on industry-recognized credentials.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
67% of 9th graders EL students met or exceeded their individual RIT score for math.	
67% of 10th-grade EL students met or exceeded their RIT score for ELA.	An 11% increase from 22-23

Students with Disabilities

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

Data	Comments/Notable Observations
23-24 MAP ELA data reflects that 28.5% of 10th graders with disabilities met or exceeded their individual RIT growth target on the end-of year- assessment	Decrease for previous year
23-24 MAP ELA data reflects that 62.5% of 9th graders with disabilities met or exceeded their individual RIT growth target on the end-of-year assessment.	Decrease for previous year
23-24 MAP math reflects that 56.2% of 9th graders with disabilities met or exceeded their individual RIT growth target on the end-of-year assessment.	Decrease for previous year
23-24 MAP math reflects that 20% of 10th graders with disabilities met or exceeded their individual RIT growth target on the end-of-year assessment.	Decrease for previous year

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

23-24 MAP ELA growth data reflects that 62.5 % of 9th graders with disabilities met or exceeded their individual RIT score for which exceeds the 53% for the all student group.
23-24 MAP ELA data reflects that 67% of 10th grade EL students met or exceeded their RIT goal score for the year, 14% higher than the 53% for the all student group

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.

No full-time ELL teacher
23-24 MAP ELA data reflects that 28.5% of 10th graders with disabilities met or exceeded their individual RIT growth score for the year. 24.5% lower than the 53% for the all-student group.
23-24 MAP Algebra I data reflects that 52.9% of students with disabilities met or exceeded their goal RIT score for the year, 22.1% lower than the 75% for the all student group.
23-24 MAP ELA data reflects that 67% or EL students met or exceeded their goal for the year, 8% lower than the all student group of 75%.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
Implement evidence-based strategies to engage families to support learning *

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?

Implement a multi-tiered system of supports for academics and behavior *
Identify professional learning needs through analysis of a variety of data *

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
PVAAS English Language Arts/Literature increased from 75.0 in 21-22 to 82.0 in 22-23 in the all student group.	True
PVAAS Science/Biology increased from 57.0 in 21-22 to 70.5 in 22-23 in the all student group.	True
PVAAS Mathematics/Algebra increased from 59.3 in 21-22 to 79.0 in 22-23 in the all student group.	False
The percentage of students scoring advanced on the science/biology PSSA increased from 0.0% in 21-22 to 2.2% in 22-23.	False
Students in the lowest quintile of Dreambox ReadingPlus decreased by 22% from Fall to Winter assessment.	False
7% of students are at grade level or above grade level on DreamBox/Reading Plus intervention	False
23-24 Algebra I students grew their RIT score average from 214.4 in the Fall to 233 in the Spring.	True
23-24 MAP ELA growth data reflects that 62.5 % of 9th graders with disabilities met or exceeded their individual RIT score for which exceeds the 53% for the all student group.	False
23-24 MAP ELA data reflects that 67% of 10th grade EL students met or exceeded their RIT goal score for the year, 14% higher than the 53% for the all student group	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	False
Implement evidence-based strategies to engage families to support learning *	False
CTE programs have increased in participation and interest each year. Students and parents remain incredibly interested in STEM growing this program.	False
All students at STEM participated in at least one career day opportunity provided by the school and/or district.	False
The percentage of students completing the career standards benchmark increased from 5.5% in 21-22 to 93.8% in 22-23	False
10th grade ELA students' RIT scores on the MAP assessment increased from 213.8 to 217.2 from Fall to Winter Assessment.	False
Contracted with Pearson for online Physics class	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your 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
English Language Arts/Literature from school year 22-23 is 27.1% proficient or advanced which is an increase from 25.6% from 21-22	True
Mathematics/Algebra from school year 22-23 is 3.3% proficient or advanced which is an increase from 2.1% in 21-22	True
Regular attendance is 49.5% for 22-23 which is 24.4% below the statewide average and 44.6% below the statewide 2033 goal.	True
Growth in MAP data and Dreambox/Reading Plus data is significant, however we are not seeing the growth translate into increases in achievement.	False
Ascend intervention was newer in October. Math intervention needs to be used more often and with a consistent expectation in all classrooms to get the data needed.	False
A low number of students scored proficient or advanced on NOCTI.	False
A low number of students scored proficient or advanced on industry-recognized credentials.	False
Implement a multi-tiered system of supports for academics and behavior *	True
	False
There is no benchmark for Biology I.	False
Identify professional learning needs through analysis of a variety of data *	True
Lack of certified science staff	False
Implemented solving problems in different ways starting in January.	False
Growth in MAP data is significant, however, low growth with Ascend will not translate into increases in achievement.	False
23-24 MAP ELA data reflects that 28.5% of 10th graders with disabilities met or exceeded their individual RIT growth score for the year. 24.5% lower than the 53% for the all-student group.	False
23-24 MAP Algebra I data reflects that 52.9% of students with disabilities met or exceeded their goal RIT score for the year, 22.1% lower than the 75% for the all student group.	False
23-24 MAP ELA data reflects that 67% or EL students met or exceeded their goal for the year, 8% lower than the all student group of 75%.	False
	False
No full-time ELL teacher	False

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.

Students struggle with English Language Arts/Literature due to a significant number of students coming to STEM not being able to read on grade level. Interventions from 9-12 are insufficient to close the gap in academic learning. Students struggle with Algebra, however, this is rooted in their lack of pre-algebra skills as evidenced by their low performance on the Math PSSA and Algebra Keystone. We see the need to address the Algebra proficiency rate by focusing on Number Systems in middle school and Numbers and Operations at the high school level.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
English Language Arts/Literature from school year 22-23 is 27.1% proficient or advanced which is an increase from 25.6% from 21-22	Students are multiple years below grade level in reading. While they are making growth strides, achievement is not increasing.	True
Mathematics/Algebra from school year 22-23 is 3.3% proficient or advanced which is an increase from 2.1% in 21-22	Students are multiple years below grade level in math. While they are making growth strides, achievement is not increasing.	True
Regular attendance is 49.5% for 22-23 which is 24.4% below the statewide average and 44.6% below the statewide 2033 goal.	Attendance is decreasing with all of the attempts to increase.	True
Implement a multi-tiered system of supports for academics and behavior *	Focus on developing an MTSS system will strengthen tier 1 instruction in the 24-25 school year.	False
Identify professional learning needs through analysis of a variety of data *	Meeting the needs of teachers with professional development will increase teacher engagement, climate, and instruction.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
PVAAS English Language Arts/Literature increased from 75.0 in 21-22 to 82.0 in 22-23 in the all student group.	PVAAS is showing tremendous growth in ELA.
PVAAS Science/Biology increased from 57.0 in 21-22 to 70.5 in 22-23 in the all student group.	PVAAS is showing tremendous growth in mathematics.
23-24 Algebra I students grew their RIT score average from 214.4 in the Fall to 233 in the Spring.	MAP growth has increased this past year in mathematics.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If teachers provide high-quality tier 1 instruction in English Language Arts/Literature II and teachers embed small group instruction within the learning block then student learning and achievement will increase.

| | If teachers provide high-quality tier 1 instruction in Algebra I classes and teachers embed small group instruction within the learning block then student learning and achievement will increase. |
| | If teachers utilize strategies to increase student-teacher relationships, students will be more engaged and more likely to attend school regularly. |

Goal Setting

Priority: If teachers provide high-quality tier 1 instruction in English Language Arts/Literature II and teachers embed small group instruction within the learning block then student learning and achievement will increase.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
By the end of school year 24-25, 81-100% of ELA 10 students will meet or exceed their individual RIT growth goal as measured by a change in their scores from the baseline assessment to the end-of-the-year assessment.
Measurable Goal Nickname (35 Character Max)
ELA 10 Growth

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, ELA 10 teachers will score 60% or greater on the small group instruction fidelity checklist.	By December 30, 2024, 50 to 65% of ELA 10 students will be on track to proficiency as measured by the baseline assessment RIT score for MAP.	By March 1, 2025, ELA 10 teachers will score 80% or greater on the small group instruction fidelity checklist.	By June 1, 2024, 81 to 100% of ELA 10 students will meet or exceed their individual Spring RIT growth target as predicted by the end-of-the-year assessment.

Priority: If teachers provide high-quality tier 1 instruction in Algebra I classes and teachers embed small group instruction within the learning block then student learning and achievement will increase.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
By the end of SY 24-25, 81-100% of Algebra I students will meet or exceed their individual RIT growth goal as measured by a change in their scores from the baseline assessment to the end-of-the-year assessment.
Measurable Goal Nickname (35 Character Max)
Algebra I Growth

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, Algebra I teachers will score 60% or greater on the small group instruction fidelity checklist.	By December 30, 2024, 50 to 65% of Algebra I students will meet or exceed RIT growth as measured by the baseline assessment RIT score for MAP	By March 1, 2025, Algebra I teachers will score 80% or greater on the small group instruction fidelity checklist.	By June 1, 2024, 81 to 100% of Algebra I students will meet or exceed their individual Spring RIT growth target as predicted by the end-of-the-year assessment

Priority: If teachers utilize strategies to increase student-teacher relationships, students will be more engaged and more likely to attend school regularly.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 1, 2025, 81-100% of students will attend school regularly.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 80-100% of students will take the climate survey that discusses barriers to school attendance	By December 31, 2024, 50 to 65% of students will attend school regularly.	By March 1, 2025, 66 to 80% of students will attend school regularly.	By June 1, 2025, 81 to 100% of students will attend school regularly.

Action Plan

Measurable Goals

Algebra I Growth	Attendance
ELA 10 Growth	

Action Plan For: IXL: https://www.evidenceforpa.org/strategies/ixl-math.   IXL Language Arts
https://www.evidenceforpa.org/strategies/ixl-language-arts

Measurable Goals:
• By the end of school year 24-25, 81-100% of ELA 10 students will meet or exceed their individual RIT growth goal as measured by a change in their scores from the baseline assessment to the end-of-the-year assessment. • By the end of SY 24-25, 81-100% of Algebra I students will meet or exceed their individual RIT growth goal as measured by a change in their scores from the baseline assessment to the end-of-the-year assessment.

Action Step		**Anticipated Start/Completion Date**	
Develop a process and expectation for implementing Math and Reading intervention in the classroom period. Provide professional development on the adopted process.		2024-08-01	2024-09-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/Assistant Principal	Building Schedule Summer planning for teachers	Yes	
Action Step		**Anticipated Start/Completion Date**	
Provide IXL training for all ELA, mathematics, and biology teachers.		2024-08-14	2024-09-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/ Assistant Principal	IXL subscriptions IXL passwords/logins for teachers	Yes	
Action Step		**Anticipated Start/Completion Date**	

Literature II students will complete IXL Language Arts diagnostic assessment.		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms. Labrum/ ISTL	IXL Language Arts IXL data for monthly PLC	No	
Action Step		**Anticipated Start/Completion Date**	
Literature II students will complete a minimum of 60 minutes of IXL Language Arts per week during the second quarter.		2024-10-01	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms. Labrum/ISTL	IXL Language Arts IXL data for monthly PLC	No	
Action Step		**Anticipated Start/Completion Date**	
Literature II students will complete a minimum of 60 minutes of IXL Language Arts per week during the third quarter.		2025-01-01	2025-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms. Labrum/ISTL	IXL Language Arts IXL data for monthly PLC	No	
Action Step		**Anticipated Start/Completion Date**	
Literature II students will complete a minimum of 60 minutes of IXL Language Arts per week during the fourth quarter.		2025-04-01	2024-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms. Labrum/ISTL	IXL Language Arts IXL data for monthly PLC	No	
Action Step		**Anticipated Start/Completion Date**	
Salary and Benefits for ISTL		2024-07-01	2024-07-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	Salary: Benefits:	No	

Action Step		Anticipated Start/Completion Date	
Algebra I students will complete the IXL Mathematics diagnostic assessment.		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms. Labrum/ISTL	IXL Mathematics IXL data for monthly PLC	No	
Action Step		**Anticipated Start/Completion Date**	
Algebra I students will complete a minimum of 60 minutes of IXL Mathematics Intervention per week during the second quarter.		2024-10-01	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms. Labrum/ ISTL	IXL Mathematics IXL data for monthly PLC	No	
Action Step		**Anticipated Start/Completion Date**	
Algebra I students will complete a minimum of 60 minutes of IXL Mathematics Intervention per week during the third quarter.		2025-01-01	2025-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms. Labrum / ISTL	IXL Mathematics IXL data for monthly PLC	No	
Action Step		**Anticipated Start/Completion Date**	
Algebra I students will complete a minimum of 60 minutes of IXL Mathematics Intervention per week during the fourth quarter.		2025-04-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms, Labrum /ISTL	IXL Mathematics IXL data for monthly PLC	No	
Action Step		**Anticipated Start/Completion Date**	
Purchase the following materials to support Algebra I teacher instruction: Keystone Finishline workbooks Performance Coach Algebra I Support Coach Algebra I Newsela Kami		2024-07-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Meghan Sgro/Assistant Principal	Keystone Finishline workbooks Performance Coach Algebra I Support Coach Algebra I Newsela Kami	No	

Action Step		**Anticipated Start/Completion Date**	
Establish an MTSS Team of diverse members that includes administrators, teachers, counselors, special education staff, and other relevant stakeholders. This team will guide the planning, implementation, and monitoring of MTSS. -Identify and invite key stakeholders to join the team. -Define roles and responsibilities for team members. -Schedule regular meetings to plan and review MTSS implementation. Resource: https://mtss4success.org/implementation		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	Commitments from MTSS Team	No	

Action Step		**Anticipated Start/Completion Date**	
Evaluate the current state of academic and behavioral supports in the school to identify strengths, gaps, and areas for improvement. -Collect and analyze data on student performance, behavior, and attendance. -Survey staff, students, and parents to gather input on existing supports and areas of need. -Review existing assessments in academic and behavioral AND intervention programs and resources. Resource: https://mtss4success.org/implementation		2024-10-01	2024-12-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	Inventory of current resources Survey for input Database to collect data	No	

Action Step		**Anticipated Start/Completion Date**	
Provide training and ongoing support to staff to ensure they have the knowledge and skills needed to implement MTSS effectively. -Identify training needs based on the needs assessment. -Plan and schedule professional development sessions focused on MTSS principles, data analysis, and intervention strategies. -Establish a system for ongoing coaching and support. Resource: https://mtss4success.org/implementation		2025-01-01	2025-03-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/ISTL	Needs Assessment Professional Development Schedule	No	

Action Step		**Anticipated Start/Completion Date**	

Design a tiered framework that outlines the academic and behavioral supports available at each level (Tier 1, Tier 2, Tier 3). -Define criteria for each tier of support based on data and student needs. -Develop intervention strategies and resources for each tier. -Establish a process for monitoring student progress and adjusting interventions as needed. Resource: https://mtss4success.org/implementation		2025-04-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	Inventory of interventions Needs Assessment	No	
Action Step		**Anticipated Start/Completion Date**	
Provide hourly stipends for afterschool teams to meet, including the Leadership team, MTSS team, school improvement implementation team and PBIS team.		2024-07-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	Benefits and Salary for teammates to stay after school for planning Teacher coverage during quarterly routines	No	
Action Step		**Anticipated Start/Completion Date**	
The completion of action steps will be monitored on a monthly and quarterly basis with the leadership team.		2024-07-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	CSI Improvement plan action steps and targets/goals; monthly monitoring; quarterly monitoring documentation.	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased ELA/Literature and Mathematics/Algebra achievement	The administration team and CSI implementation team will conduct bi-weekly meetings to include ELA and Math intervention data summary and analysis and action step completion recorded on the bi-weekly spreadsheet. The implementation team will meet for monthly monitoring routines to discuss action step completion, troubleshoot issues, and discuss with CSI SIF as recorded on the STEM 24-25 Agenda and Monthly Monitoring Routine Reporting. The district administration, building administration, and implementation team will meet to review data and determine next steps quarterly as recorded on the STEM 24-25 Agenda and Quarterly Monitoring Routine Reporting.

Action Plan For: The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/

Measurable Goals:
• By June 1, 2025, 81-100% of students will attend school regularly.

Action Step		Anticipated Start/Completion Date	
Training through CUSD IT to use PowerSchool		2024-07-01	2025-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/ISTL	PowerSchool	Yes	
Action Step		**Anticipated Start/Completion Date**	
Review and update staff and student handbooks to ensure it is aligned with current expectations with parent acknowledgement form.		2024-07-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/Assistant Principal Labrum	2023-2024 Handbook Hourly stipend for teachers working on handbooks	No	
Action Step		**Anticipated Start/Completion Date**	
Communicate with parents, staff, and students the attendance expectations, attendance flow chart, and staff and student handbooks.		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	Attendance flow chart Staff and student handbooks	No	
Action Step		**Anticipated Start/Completion Date**	
The attendance team with utilize Panorama to review attendance for all students, mail attendance letters, and inform truancy to commence within the first 10 days of school.		2024-09-02	2025-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/Assistant Principal	Access to attendance reports and Panorama platform	No	
Action Step		**Anticipated Start/Completion Date**	

Quarter 1: Monitor teachers' use of PowerSchool. What percentage of the teachers are meeting the expectations set at the beginning of the year?		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	Administrative Access to PowerSchool	No	
Action Step		**Anticipated Start/Completion Date**	
Quarter 2: Monitor teachers' use of PowerSchool. What percentage of the teachers are meeting the expectations set at the beginning of the year?		2024-10-01	2024-12-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	Administrative Access to PowerSchool	No	
Action Step		**Anticipated Start/Completion Date**	
Quarter 3: Monitor teachers' use of PowerSchool. What percentage of the teachers are meeting the expectations set at the beginning of the year?		2025-01-01	2025-03-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	Administrative Access to PowerSchool	No	
Action Step		**Anticipated Start/Completion Date**	
Quarter 4: Monitor teachers' use of PowerSchool. What percentage of the teachers are meeting the expectations set at the beginning of the year?		2025-04-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	Administrative Access to PowerSchool	No	
Action Step		**Anticipated Start/Completion Date**	
Send a short survey to parents and staff regarding use of PowerSchool		2025-05-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	PowerSchool usage survey	No	
Action Step		**Anticipated Start/Completion Date**	
PBIS team to develop a year-long calendar for awards ceremonies, honor roll, and attendance.		2024-07-11	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms. Labrum/ISTL	School Calendar	No	

Action Step		Anticipated Start/Completion Date	
PBIS to connect with community members for larger PBIS student incentives to donate		2024-07-11	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms. Labrum/ISTL	Connections with community resources Parent workshops	No	
Action Step		**Anticipated Start/Completion Date**	
The completion of the action steps and the impact of the strategy will be monitored in bi-weekly, monthly, and quarterly routines with the leadership team.		2024-07-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	CSI School Improvement Plan actions steps targets/goals; bi-weekly documentation; monthly monitoring documentation; quarterly monitoring documentation.	No	
Action Step		**Anticipated Start/Completion Date**	
Establish criteria for peer mentoring program, implementation plan, and activities to complete for each mentor meeting.		2024-07-22	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/Assistant Principal	Building schedule District Schedule 9th and 12th grade student list	No	
Action Step		**Anticipated Start/Completion Date**	
Share information for peer mentoring with senior class, senior class parents, 9th graders, 9th grade parents.		2024-07-22	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms. Labrum/ISTL	Peer mentoring documents	No	
Action Step		**Anticipated Start/Completion Date**	
Implement peer mentoring on 1/2 days during the school year.		2024-07-22	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/Assistant Principal	Peer mentoring documents	No	

Action Step		Anticipated Start/Completion Date	
Develop a consistent feedback loop from both students and teachers.		2024-07-22	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/Assistant Principal	Feedback gathering tool	No	
Action Step		**Anticipated Start/Completion Date**	
Form a Lunchtime Initiative team to develop a plan for students to have opportunities to have games, sit outside, etc. during lunch.		2024-08-26	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/Assistant Principal	Email to staff	No	
Action Step		**Anticipated Start/Completion Date**	
Lunchtime Initiative team develops plan for students to have opportunities to have games, sit outside, etc during lunch.		2024-10-01	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/ Assistant Principal	Building Schedule Student survey Staff survey	No	
Action Step		**Anticipated Start/Completion Date**	
Share and receive feedback on Lunchtime Initiative plan with staff, students, parents, LEA.		2025-01-01	2025-02-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/ Assistant Principal	Powerschool contact to parents Clear plan shared with students & expectations Materials for lunchtime initiative	No	
Action Step		**Anticipated Start/Completion Date**	
Hourly stipend to the lunchtime initiative plan for afterschool planning/meeting.		2024-09-03	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/Assistant Principal	HR	No	

Action Step			Anticipated Start/Completion Date	
Engage 12th-grade leadership students in developing lunchtime activities.			2024-07-22	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Meghan Sgro/Assistant Principal	List of 12-grade leadership		No	
Action Step			**Anticipated Start/Completion Date**	
Utilize First Five or course curriculum integration tools to engage with students in each classroom. Develop a monitoring plan with teachers.			2024-09-03	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Meghan Sgro/Assistatn Principal	First Five materials		No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Better informed parents and students regarding school events and student academic and behavior progress.	The implementation team will meet for monthly monitoring routines to discuss action step completion, troubleshoot issues, and discuss with CSI SIF as recorded on the STEM 24-25 Agenda and Monthly Monitoring Routine Reporting. The district administration, building administration, and implementation team will meet to review data and determine the next steps quarterly as recorded on the STEM 24-25 Agenda and Quarterly Monitoring Routine Reporting.

Action Plan For: Providing information about college costs and returns: https://www.evidenceforpa.org/strategies/video-based-college-information

Measurable Goals:
• By the end of school year 24-25, 81-100% of ELA 10 students will meet or exceed their individual RIT growth goal as measured by a change in their scores from the baseline assessment to the end-of-the-year assessment.
• By the end of SY 24-25, 81-100% of Algebra I students will meet or exceed their individual RIT growth goal as measured by a change in their scores from the baseline assessment to the end-of-the-year assessment.
• By June 1, 2025, 81-100% of students will attend school regularly.

Action Step		Anticipated Start/Completion Date	
The school counselor will create and deliver lessons to ensure that all students in grades 9 through 11 complete 3 artifacts per year. The school counselor will monitor the completion of the tasks to ensure students meet the expectations.		2024-09-02	2025-01-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/Assistant Principal	Naviance	No	
Action Step		**Anticipated Start/Completion Date**	
The completion of the action steps and the impact of the strategy will be monitored in bi-weekly, monthly, and quarterly routines with the leadership team.		2024-07-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Meghan Sgro/Assistant Principal	CSI School Improvement Plan actions steps targets/goals; bi-weekly documentation; monthly monitoring documentation; quarterly monitoring documentation.	No	
Action Step		**Anticipated Start/Completion Date**	
Explore ways to increase opportunities for senior internships, training, and dual enrollment to be implemented throughout the year.		2024-07-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ronald Brown/Principal	Community partners	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will be more prepared for college and career. College and Career Readiness on Future Ready Index reporting will increase.	The implementation team will meet for monthly monitoring routines to discuss action step completion, troubleshoot issues, and discuss with CSI SIF as recorded on the STEM 24-25 Agenda and Monthly Monitoring Routine Reporting. The district administration, building administration, and implementation team will meet to review data and determine the next steps quarterly as recorded on the STEM 24-25 Agenda and Quarterly Monitoring Routine Reporting.

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
ISTL Salary	• IXL: https://www.evidenceforpa.org/strategies/ixl-math. IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Salary	3	79491.
ISTL Benefits	• IXL: https://www.evidenceforpa.org/strategies/ixl-math. IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Benefits	3	31796.4

			2	
IXL personalized learning platform for ELA, Math, and Science	• IXL: https://www.evidenceforpa.org/strategies/ixl-math. IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Supplies & Property		9935
Professional Learning Community Teams member compensation	• IXL: https://www.evidenceforpa.org/strategies/ixl-math. IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts • The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/ • Providing information about college costs and returns: https://www.evidenceforpa.org/strategies/video-based-college-information	Salary	2	25000
Keystone Finishline workbooks: Algebra I	• IXL: https://www.evidenceforpa.org/strategies/ixl-math. IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Services	2	3144.30

standardize d test practice				
Peer Mentoring program for student social growth	• The Power of Positive Connections: https://www.attendanceworks.org/resources/tool kits/the-power-of-positive-connections-toolkit/	Supplies & Property	3	5000
Professional Learning Community Teams	• IXL: https://www.evidenceforpa.org/strategies/ixl-math. IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Benefits	2	14000

			2	
PBIS Supplies for displays, student incentives, enrichment trips	• The Power of Positive Connections: https://www.attendanceworks.org/resources/tool kits/the-power-of-positive-connections-toolkit/	Supplies & Property		11000
Total Expenditures				179366.69999999 998

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	• IXL: https://www.evidenceforpa.org/strategies/ixl-math. IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts • The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/	3 Teacher Salary	242137

	• Providing information about college costs and returns: https://www.evidenceforpa.org/strategies/video-based-college-information		
Instruction	• IXL: https://www.evidenceforpa.org/strategies/ixl-math. IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts • The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/ • Providing information about college costs and returns: https://www.evidenceforpa.org/strategies/video-based-college-information	2 Teacher Benefits	130456
Total Expenditures			372593

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
IXL: https://www.evidenceforpa.org/strategies/ixl-math. IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Develop a process and expectation for implementing Math and Reading intervention in the classroom period. Provide professional development on the adopted process.
IXL: https://www.evidenceforpa.org/strategies/ixl-math. IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Provide IXL training for all ELA, mathematics, and biology teachers.
The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/	Training through CUSD IT to use PowerSchool

Algebra I Recommendation 1

Action Step
• Improving Algebra Knowledge: Using solved problems to engage students in analyzing algebraic reasoning and strategies. https://ies.ed.gov/ncee/wwc/practiceguide/20#:~:text=Use%20solved%20problems%20to%20engage%20students%20in%20analyzing%20algebraic%20reasoning%20and%20strategies.&text=Teach%20students%20to%20utilize%20the%20structure%20of%20algebraic%20representations.&text=Teach%20students%20to%20intentionally%20choose%20from%20alternative%20algebraic%20strategies%20when%20solving%20problems.

Audience
Algebra I teachers

Topics to be Included
Deeper dive into Recommendation 1 alternative strategies

Evidence of Learning
Higher Algebra I achievement on standardized tests.

Lead Person/Position	Anticipated Start	Anticipated Completion
DCIU Consultant	2024-10-01	2024-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Once per semester
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

Disciplinary Literacy

Action Step
• DCIU provides professional learning in disciplinary literacy with additional focuses on each content area.
Audience
Topics to be Included
Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	Once in the second semester
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Class Tag

Audience
Topics to be Included
Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Indicator 14 Pennsylvania Post School Outcomes Training	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**