

Profile and Plan Essentials

LEA Type		AUN
Charter School		126513440
Address 1		
301 W Hunting Park Ave		
Address 2		
City	State	Zip Code
Philadelphia	PA	19140
Chief School Administrator		Chief School Administrator Email
Dr Evelyn Nunez		enunez@neacademy.net
Single Point of Contact Name		
Lori Walinsky		
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Single Point of Contact Phone Number		Single Point of Contact Extension
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Principal Name		
Jeana Davis		
Principal Email		
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Principal Phone Number		Principal Extension
215-999-0203		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dennis Cullen		dcullen@pattan.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lori Walinsky	Director of Curriculum	Esperanza Academy	lwalinsky@neacademy.net
Randi Davila	District Level Leaders	Esperanza Academy	rdavila@neacademy.net
Jeana Davis	Administrator	Esperanza Academy	jeana.davis@neacademy.net
Angel Ortiz	Board Member, Chair	Esperanza Academy Board	aortiz110@comcast.net
Danny Cortes	Community Member	Esperanza, Inc.	dcortes@esperanza.us
Ana Nieves	Parent	Esperanza Academy	anieves@neacademy.net
Wanda Carlo	Community Representative	CareerLink	wcarlo@pacareerlinkphl.org
Daniel DeJesus	Community Representative	AMLA	ddejesus@esperanza.us
Victor Perez	Staff Member	Esperanza Academy High School	vperez-serrano@neacademy.net
Jen McHose	Staff Member	Esperanza Academy High School	jmchose@neacademy.net
Jessica Orlando	Teacher	Esperanza Academy High School	martin@neacademy.net
Dr. Evelyn Nunez	Chief School Administrator	Esperanza Academy	enunez@neacademy.net

LEA Profile

Esperanza Academy Charter School is a college and career school currently serving students in grades K-12. It is a school where academic excellence is the norm and connection with the greater community a fundamental principle of our mission. The Academy is a school where excellence in instructional design and implementation is practiced. The Academy is committed to eliminating the barriers that have prevented our students reaching their full potential in the classroom and the workplace. The Academy's approach is inclusive whenever possible. All staff work closely with administration and classroom teachers to accomplish this goal. Esperanza Academy is a place where respect for the students and parents is expected on every level. We believe that all students can learn, and it is our responsibility to provide opportunities, resources, and leadership to allow learning to happen on a daily basis. As a school leadership, we aim to make sure everything we do is centered around improving student outcomes.

Mission and Vision

Mission

Esperanza Academy Charter School is dedicated to providing a quality education that prepares critically thinking, socially capable, spiritually sensitive and culturally aware young adults who can use English, Spanish and technology as tools for success in the 21st century.

Vision

Esperanza Academy strives to become a full service educational institution to students in grades kindergarten through twelve where each student can develop individual skills, talents and dreams that will be reinvested back into the community.

Educational Values

Students

Students are expected to follow the behavioral and academic guidelines as outlined in the school's Code of Conduct and Student Handbook. Students are expected to meet the course requirements of their respective grades, and progress through to eventual graduation. Students are encouraged to take advantage of all of the academic supports and engaging activities we have to offer, including tutoring, extra-curricular activities, community partnership programming, and athletics.

Staff

Esperanza Academy staff members are expected to follow the guidelines as outlined in the Esperanza Academy Staff Handbook. Staff are expected to hold students to high expectations, conduct themselves in professional manners at all times, and collaborate within their department and the school at large. Esperanza Academy staff are expected to be reflective in their teaching and professional practices and respond positively to professional coaching. Esperanza Academy values persistence and resilience in our staff, and expects its teachers and staff members to always remain student-centered and data-driven in their professional duties.

Administration

Esperanza Academy administration embraces a servant leadership philosophy. Our administrators are expected to lead by example and prioritize the growth and well-being of the teachers and staff they serve. By doing so, administrators can help their staff develop and perform at their highest potential, ultimately enabling our students to achieve their best.

Parents

Parents are valued at Esperanza Academy as partners in their children's education. We provide two formal conferences a year as opportunities for our parents to interact with their children's teachers, in addition to an open house at the beginning of each year. Parents are given access to our student information system to see live updates of their children's grades. We realize that parents choose to send their children to our school, and value the trust they place in us to educate their children.

Community

We view Esperanza Academy very much as a community-based school. Through our parent company, Esperanza, Inc., we value the wealth of resources and experiences the community has to offer our students.

Other (Optional)

Omit selected.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA and Math Proficiency	Proficiency rates in both ELA and Math are the highest they have been in a five year span. While the statewide average for ELA proficiency has been going down, our data is trending upwards.
PVAAS	Our overall PVAAS growth score is at 100. Every year it has been above the state average for both ELA and Math.
English Language Growth & Attainment	Our percentage of students meeting their English Language Growth and Attainment goal is the highest it has been in the past 6 years, and has been steadily trending upwards since 21-22.
Regular Attendance	We are trending upward since the 21-22 school year, and have been closing the gap between us and the statewide average since 20-21.
Career Readiness	The majority of our students complete the necessary career readiness work.
High School Graduation Rate	Our high school graduation rate has consistently been above the statewide average for both the four year and give year measure.

Challenges

Indicator	Comments/Notable Observations
ELA and Math Proficiency	Our ELA and Math proficiency rates are lower than the state average and we are not making enough gains to meet the 2033 goal. We are not yet to the same levels we were at prior to the Covid closure. While we are seeing great growth as evidenced by our PVAAS data, this growth is unfortunately not translating to significant increases in proficiency.
English Language Growth & Attainment	We are still below the statewide average for this metric. The fact that we are not consistently our own feeder at each grade level, and need to bring in a large number of students from a variety of schools, continues to be a barrier for us in making substantial increases in this metric.
Regular attendance	We are not yet at the statewide average or goal.
Rigorous course of study	There has been a decrease in the % of 12th graders in rigorous courses of study over the past 6 years. There was a large drop between the 23-24 and 24-25 school year.s

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

Strengths

Indicator ELA Proficiency ESSA Student Subgroups Hispanic	Comments/Notable Observations Trending upwards, and at the highest level in the past five year period.
Indicator Graduation Rate ESSA Student Subgroups Hispanic	Comments/Notable Observations Our Hispanic students met the standard for the four and five year cohort measure.
Indicator	Comments/Notable Observations

Rigorous Course of Study ESSA Student Subgroups Hispanic	Our Hispanic students are participating in rigorous courses of study at a higher rate than the "all students" category.
Indicator Graduation rate ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All 5 subgroups have graduation rates that are higher than the statewide average.
Indicator Regular Attendance ESSA Student Subgroups English Learners	Comments/Notable Observations Our English learners have the highest attendance of our school's subgroups. (77.6%)
Indicator PVAAS ELA Growth ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All 4 of these subgroups had the highest possible points allowed for growth in math. (Hispanic; Economically Disadvantaged; English Learners; Combined Ethnicity) Our Students with Disabilities had nearly 100 points, and is trending upward.
Indicator PVAAS Math ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All 5 of these subgroups had the highest possible points allowed for growth in math. (Hispanic; Economically Disadvantaged; English Learners; Combined Ethnicity; Students with Disabilities)

Challenges

Indicator ELA Proficiency and PVAAS ESSA Student Subgroups African-American/Black	Comments/Notable Observations Our black students 24-25 ELA proficiency is at a five year low. Their PVAAS growth met the statewide growth standard, but was slightly below the statewide average for growth.
Indicator ELA Proficiency ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Our students with disabilities are not showing significant increases in ELA proficiency rates, and are what led us to receiving our ATSI designation.
Indicator ELA Proficiency ESSA Student Subgroups Hispanic	Comments/Notable Observations The ELA proficiency rate of our Hispanic students has been fairly stagnant since the 21-22 school, year.
Indicator Math Proficiency ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Our students with disabilities are not showing significant increases in Math proficiency rates, and are what led us to receiving our ATSI designation.

Summary

Strengths

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

Our English learners have been trending upward in their ELA proficiency data. This coincides with the fact that we have seen the highest percentage of students meeting the English Language and Attainment goal.
Our PVAAS growth in all subjects and across all subgroups continues to be a tremendous strength to show we have exceeded the statewide growth average and met the statewide growth goal.
Our high school graduation rate has continued to be higher than the statewide average.

Challenges

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

Our students with disabilities, while showing positive PVAAS growth, have not shown significant increases in ELA and Math proficiency rates.
Our regular attendance for all subgroups continue to fall short of the statewide average and away from the statewide goal.
Our proficiency rates, in both Math and ELA, remain below the statewide average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA Firefly Data	Change in Test Average: 3rd: +6 points 4th: +9 points 5th: -12 points 6th: +1 point 7th: -2 points 8th: no change 9th-11th: +9 points
STAR ELA Diagnostic Screener	Change in Number of Students Scoring At/Above from Fall to Spring: K - +2% 1st - +1% 2nd - +9% 3rd - +2% 4th - -14% 5th - -9% 6th - +1% 7th - -5% 8th - -6% 9th - +1% 10th - +2% 11th - -5% 12th - -6%

English Language Arts Summary

Strengths

Students in grades K-2 saw the most growth in numbers of students scoring at the At/Above Level on the STAR Universal screener.

Challenges

Students in grades 6-8 saw the least amount of growth in numbers of students scoring at the At/Above Level on the STAR Universal screener.

Mathematics

Data	Comments/Notable Observations
Math Firefly Data	Change in Test Average: 3rd: +30 points 4th: +30 points 5th: +17 points 6th: +4 points 7th: +18 points 8th: +21 points 9th-11th: no change
STAR Math Diagnostic Screener	Change in Number of Students Scoring At/Above from Fall to Spring: K - +3% 1st - +7% 2nd - +17% 3rd - +2% 4th - no change 5th - +2% 6th - -2% 7th - -1% 8th - -1% 9th - +4% 10th - +4% 11th - +5% 12th - +2%

Mathematics Summary

Strengths

K-2 students saw the most growth as evidenced by the increase in students performing at the At/Above level on the STAR Universal screener.

Challenges

Students in grades 6-8 saw the lowest amount of growth as evidenced by the decrease in students performing at the At/Above level on the STAR Universal screener.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Firefly Data	We gave the Firefly in Science tested subjects, but since the test has not yet been synced with PSSA/Keystone categories, we do not have access to district-level data.

Science, Technology, and Engineering Education Summary

Strengths

N/A - we are focusing on our ELA and Math achievement.

Challenges

N/A - we are focusing on our ELA and Math achievement.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Career Standards Benchmark	For the 24-25 school year, we had 98.1% of our students complete their career standards lessons.
Graduation Rate	23-24 school year: 91.8%

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

True 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.

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.

Our Career Standards Benchmark completion rates are high.
Our grad rate continues to be higher than the state average.

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.

We could continue to closely track out students 4 year graduation progress to work on improving that data point.
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Equity Considerations

English Learners

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

Students with Disabilities

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

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.

Our English learners have been trending upward in their ELA proficiency data. This coincides with the fact that we have seen the highest percentage of students meeting the English Language and Attainment goal.
Our PVAAS growth in all subjects and across all subgroups continues to be a tremendous strength to show we have exceeded the statewide growth average and met the statewide growth goal.

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.

Our students with disabilities, while showing positive PVAAS growth, have not shown significant increases in ELA and Math proficiency rates.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Raising the proficiency levels of our students with IEPs remains a forefront goal.
Title 1 Program	Our Title I goals are in line with one another.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	

Strengths

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

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.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

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Our students and staff have access to high quality instructional materials for math and ELA (K-12), science K-8.
We have intentionally carved out collaborative planning time occurs at least weekly for all teachers/instructional staff
We use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

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?

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We need to develop a more comprehensive evaluation tool for our professional learning programming.
We need to better align all professional development opportunities to coaching and teacher evaluation, and develop a strategic system for tracking this progress.
We need to ensure curricular materials, including intervention materials, are being implemented with fidelity and teachers have adequate training on them.
We could better ensure that all essential practices are consistently implemented across all buildings within the academy, and leverage individual successes/exemplars to grow other areas of need.

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
Our English learners have been trending upward in their ELA proficiency data. This coincides with the fact that we have seen the highest percentage of students meeting the English Language and Attainment goal.	True
Our PVAAS growth in all subjects and across all subgroups continues to be a tremendous strength to show we have exceeded the statewide growth average and met the statewide growth goal.	True
Our high school graduation rate has continued to be higher than the statewide average.	True
N/A - we are focusing on our ELA and Math achievement.	False
Students in grades K-2 saw the most growth in numbers of students scoring at the At/Above Level on the STAR Universal screener.	False
K-2 students saw the most growth as evidenced by the increase in students performing at the At/Above level on the STAR Universal screener.	False
Our Career Standards Benchmark completion rates are high.	False
Our grad rate continues to be higher than the state average.	False
Our English learners have been trending upward in their ELA proficiency data. This coincides with the fact that we have seen the highest percentage of students meeting the English Language and Attainment goal.	False
Our PVAAS growth in all subjects and across all subgroups continues to be a tremendous strength to show we have exceeded the statewide growth average and met the statewide growth goal.	False
Our students and staff have access to high quality instructional materials for math and ELA (K-12), science K-8.	True
We have intentionally carved out collaborative planning time occurs at least weekly for all teachers/instructional staff	True
We use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True

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
Our students with disabilities, while showing positive PVAAS growth, have not shown significant increases in ELA and Math proficiency rates.	True
Our regular attendance for all subgroups continue to fall short of the statewide average and away from the statewide goal.	True
Our proficiency rates, in both Math and ELA, remain below the statewide average.	True
N/A - we are focusing on our ELA and Math achievement.	False
Students in grades 6-8 saw the least amount of growth in numbers of students scoring at the At/Above Level on the STAR Universal screener.	False

Students in grades 6-8 saw the lowest amount of growth as evidenced by the decrease in students performing at the At/Above level on the STAR Universal screener.	False
We could continue to closely track out students 4 year graduation progress to work on improving that data point.	False
Our students with disabilities, while showing positive PVAAS growth, have not shown significant increases in ELA and Math proficiency rates.	False
We need to develop a more comprehensive evaluation tool for our professional learning programming.	True
We need to better align all professional development opportunities to coaching and teacher evaluation, and develop a strategic system for tracking this progress.	True
We need to ensure curricular materials, including intervention materials, are being implemented with fidelity and teachers have adequate training on them.	True
We could better ensure that all essential practices are consistently implemented across all buildings within the academy, and leverage individual successes/exemplars to grow other areas of need.	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.

The majority of our discussion highlighted that we are emerging in many areas, but need to streamline our processes and hone in on the details of the work in order to get these to be in the operational category.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Our students with disabilities, while showing positive PVAAS growth, have not shown significant increases in ELA and Math proficiency rates.	Many of our special education students are more than one grade below grade level in both ELA and Math. Our programming often focuses on providing students with instruction at their level, and does not expose them enough to grade level content. Since the PSSA tests grade-level standards, our programming needs to incorporate more grade-level exposure.	True
Our regular attendance for all subgroups continue to fall short of the statewide average and away from the statewide goal.	Our population continues to struggle with regular attendance. While we have seen significant increases throughout the past few years due to diligent efforts, we still have students falling below the regular attendance threshold.	True
Our proficiency rates, in both Math and ELA, remain below the statewide average.	There are many root causes leading to our dip in proficiency in both Math and ELA, including the quality of our teaching staff.	True
We need to develop a more comprehensive evaluation tool for our professional learning programming.	We discussed utilizing more surveying tools to collect data and ensure our professional learning programming is meeting the needs of our staff.	False
We need to better align all professional development opportunities to coaching and teacher evaluation, and develop a strategic system for tracking this progress.	Since quality of teaching staff is an issue, and more teachers are coming to us with limited formal training, we see the need to increase coaching opportunities for our teachers.	False
We need to ensure curricular materials, including intervention materials, are being implemented with fidelity and teachers have adequate training on them.	We need to continue to develop our teachers in proper utilization of our MTSS systems, including analyzing screening data and using our intervention program to move students ahead.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our English learners have been trending upward in their ELA proficiency data. This coincides with the fact that we have seen the highest percentage of students meeting the English Language and Attainment goal.	We have been very strategic in developing ELD programming that helps our students develop their comprehension, written skills, and language development. We introduced an ELD Resource Class in our Middle School, and worked to align all of our ELD Literature classes with the course overviews of the general education curriculum.
Our PVAAS growth in all subjects and across all subgroups continues to be a tremendous strength to show we have exceeded the statewide growth average and met the statewide growth goal.	PVAAS growth has traditionally been a strength of our school. As we continue to strive to maintain dark blue growth in all subjects and grade spans, our proficiency rates should see an increase as well.
Our high school graduation rate has continued to been higher than the statewide average.	Historically, our graduate rate has been a point of pride. It has always been above the state average, and significantly above the city average when comparing to students with similar demographics.

Our students and staff have access to high quality instructional materials for math and ELA (K-12), science K-8.	Our K-8 curriculum in math, ELA and science is high quality and research-based.
We have intentionally carved out collaborative planning time occurs at least weekly for all teachers/instructional staff	In the 25-26 year, we moved to a half day Wednesday schedule and adopted a professional learning community structure of professional development. This time has allowed us to focus on strategic and consistent development of our teaching faculty and staff.
We use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	We are in the process of some significant shifts in our programming, including the adoption of a new high school ELA curriculum, a new MTSS curricular program, and a new data warehouse system.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To improve ELA and Math proficiency rates for students with disabilities, we must strengthen the consistency and effectiveness of specially designed instruction through a more systematic approach to standards-aligned intervention, progress monitoring, and inclusive instructional practices. While positive PVAAS growth indicates students are making academic progress, our current systems are not accelerating learning at a rate sufficient to close proficiency gaps. We need to refine how general and special education staff collaborate, use data to adjust instruction, and provide targeted Tier 1 and Tier 2 supports aligned to grade-level standards and individual student needs.
	Our school must strengthen and systematize its attendance monitoring and intervention practices to ensure that all students and subgroups receive timely, consistent, and proactive support. This includes improving early identification of attendance concerns, increasing family engagement and communication, and implementing tiered attendance interventions that address barriers to regular attendance. By creating a more coordinated and data-driven attendance support system, we will work toward increasing regular attendance rates for all student groups and closing the gap between our current performance and the statewide average and goal.
	We need to strengthen and align our Tier 1 instructional practices, data-driven intervention systems, and progress-monitoring structures to ensure all students consistently receive standards-aligned, rigorous instruction and timely targeted support in both Math and ELA. This includes creating a more systematic process for analyzing student performance data, implementing evidence-based instructional strategies across classrooms, and increasing collaborative planning and intervention time to accelerate proficiency growth for all student groups.

Goal Setting

Priority: To improve ELA and Math proficiency rates for students with disabilities, we must strengthen the consistency and effectiveness of specially designed instruction through a more systematic approach to standards-aligned intervention, progress monitoring, and inclusive instructional practices. While positive PVAAS growth indicates students are making academic progress, our current systems are not accelerating learning at a rate sufficient to close proficiency gaps. We need to refine how general and special education staff collaborate, use data to adjust instruction, and provide targeted Tier 1 and Tier 2 supports aligned to grade-level standards and individual student needs.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2029, 100% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.			
Measurable Goal Nickname (35 Character Max)			
SGP ELA Goal - Students with IEPs			
Target Year 1	Target Year 2	Target Year 3	
By June 2027, 50% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	By June 2028, 75% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	By June 2029, 100% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Q1, 25% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	By the end of Q2, 35% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	By the end of Q3, 50% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	by June 2027, 50% of our students will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2029, 100% of our students with IEPs will meet or exceed their individual growth goal in Mathematics, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.			
Measurable Goal Nickname (35 Character Max)			
SGP Math Goal- Students with IEPs			
Target Year 1	Target Year 2	Target Year 3	
By June 2027, 50% of our students with IEPs will meet or exceed their	By June 2028, 75% of our students with IEPs will meet or exceed their	By June 2029, 100% of our students with IEPs will meet or exceed their	

individual growth goal in Mathematics, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	individual growth goal in Mathematics, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	individual growth goal in Mathematics, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Q1, 25% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	By the end of Q2, 35% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	By the end of Q3, 50% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.	By the end of Q4, 50% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher.

Priority: Our school must strengthen and systematize its attendance monitoring and intervention practices to ensure that all students and subgroups receive timely, consistent, and proactive support. This includes improving early identification of attendance concerns, increasing family engagement and communication, and implementing tiered attendance interventions that address barriers to regular attendance. By creating a more coordinated and data-driven attendance support system, we will work toward increasing regular attendance rates for all student groups and closing the gap between our current performance and the statewide average and goal.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2029, 75% of our students will have attended 95% or more of their enrolled days of school.			
Measurable Goal Nickname (35 Character Max)			
95% Attendance Goal			
Target Year 1	Target Year 2	Target Year 3	
By June 2027, 55% of our students will have attended 95% or more of their enrolled days of school.	By June 2028, 65% of our students will have attended 95% or more of their enrolled days of school.	By June 2029, 75% of our students will have attended 95% or more of their enrolled days of school.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Q1, 85% of our students will have attended 95% or more of their enrolled days of school.	By the end of Q2, 75% of our students will have attended 95% or more of their enrolled days of school.	By the end of Q3 65% of our students will have attended 95% or more of their enrolled days of school.	By June 2027, 55% of our students will have attended 95% or more of their enrolled days of school.

Priority: We need to strengthen and align our Tier 1 instructional practices, data-driven intervention systems, and progress-monitoring structures to ensure all students consistently receive standards-aligned, rigorous instruction and timely targeted support in both Math and ELA. This includes creating a more systematic process for analyzing student performance data, implementing evidence-based instructional strategies across classrooms, and increasing collaborative planning and intervention time to accelerate proficiency growth for all student groups.

Outcome Category

English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2029, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5% points annually.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal - ALL students			
Target Year 1	Target Year 2	Target Year 3	
By June 2028, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5% points annually.	By June 2028, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5% points annually.	By June 2029, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5% points annually.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Q1, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 1.5%.	By the end of Q2, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 1.5%.	By the end of Q3, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 2%.	By June 2028, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5%.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2029, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5% points annually.			
Measurable Goal Nickname (35 Character Max)			
Math Goal - ALL students			
Target Year 1	Target Year 2	Target Year 3	
By June 2028, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5% points annually.	By June 2028, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5% points annually.	By June 2029, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5% points annually.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Q1, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 1.5%.	By the end of Q2, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 1.5%.	By the end of Q3, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 2%.	By June 2028, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5%.

Action Plan

Measurable Goals

SGP ELA Goal - Students with IEPs	SGP Math Goal- Students with IEPs
95% Attendance Goal	ELA Goal - ALL students
Math Goal - ALL students	

Action Plan For: ELA and Math MTSS

Measurable Goals:	
- By June 2029, 100% of our students with IEPs will meet or exceed their individual growth goal in English Language Arts, as measured by the achievement of a student growth percentile (SGP) of 50 or higher. - By June 2029, 100% of our students with IEPs will meet or exceed their individual growth goal in Mathematics, as measured by the achievement of a student growth percentile (SGP) of 50 or higher. - By June 2029, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5% points annually. - By June 2029, overall percentage of students meeting at or above benchmarks on the STAR screener will increase by an average of at least 5% points annually.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ensure consistent implementation of core and intervention programs.		2026-09-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teacher and instructional Development; Director of Student Performance and Support	observation data; survey data; high quality curriculum for math and ELA, research-based intervention options for math and ELA, evidence-based practices for all tiers of instruction, clear guidance via MTSS Handbook, opportunities for cross-team collaborative planning and data review	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Increase targeted supports for struggling learnings and subgroups.		2026-10-05	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Success	STAR assessment data; MTSS program data	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data showing progress in ELA and Math growth (from screener data). Consistent instructional expectations across classrooms. Timely identification and intervention for at-risk students. Decrease in total number of students across the academy requiring Tier 2 and Tier 3 interventions for math and ELA	People: Director of Teacher and Instructional Leadership Development; Director of Student Success; Director of Student Performance and Support Methods: Walkthrough forms and feedback cycles (monthly) Review of intervention schedules and MTSS meeting notes (end of each MTSS cycle) Data teams meeting agendas review (monthly) Star Screener data, including teacher-completed conferencing protocols (3 times per year- Fall, Winter, Spring)

Action Plan For: Attendance MTSS

Measurable Goals:	
By June 2029, 75% of our students will have attended 95% or more of their enrolled days of school.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish a school-based Attendance MTSS Team including administrators, counselors, teachers, social workers, nurses, and attendance staff		2026-08-24	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services; Building level attendance leads	team roster and meeting schedule	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a weekly attendance data review process using student information system reports		2026-09-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services; Director of Student Success	attendance data from SIS	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a weekly attendance data review process using student information system reports		2026-09-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services; Director of Student Success	attendance data from SIS	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Tier 2 targeted interventions for at-risk students (mentoring, attendance contracts, check-in/check-out systems, family meetings)		2026-10-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Counselors, Social Workers, Attendance Team	Intervention documentation	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop Tier 3 individualized attendance intervention plans for chronically absent students		2026-10-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services; Building level attendance leads	Individual attendance plans	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved overall attendance rates; reduction in absenteeism	Attendance Team: Director of Student Services; Building level attendance leads; Counselors; Social Worker; MTSS Team Methods: Attendance data review (weekly) Intervention documentation review (at the end of each MTSS cycle)

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

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	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Homeless Students Funds	26283.06	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Salary for the compliance manager who oversees federal programs	91052.00	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Fringe Benefits for the compliance manager who oversees federal programs	36420.80	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Salary for Parent Engagement/Communications Coordinator	79097.41	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Fringe Benefits for Parent Engagement/Communications Coordinator	27684.09	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Salary for Director of Student Experience & Partnership	152902.70	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Fringe Benefits for Director of Student Experience & Partnership	53515.95	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Salary for College and Career Transition Coordinator	72093.52	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Fringe Benefits for College and Career Transition Coordinator	25232.73	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Salary for data analyst to help with increasing math scores and attendance	66842.88	

Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Fringe benefits for data analyst to help with increasing math scores and attendance	23395.01	
Other Expenditures	• Attendance MTSS	Salary for High School student intervention specialist to help increase attendance	61152.95	
Other Expenditures	• Attendance MTSS	Fringe benefits for for High School student intervention specialist to help increase attendance	24461.18	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Salary for Director of Student Services who oversees Math, MTSS, and Attendance data directly aligned with our ATSI goals	156193.34	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Fringe benefits for Director of Student Services who oversees Math, MTSS, and Attendance data directly aligned with our ATSI goals	62477.34	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Salary for Assistant Director of Instructional Programing	111000.00	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Fringe Benefits for Assistant Director of Instructional Programing	38850.00	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Salary for Director of Student Performance & Support	139050.00	
Other Expenditures	• ELA and Math MTSS • Attendance MTSS	Fringe Benefits for Director of Student Performance & Support	48667.50	
Instruction	• ELA and Math MTSS • Attendance MTSS	Salary for Director of Teacher & Instructional Lead Development	149350.00	
Instruction	• ELA and Math MTSS • Attendance MTSS	Fringe benefits for Director of Teacher & Instructional Lead Development	52272.50	
Other Expenditures	• Attendance MTSS	Salary for school climate officer who provides and promote safety & health	41686.84	
Other Expenditures	• Attendance MTSS	Fringe Benefits for school climate officer who provides and promote safety & health	14590.39	

Other Expenditures	Attendance MTSS	Salary for school climate officer who provides and promote safety & health	46322.23	
Other Expenditures	Attendance MTSS	Fringe Benefits for school climate officer who provides and promote safety & health	16212.78	
Other Expenditures	Attendance MTSS	Salary for Director of School Security who provides and promote safety & health	85696.00	
Other Expenditures	Attendance MTSS	Fringe Benefits for Director of School Security who provides and promote safety & health	29993.60	
Other Expenditures	Attendance MTSS	Salary for school climate officer who provides and promote safety & health	49196.26	
Other Expenditures	Attendance MTSS	Fringe Benefits for school climate officer who provides and promote safety & health	17218.69	
Instruction	ELA and Math MTSS	Salary for 5th Grade Math Teacher to increase math scores	88580.00	
Instruction	ELA and Math MTSS	Fringe Benefits for 5th Grade Math Teacher to increase math scores	31003.00	
Instruction	- ELA and Math MTSS - Attendance MTSS	Salary for Assistant Director of Instruction Programing	103000.00	
Instruction	- ELA and Math MTSS - Attendance MTSS	Fringe Benefits for Assistant Director of Instruction Programing	36050.00	
Instruction	- ELA and Math MTSS - Attendance MTSS	Salary for MTSS Implication Specialist Grades 6-8	88486.91	
Instruction	- ELA and Math MTSS - Attendance MTSS	Fringe Benefits for MTSS Implication Specialist Grades 6-8	30970.42	
Instruction	- ELA and Math MTSS - Attendance MTSS	Salary for Special Education Paraprofessional assisting with the growing Special Education student population	33421.54	
Instruction	- ELA and Math MTSS - Attendance MTSS	Fringe Benefits for Special Education Paraprofessional assisting with the growing Special Education student population	11697.54	
Instruction	ELA and Math MTSS	Salary for Special Education Paraprofessional assisting	34278.40	

	Attendance MTSS	with the growing Special Education student population		
Instruction	- ELA and Math MTSS - Attendance MTSS	Fringe Benefits for Special Education Paraprofessional assisting with the growing Special Education student population	11997.44	
Title II.A and Title IV.A Transfer Funds	- ELA and Math MTSS - Attendance MTSS	Salary for Talent/Recruiter Coordinator	74984.06	
Title II.A and Title IV.A Transfer Funds	- ELA and Math MTSS - Attendance MTSS	Fringe Benefits for Talent/Recruiter Coordinator	26244.42	
Title II.A and Title IV.A Transfer Funds	- ELA and Math MTSS - Attendance MTSS	Software for Talent/Recruiter to advertise/recruit	10000.00	
Title II.A and Title IV.A Transfer Funds	- ELA and Math MTSS - Attendance MTSS	Professional Development to apply new knowledge and skills to enhance teacher/staff performance	10488.52	
Title II.A and Title IV.A Transfer Funds	- ELA and Math MTSS - Attendance MTSS	MTSS Software Panorama	20490.00	
Title II.A and Title IV.A Transfer Funds	Attendance MTSS	Salary for school climate officer who provides and promote safety & health	35432.61	
Title II.A and Title IV.A Transfer Funds	Attendance MTSS	Fringe Benefits for school climate officer who provides and promote safety & health	12401.41	
Title II.A and Title IV.A Transfer Funds	Attendance MTSS	Salary for school climate officer who provides and promote safety & health	36763.68	
Title II.A and Title IV.A Transfer Funds	Attendance MTSS	Fringe Benefits for school climate officer who provides and promote safety & health	12867.29	
Title II.A and Title IV.A Transfer Funds	Attendance MTSS	Salary for school climate officer who provides and promote safety & health	24296.01	
Total Expenditures				2532365

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA and Math MTSS	Ensure consistent implementation of core and intervention programs.
ELA and Math MTSS	Increase targeted supports for struggling learnings and subgroups.

MTSS Program Training

Action Step		
- Ensure consistent implementation of core and intervention programs. - Use assessment data to drive instruction and practice. - Increase targeted supports for struggling learnings and subgroups.		
Audience		
ALL Instructional Staff that play a role in implementing and or supporting core instruction and interventions (i.e. Math, ELA, content area teachers, paraprofessionals, leadership teams, etc.)		
Topics to be Included		
Identify the critical components and non-negotiables of the core and intervention programs. Analyze implementation expectations using fidelity tools and instructional look-fors. Apply instructional routines consistently during lesson delivery. Use data and collaborative feedback to monitor and improve implementation fidelity. Develop a personal action plan for consistent implementation. All topics covered will follow explicit guidance provided in EACS MTSS Handbook.		
Evidence of Learning		
100% of intervention groups meet scheduling and instructional requirements; reduced number of students requiring intensive intervention; PLC participation surveys		
Lead Person/Position	Anticipated Start	Anticipated Completion
Abbey Gunn/Director of Teacher and Instructional Leadership	2026-09-07	2029-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	once a week
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 4d: Participating in a Professional Community 4b: Maintaining Accurate Records 4e: Growing and Developing Professionally 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Inservice day	At least 3 times per year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3b: Using Questioning and Discussion Techniques 3a: Communicating with Students 4e: Growing and Developing Professionally 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

MTSS Foundation and ATSI Overview

Action Step		
Increase targeted supports for struggling learnings and subgroups.		
Audience		
ALL Instructional Staff that play a role in implementing and or supporting core instruction and interventions (i.e. Math, ELA, content area teachers, paraprofessionals, leadership teams, etc.)		
Topics to be Included		
Understanding ATSI goals and what actions are needed to meet success at each role/level of the academy Clear training on the use of research-based intervention options, including navigating program platforms and/or materials, data dashboards, engagement options, and instructional frameworks Understanding the intersections of MTSS supports and other supports for diverse learners (ie: SPED and ELD students) Understanding clear decision-making rules for identifying the needed levels of academic support, and how and when those levels may change based on clear data points How to engage in effective teaming structures and meetings to problem solve and action plan based on current screening, diagnostic, and/or progress monitoring data Using data to create intentional student groups for small group instruction; using data to identify highest-leverage skills for intervention and enrichment to foster student academic growth Collaborative planning for effective intervention block structures and instructional approaches- how to create/implement systems to manage routines and class time to make the experience impactful		
Evidence of Learning		
staff survey; MTSS knowledge assessment; classroom observations and feedback		
Lead Person/Position	Anticipated Start	Anticipated Completion
Abbey Gunn/Director of Teacher and Instructional Leadership	2026-08-17	2029-06-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	once a week
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	

• 1c: Setting Instructional Outcomes • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2e: Organizing Physical Space • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Inservice day	At least 3 times per year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2e: Organizing Physical Space • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4b: Maintaining Accurate Records • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Universal Screening and Data Analysis

Action Step
• Ensure consistent implementation of core and intervention programs. • Use assessment data to drive instruction and practice. • Increase targeted supports for struggling learners and subgroups.
Audience
ALL Instructional Staff that play a role in implementing and or supporting core instruction and interventions (i.e. Math, ELA, content area teachers, paraprofessionals, leadership teams, etc.)
Topics to be Included
Successful administration of screeners that result in the highest possible participation numbers, and why this data matters Navigating the screening platform for successful administration and accessing reports Identifying best

screener reports to review data and understanding their distinct purposes in assessing the impact of Tier One instruction on all learners Using clear data protocols to reflect on screener data and its relationship to Tier One instructional practice/impact Conferencing with students on screener results to create understanding and ownership; build a culture of growth and improvement Using screener data in conjunction with other formative data points to confirm changes in intervention supports as needed Communicating screening results with families- helping families understand the reports		
Evidence of Learning		
classroom observation feedback, lesson plan review, completed data protocols, student data reports and scheduled conferences, screener participation totals, MTSS meeting agendas that clearly reference screening data and subsequent decisions		
Lead Person/Position	Anticipated Start	Anticipated Completion
Abbey Gunn/Director of Teacher and Instructional Leadership	2026-09-01	2029-06-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	once a week
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy • 4d: Participating in a Professional Community • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 2b: Establishing a Culture for Learning • 3a: Communicating with Students • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Student Attendance Improvement Plans					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Establish a school-based Attendance MTSS Team including administrators, counselors, teachers, social workers, nurses, and attendance staff - Implement Tier 2 targeted interventions for at-risk students (mentoring, attendance contracts, check-in/check-out systems, family meetings) - Develop Tier 3 individualized attendance intervention plans for chronically absent students	Parents of students with low attendance.	create student attendance intervention plans designed to improve individual student attendance	Rebecca DiSalco, Director of Student Supports	10/05/2026	05/28/2027

Communications

Type of Communication	Frequency
Letter	sent when students reach attendance thresholds (after 3 absences, and then after 6 absences)

Approvals & Signatures

Uploaded Files

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