

**Esperanza Academy CS**

ATSI Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Esperanza Academy Charter School		126513440
<b>Address 1</b>		
301 W. Hunting Park Ave.		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	Pennsylvania	19140
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
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<b>Principal Name</b>		
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Karen Deery		kdeery@pattan.net

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lori Walinsky	Director of Curriculum	Esperanza Academy	lwalinsky@neacademy.net
Tania Diaz	Administrator	Esperanza Academy	tdiaz@neacademy.net
Jorge Calixto	Administrator	Esperanza Academy	jcalixto@neacademy.net
Jeana Davis	Administrator	Esperanza Academy	jeana.davis@neacademy.net
Angel Ortiz	Board Member, Chair	Esperanza Academy Board	aortiz110@comcast.net
David Ginsburg	Business Representative	Ginsburg Consulting	david@ginsburgcoaching.com
Danny Cortes	Community Member	Esperanza, Inc.	dcortes@esperanza.us
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Aldercy Peralta	Teacher	Esperanza Academy Middle School	aperalta@neacademy.net
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## LEA Profile

Esperanza Academy Charter School is a college preparatory network of schools, currently serving students in grades K-3 and 6 through 12, with plans to expand to be a full K-12 institution by August 2025. 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 High 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	False 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
Graduation Rate	93% (state is 86.7)
ELA and Math PVAAS	ELA 98, Math 100, Science 99.5 (state is 70)
Career Standards	Students completed all career ready standards

### Challenges

Indicator	Comments/Notable Observations
Math Proficiency	2.4% (state is 35.7%)
ELA Proficiency	24.8% (state is 54.1%)
Science Proficiency	23.2% (state is 54.4%)
ELD Growth and Attainment Targets	5% of students are making appropriate growth and attainment targets
Attendance	69.2% (state is 82.2%)

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

### Strengths

<b>Indicator</b> PSSA ELA Proficiency <b>ESSA Student Subgroups</b> Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> Although we did not meet the target, we showed increased proficiency rates in our Hispanic, Economically Disadvantaged, English Learner, and Student with Disabilities subgroups.
<b>Indicator</b> ELA PVAAS <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> We exceeded the statewide growth standard (70%) in ELA in our Hispanic, Economically Disadvantaged, English Learner, and Student with Disabilities subgroups.
<b>Indicator</b> Math PVAAS <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> We exceeded the statewide growth standard (70%) in Math in our Hispanic, Black, Economically Disadvantaged, English Learner, and Student with Disabilities subgroups.

African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	
<b>Indicator</b> Science PVAAS <b>ESSA Student Subgroups</b> Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> We exceeded the statewide growth standard (70%) in Science in our Hispanic, Economically Disadvantaged, English Learner, and Student with Disabilities subgroups.
<b>Indicator</b> Four-Year Cohort Graduation Rate <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> We exceeded the four-year cohort graduation goal of 92.4% in our Hispanic subgroup and came very close with our Econ Disadvantaged subgroup.

### Challenges

<b>Indicator</b> Graduation Rate, math proficiency, ELA proficiency <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Multi-Racial (not Hispanic)	<b>Comments/Notable Observations</b> Insufficient number of students; this requires a deeper dive into our local data
<b>Indicator</b> ELA Proficiency <b>ESSA Student Subgroups</b> African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> We did not meet the statewide goal in any of our subgroups. In addition, the percentage of Black students reaching proficiency in ELA dropped from last year.
<b>Indicator</b> Math Proficiency <b>ESSA Student Subgroups</b> African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> We did not meet the statewide goal in any of our subgroups. In addition, our proficiency rates went down in our Hispanic, Economically Disadvantaged, and English Learner subgroups.
<b>Indicator</b> English Language Growth and Attainment <b>ESSA Student Subgroups</b> Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> We did not meet the statewide goal, and our percentage of ELD students meeting their interim goal/improvement target dropped from last year. We anticipate that given our structure (on boarding EL students who are already long term EL learners from neighborhood schools) we will not meet this metric until we become our own feeder.
<b>Indicator</b> Regular Attendance	<b>Comments/Notable Observations</b> Our attendance rate for the following subgroups did not meet the statewide goal, and decreased from last

<b>ESSA Student Subgroups</b> African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	year: Hispanic; Economically Disadvantaged; English Learner; Student with Disabilities
<b>Indicator</b> Science Proficiency <b>ESSA Student Subgroups</b> Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> We did not meet the statewide goal in any of our subgroups. In addition, our proficiency rates went down in our English Learner subgroups and stayed flat for our Students with Disabilities subgroup.
<b>Indicator</b> Four-Year Cohort Graduation Rate <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> Our 4 year cohort grad rate went down for our EL and students with disabilities subgroups.

## 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.

ELA PVAAS
Math PVAAS
Four-Year Cohort Graduation Rate

### 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.

ELA Proficiency
Math Proficiency
Regular Attendance

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
LinkIt ELA Benchmarks	ELA: 6th Grade: Test Average Increase of 1.4% 7th Grade: Test Average Decrease of 1.1% 8th Grade: Test Average Increase of 9.2% 9-11th Grade: Test Average Decrease of 2.0%
IXL Diagnostics	ELA Increase from Fall/Winter - Spring: K - 45.8% 1 - 70.8% 2 - 66.7% 5 - 79.2% 6 - 70.7% 7 - 40.9% 8 - 59.5% 9 - 25.5% 10/11 - 31.7%

### English Language Arts Summary

#### Strengths

Greatest gains in IXL growth seen in grades 1, 2, 6, and 8.
Strong proficiency scores in 2nd grade ELA benchmarks.
Majority of 7th and 8th graders who were proficient on their Fall Benchmark stayed Proficient on their Spring Benchmark.

#### Challenges

5th Graders saw a decrease in test average and number of proficient students from their Fall to Spring Benchmark.
About 75% of our students are not consistent proficient scores/on grade level performance on their ELA benchmark and diagnostic tests.

### Mathematics

Data	Comments/Notable Observations
LinkIt Math Benchmarks	Math 6th Grade: Test Decrease of 0.3% 7th Grade: Test Increase of 6.7% 8th Grade: Test Average Increase of 8.7% HS Algebra 1: Test Average Increase of 2%
IXL Math Diagnostics	Math Increase from Fall/Winter - Spring: K - 45.8% 1 - 70.8% 2 - 64.6% 5 - 29.2% 6 - 70.2% 7 - 55.6% 8 - 48.3% 9 - 45.0% 10/11 - 26.1%

### Mathematics Summary

#### Strengths

Elementary grades showed high numbers of students improving their diagnostic scores from Fall to Spring.
7th and 8th grade saw a significant increase in the test average from Fall to Spring Benchmarks.

#### Challenges

The majority of our students who are underperforming are remaining stagnant in both their benchmark and diagnostic levels.
5th saw a large number of students who moved down a reporting category from their Fall to Spring benchmark.
We have a very low number of students who are predicted to be proficient as evidenced by their benchmark performance.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt Science Benchmarks	MS 8th grade Science - Test Average Decrease of 7.3% HS Biology: Test Average Increase of 6%

## Science, Technology, and Engineering Education Summary

### Strengths

HS Biology saw an increase in test score average.
The majority of high school students who scored proficient on the Fall benchmark stayed proficient on the Spring benchmark.

### Challenges

The 8th grade test average dropped by 7.3% points.
40% of 8th graders who were proficient on their Fall Benchmark dropped to Basic on their Spring Benchmark.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Xello career readiness lessons.	The majority of our students successfully completed their Xello career readiness lessons.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### Partnering Institution

Esperanza College of Eastern University

### Agreement Type

Dual Credit

### Program/Course Area

Early College Program

## Uploaded Files

Academy MOU 24-25 Dual Enrollment (1)\_50dc7a73.pdf

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our students are successful in completing their career readiness lessons.

We have chosen to concentrate on our math and ELA data, as it is the most pressing area of improvement for us. We do not have other data to reflect upon in this section.

### 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.

As we are focusing our data study on ELA, math, and science, we are not looking at other data in this section.

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
ELA LinkIt Benchmarks	22.7% who were proficient on Benchmark 1 stayed proficient on Benchmark 2 8% moved from a Basic or Below Basic score on Benchmark 1 to a Proficient Score on Benchmark 2
Math LinkIt Benchmarks	No ELD students were proficient on the Fall or Spring Benchmark. 64% of students who scored Basic on Benchmark 1 moved to Below Basic on Benchmark 2.

### Students with Disabilities

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

Data	Comments/Notable Observations
ELA LinkIt Benchmarks	50% of students who scored Proficient on the Fall Benchmark stayed Proficient. 19% who scored Basic on the Fall benchmark dropped to Below Basic on the Spring Benchmark
Math LinkIt Benchmarks	84% who scored Basic on the Fall benchmark dropped to Below Basic on the Spring Benchmark.

### 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 special populations, both ELD and Special Ed, are showing a modest increase in their overall scores when comparing Fall to Spring benchmarks and diagnostics.
ELD students showed strong increases (more than a year's growth) in their IXL math diagnostics.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The majority of our ELD and Special Education students are staying stagnant when looking at their level mobility from Fall to Spring benchmarks.
The majority of our ELD and Special Education students continue to score significantly below grade level in their diagnostics and Below Basic in their benchmarks.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	The goals outlined in our most recent Title I Program plan are directly in line with those in our ATSI plan. The focus remains increasing overall math proficiency with the adoption of the Illustrative Math curriculum. We address our low reading achievement with the adoption of the American Reading Company curriculum. Our Title I plan also included implementing a more robust positive behavior support system, which I think will help us be able to manage negative behaviors that have caused issues with student engagement in the past
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

### Strengths

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

Adoption of Illustrative Math and ARC programs.

Revamping our PBIS system

### 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.

continued low proficiency rates in ELA and Math across our school, but especially in our special populations

## 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	Operational
Identify and address individual student learning needs	Operational
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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	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?

Identify professional learning needs through analysis of a variety of data
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Identify and address individual student learning needs
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

### 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
Provide frequent, timely, and systematic feedback and support on instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members
Implement an evidence-based system of schoolwide positive behavior interventions and supports

## 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
ELA PVAAS	True
Math PVAAS	True
Four-Year Cohort Graduation Rate	True
Greatest gains in IXL growth seen in grades 1, 2, 6, and 8.	False
Strong proficiency scores in 2nd grade ELA benchmarks.	False
Majority of 7th and 8th graders who were proficient on their Fall Benchmark stayed Proficient on their Spring Benchmark.	False
HS Biology saw an increase in test score average.	False
Elementary grades showed high numbers of students improving their diagnostic scores from Fall to Spring.	False
7th and 8th grade saw a significant increase in the test average from Fall to Spring Benchmarks.	False
The majority of high school students who scored proficient on the Fall benchmark stayed proficient on the Spring benchmark.	False
Our students are successful in completing their career readiness lessons.	False
We have chosen to concentrate on our math and ELA data, as it is the most pressing area of improvement for us. We do not have other data to reflect upon in this section.	False
Our special populations, both ELD and Special Ed, are showing a modest increase in their overall scores when comparing Fall to Spring benchmarks and diagnostics.	False
ELD students showed strong increases (more than a year's growth) in their IXL math diagnostics.	False
Adoption of Illustrative Math and ARC programs.	False
Revamping our PBIS system	False
Identify professional learning needs through analysis of a variety of data	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Identify and address individual student learning needs	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True

### Challenges

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

Strength	Check for Consideration in Plan
ELA Proficiency	False
Math Proficiency	True
Regular Attendance	True
5th Graders saw a decrease in test average and number of proficient students from their Fall to Spring Benchmark.	False
As we are focusing our data study on ELA, math, and science, we are not looking at other data in this section.	False
The majority of our students who are underperforming are remaining stagnant in both their benchmark and diagnostic levels.	False
5th saw a large number of students who moved down a reporting category from their Fall to Spring benchmark.	False
About 75% of our students are not consistent proficient scores/on grade level performance on their ELA benchmark and diagnostic tests.	False
	False
We have a very low number of students who are predicted to be proficient as evidenced by their benchmark performance.	False
The 8th grade test average dropped by 7.3% points.	False
40% of 8th graders who were proficient on their Fall Benchmark dropped to Basic on their Spring Benchmark.	False
The majority of our ELD and Special Education students are staying stagnant when looking at their level mobility from Fall to Spring benchmarks.	False
The majority of our ELD and Special Education students continue to score significantly below grade level in their diagnostics and Below Basic in their benchmarks.	False
continued low proficiency rates in ELA and Math across our school, but especially in our special populations	False
Implement a multi-tiered system of supports for academics and behavior	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	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.

Increasing proficiency rates in all areas, but especially in math, as well as increasing attendance rates for all students remain top priority goals for us.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math Proficiency	Almost all of our students enter our school for the first time in 6th grade, with the large majority of them being Below Basic in Math. As with ELA, we work hard to close this gap, but progress has been slowed with Covid-related learning loss.	True
Regular Attendance	The number of students not attending 90% or more days continues to be lower than the expectation. Some of this is due to residual effects of Covid, causing our families to be more cautious about sending their students to school with light illness.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA PVAAS	If we continue to have students growing more than an expected year's worth of growth, eventually proficiency rates will increase.
Math PVAAS	If we continue to have students growing more than an expected year's worth of growth, eventually proficiency rates will increase.
Four-Year Cohort Graduation Rate	When we continue to have a high graduation rate, that symbolizes that we are preparing our students for success in their post-secondary pursuits.
Identify professional learning needs through analysis of a variety of data	With the addition of our Teacher Development department, we have been able to leverage our professional development and teacher coaching to provide our faculty with differentiated support.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	We have invested significant time and financial resources to social-emotional learning efforts. We survey students and staff often to get all stakeholders feedback.
Identify and address individual student learning needs	We have a robust data warehouse system that provides all of our staff and students with easy access to multiple data points. We have partnered with Universal Design for Learning (UDL) to provide our staff with professional development around the areas of differentiated learning. We are developing school-community research partnerships centered on child strengths and we are establishing descriptive inquiry as a pedagogical practice.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	We have a strong diagnostic and benchmark testing process that gives formative data to help us identify strengths and weaknesses in our students' performance and plan for continual improvement.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	<p>Esperanza Academy is a unique charter school in that the majority of our students enter our district at the 6th grade, already multiple years behind in Math performance. Our Math proficiency reflects this structural issue. We are expanding our elementary school in 2025 to be our own feeder. Until then, we will continue to strive for high Math PVAAS growth, and hope to see increased proficiency rates.</p>
	<p>The number of students who regularly attend 90% or more of days enrolled is lower than desired, and has been shown to be connected to low academic performance as well. We plan to restructure our attendance procedures by partnering with Power School's Unified Operations Communication to increase communication to parents once attendance reaches at-risk thresholds. We also plan to strengthen our use of Student Attendance Improvement Plans to track student progress and help hold all stakeholders accountable for following the plan with fidelity.</p>

## Goal Setting

Priority: Esperanza Academy is a unique charter school in that the majority of our students enter our district at the 6th grade, already multiple years behind in Math performance. Our Math proficiency reflects this structural issue. We are expanding our elementary school in 2025 to be our own feeder. Until then, we will continue to strive for high Math PVAAS growth, and hope to see increased proficiency rates.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2027, 90% of students will meet or exceed their individual growth goals in mathematics, as measured by a change in their score from their baseline to end of year assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Diagnostic Growth			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By June 2025 60% of students will meet or exceed their individual growth goals in mathematics, as measured by a change in their score from their baseline to end of year assessment.	By June 2026, 75% of students will meet or exceed their individual growth goals in mathematics, as measured by a change in their score from their baseline to end of year assessment.	By June 2027, 90% of students will meet or exceed their individual growth goals in mathematics, as measured by a change in their score from their baseline to end of year assessment.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
60% of the student body will show an increase of 30 or more points from their baseline on their IXL diagnostic.	60% of the student body will show an increase of 60 or more points from their baseline on their IXL diagnostic.	60% of the student body will show an increase of 90 or more points from their baseline on their IXL diagnostic.	60% of students will meet or exceed their individual growth goals in mathematics, as measured by a change in their score from their baseline to end of year assessment by more than 100 points.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of June 2027, 75% of our students will get an average score of 75% of their Illustrative Math unit assessments.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
IM Assessments			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	

25% of our students will get an average score of 75% of their Illustrative Math unit assessments.	50% of our students will get an average score of 75% of their Illustrative Math unit assessments.	By the end of June 2027, 75% of our students will get an average score of 75% of their Illustrative Math unit assessments.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
25% of our students will get an average score of 75% of their Illustrative Math unit assessments given thus far.	25% of our students will get an average score of 75% of their Illustrative Math unit assessments given thus far.	25% of our students will get an average score of 75% of their Illustrative Math unit assessments given thus far.	25% of our students will get an average score of 75% of their Illustrative Math unit assessments given thus far.

Priority: The number of students who regularly attend 90% or more of days enrolled is lower than desired, and has been shown to be connected to low academic performance as well. We plan to restructure our attendance procedures by partnering with Power School's Unified Operations Communication to increase communication to parents once attendance reaches at-risk thresholds. We also plan to strengthen our use of Student Attendance Improvement Plans to track student progress and help hold all stakeholders accountable for following the plan with fidelity.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Using Unified Operations Communication as a data tracking and communication tool, by June of 2027, 85% of our students will be present for 90% or more of days enrolled.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance Goal			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
75% of our students will be present for 90% more of days enrolled.	80% of our students will be present for 90% more of days enrolled.	Using Unified Operations Communication as a data tracking and communication tool, by June of 2027, 85% of our students will be present for 90% or more of days enrolled.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
90% of our students will be present for 90% more of days enrolled.	85% of our students will be present for 90% more of days enrolled.	80% of our students will be present for 90% more of days enrolled.	75% of our students will be present for 90% more of days enrolled.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Habitual truancy has been an issue with our school, having been between 15-20% of our student population defined as habitually truant. By June 2027, using			

Unified Operations Communication as a data tracking and communication tool and attendance plans, we plan to lower that number to have 5% of our student population defined as habitually truant.

**Measurable Goal Nickname (35 Character Max)**

Habitual Truancy Goal

Target Year 1	Target Year 2	Target Year 3	
Decrease the number of students who are habitually truant to 11% of the student population.	Decrease the number of students who are habitually truant to 8% of the student population.	Habitual truancy has been an issue with our school, having been between 15-20% of our student population defined as habitually truant. By June 2027, using Unified Operations Communication as a data tracking and communication tool and attendance plans, we plan to lower that number to have 5% of our student population defined as habitually truant.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Decrease the number of students who are at risk of being habitually truant to be 30% of the student population.	Decrease the number of students who are at risk of being habitually truant to be 20% of the student population.	Decrease the number of students who are at risk of being habitually truant to be 15% of the student population.	Decrease the number of students who are at risk of being habitually truant to be 11% of the student population.

## Action Plan

### Measurable Goals

Math Diagnostic Growth	IM Assessments
Attendance Goal	Habitual Truancy Goal

### Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2027, 90% of students will meet or exceed their individual growth goals in mathematics, as measured by a change in their score from their baseline to end of year assessment.</li> <li>By the end of June 2027, 75% of our students will get an average score of 75% of their Illustrative Math unit assessments.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Data meeting protocols will be created and implemented to ensure that time is being used effectively to analyze data, create action plans using the data, and progress is being monitored.		2024-09-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lori Walinsky/Director of Student Success	IXL website	Yes	No
Action Step		Anticipated Start/Completion Date	
All teachers and staff will be trained on the effective use of IXL both in and out of the classroom.		2024-09-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lori Walinsky and Danielle Venable	IXL training materials	Yes	No
Action Step		Anticipated Start/Completion Date	
Using the data meeting protocols, IXL data will be used to initially tier students, identifying those needing Tier 2 and 3 levels of supports		2024-09-15	0024-10-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lori Walinsky and Math Interventionists	IXL data Panorama Progress Monitoring data	Yes	Yes
Action Step		Anticipated Start/Completion Date	
All Illustrative Math assessment data will be captured in LinkIt. Data meetings will be scheduled after each administration to perform item analysis review.		2024-09-30	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lori Walinsky and Danielle venable	LinkIt unit assessment data	Yes	No
Action Step		Anticipated	

		Start/Completion Date	
Student data will be reviewed at the end of each MTSS cycle. Student placements in Tiers 2 and 3 will be re-evaluated and all students will be re-tired for the next cycle.		2024-09-30	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lori Walinsky and Math Interventionists	IXL data Panorama Progress Monitoring data	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Analyze year-long intervention data with the MTSS team, revise math programming for 24-25 school year.		2025-04-21	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lori Walinsky and Math Interventionists	IXL data Panorama Progress Monitoring data	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. PD session will be completed with all math department. 2. Math teachers will receive at least one observation by math coach. 3. Student intervention plans for Tiers 2 and 3 will be started in Panorama.	Lori Walinsky - Monitor MTSS process and oversee student list creation for Cycle 1 supports based on data using Panorama platform. This will be done on a bi-weekly basis. Danielle Venable - oversee math coaching observation visits

### Action Plan For: Illustrative Math Implementation

Measurable Goals:
<ul style="list-style-type: none"> <li>By June 2027, 90% of students will meet or exceed their individual growth goals in mathematics, as measured by a change in their score from their baseline to end of year assessment.</li> <li>By the end of June 2027, 75% of our students will get an average score of 75% of their Illustrative Math unit assessments.</li> </ul>

Action Step		Anticipated Start/Completion Date	
IM personnel will conduct 2 professional development sessions on implementation, analyzing data and curricular resource review.		2024-08-30	2025-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Danielle Venable Tania Diaz	IM Training	Yes	No
Action Step		Anticipated Start/Completion Date	
Math curriculum specialist will hold monthly deep dives on implementation of Illustrative Math curriculum.		2024-09-01	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Margie Pearse and Danielle Venable	IM curricular materials	No	No

Action Step		Anticipated Start/Completion Date	
All mathematics teachers will receive instructional coaching from the math team at a minimum of 1x every 3 weeks.		2024-09-01	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Danielle Venable	N/A	No	Yes
Action Step		Anticipated Start/Completion Date	
Director of Mathematics, Math curriculum specialist, math coach and all math teachers will meet every 6 weeks to analyze assessment data.		2024-09-01	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Danielle Venable	IM Assessment Data IXL Data LinkIt Benchmark Data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Teachers will administer IM assessments with fidelity and track their data in LinkIt.	Danielle Venable and her math coaching team will meet bi-weekly with all math teachers. During weekly common planning time, math teachers will meet to discuss questions/concerns with curriculum. After each assessment, math teachers will meet to do a group analysis of their classroom data as well as school-wide data to discuss trends.

### Action Plan For: MTSS Attendance Intervention

Measurable Goals:
<ul style="list-style-type: none"> <li>Habitual truancy has been an issue with our school, having been between 15-20% of our student population defined as habitually truant. By June 2027, using Unified Operations Communication as a data tracking and communication tool and attendance plans, we plan to lower that number to have 5% of our student population defined as habitually truant.</li> <li>Using Unified Operations Communication as a data tracking and communication tool, by June of 2027, 85% of our students will be present for 90% or more of days enrolled.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Power School Unified Operations Communication will be implemented as an attendance communication tool with families and a data tracking tool for administrators to keep track of at-risk student attendance behaviors.		2024-09-01	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lori Walinsky	Power School training Unified Operations Communication platform	Yes	Yes
Action Step		Anticipated Start/Completion Date	
All students, once they reach a specific threshold of absences, will be placed on a Student Attendance Improvement Plan (SAIP).		2024-09-01	2024-12-13

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Lori Walinsky	Creation of a School Attendance Improvement Plan (SAIP) system	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Attendance leads at each building will manage SAIP plans for students at risk of falling behind their attendance goal (90% present)		2024-10-15	2025-06-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Judy Gonzalez - HS Eden Strunk - MS Stephanie Negrón - ES	Panorama data Power School data Monthly attendance reports	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
knowledge to fully implement Power School's Unified Operations Communication platform	Lori Walinsky will follow up with all attendance leads at monthly meetings to ensure proper utilization and implementation of the program. Attendance data will be analyzed on a monthly basis and discussed at school leadership meetings.

## 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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> </ul>	Salary for Math Specialist to increase math scores	85220.45
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> </ul>	Benefits for Math Specialist to increase math scores	31201.67
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Salary for Elementary School ELD teacher to provide help with literacy skills	75757.79
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for Elementary School ELD teacher to provide help with literacy skills	20327.24
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> </ul>	Salary for Middle School Math Intervention Teacher to increase math scores	81577.60
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> </ul>	Benefits for Middle School Math Intervention Teacher to increase math scores	28778.23
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> </ul>	Salary for High School Math Intervention teacher	65000.00

Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> </ul>	Benefits for High School Math Intervention teacher	9031.18
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Salary for High School and Middle School Instructional Coaching in order to provide and support teachers	76886.89
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for High School and Middle School Instructional Coaching in order to provide and support teachers	43748.74
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Salary for High School and Middle School Instructional Coaching in order to provide and support teachers	83572.96
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for High School and Middle School Instructional Coaching in order to provide and support teachers	21575.30
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Salary for Middle School Reading intervention teacher	79605.49
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for Middle School Reading intervention teacher	28505.98
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Elementary School Nurse Services	94702.49

Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Funds Set Aside to support any homeless students	4625.15
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Salary for Executive Assistant who oversees federal programs	73769.35
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for Executive Assistant who oversees federal programs	43638.09
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Salary for Director of School Security	80244.55
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for Director of School Security	59982.53
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Salary for College and Career Transition coordinator	67301.66
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for College and Career Transition coordinator	9863.73
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> </ul>	Salary for 6 school climate officers who provide and promote safety	135898.10

	<ul style="list-style-type: none"> <li>• MTSS Attendance Intervention</li> </ul>		
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for 6 school climate officers who provide and promote safety	19899.60
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Salary for Talent team recruiter designated to recruit teachers specially Math and ELA teachers	62400.21
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for Talent team recruiter designated to recruit teachers specially Math and ELA teachers	18854.88
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Salary for High School Administrative Assistant on ELD and SPED	39686.52
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for High School Administrative Assistant to ELD and SPED	22998.47
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Salary for Director of teacher development	106161.22
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for Director of teacher development	46143.78
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> </ul>	Salary for middle school	61360.00

	<ul style="list-style-type: none"> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	operations manager	
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for middle school operations manager	18374.84
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	American Reading Company (ARC) Professional Development for Department Head	7600.00
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS Attendance Intervention</li> </ul>	Salary for data analyst to review, report, and improve student attendance (Title 2 Transferring to Title 1)	62400.00
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS Attendance Intervention</li> </ul>	Benefits for data analyst to review, report, and improve student attendance (Title 2 Transferring to Title 1)	21495.98
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS Attendance Intervention</li> </ul>	Powerschool (School Messenger) software to help track student attendance (Title 2 Transferring to Title 1)	5820.00
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Nimble (Software for talent team) to recruit teachers (Title 2 Transferring to Title 1)	4940.02
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS Attendance Intervention</li> </ul>	(Title 4 Transferring Funds to Title 1) Salary for High School Student intervention Specialist in order to promote safety and improve student attendance	57088.27
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS Attendance</li> </ul>	(Title 4 Transferring Funds to	35025.95

	Intervention	Title 1) Benefits for High School Student intervention Specialist in order to promote safety and improve student attendance	
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	(Title 4 Transferring Funds to Title 1) Powerschool Kickboard Behavior Support software	7741.79
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	(Title 4 Transferring Funds to Title 1) Lexia Learning System LLC ELA Intervention software	17800.00
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	(Title 4 Transferring Funds to Title 1) Educ8Every1 LLC ELD Curriculum	5300
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Salary (portion of Salary) for communications director	20000
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	Benefits (portion of benefits) for communications director	6210.31
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> <li>• MTSS Attendance Intervention</li> </ul>	(Title 4 Transferring Funds to Title 1) Imagine Learning Middle School software for MTSS and Benchmarking for EL Student Levels 1 and 2	4800.00
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Illustrative Math Implementation</li> </ul>	(Title 4 Transferring Funds to Title 1) 3D English Books/Subscription for	4088.99

	<ul style="list-style-type: none"> <li>• MTSS Attendance Intervention</li> </ul>	intermediate and advanced EL High School students	
Total Expenditures			1957006

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	Data meeting protocols will be created and implemented to ensure that time is being used effectively to analyze data, create action plans using the data, and progress is being monitored.
MTSS	All teachers and staff will be trained on the effective use of IXL both in and out of the classroom.
MTSS	Using the data meeting protocols, IXL data will be used to initially tier students, identifying those needing Tier 2 and 3 levels of supports
MTSS	All Illustrative Math assessment data will be captured in LinkIt. Data meetings will be scheduled after each administration to perform item analysis review.
MTSS	Student data will be reviewed at the end of each MTSS cycle. Student placements in Tiers 2 and 3 will be re-evaluated and all students will be re-tired for the next cycle.
Illustrative Math Implementation	IM personnel will conduct 2 professional development sessions on implementation, analyzing data and curricular resource review.
MTSS Attendance Intervention	Power School Unified Operations Communication will be implemented as an attendance communication tool with families and a data tracking tool for administrators to keep track of at-risk student attendance behaviors.

### IXL Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>All teachers and staff will be trained on the effective use of IXL both in and out of the classroom.</li> <li>Using the data meeting protocols, IXL data will be used to initially tier students, identifying those needing Tier 2 and 3 levels of supports</li> <li>Student data will be reviewed at the end of each MTSS cycle. Student placements in Tiers 2 and 3 will be re-evaluated and all students will be re-tired for the next cycle.</li> </ul>		
<b>Audience</b>		
All math teacher, math intervention teacher, math coaches, math curriculum specialist, Director of Mathematics		
<b>Topics to be Included</b>		
Using the IXL program, understanding IXL data, setting goals for students		
<b>Evidence of Learning</b>		
Monitored teacher use of IXL; increased IXL student data		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Lori Walinsky	2024-08-29	2024-08-29

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	1x annually
<b>Observation and Practice Framework Met in this Plan</b>	

<b>This Step Meets the Requirements of State Required Trainings</b>
Indicator 14 Pennsylvania Post School Outcomes Training

### Unified Operations Communication Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Power School Unified Operations Communication will be implemented as an attendance communication tool with families and a data tracking tool for administrators to keep track of at-risk student attendance behaviors.</li> </ul>		
<b>Audience</b>		
building attendance leads; counselors, DOSDs, DOIs		
<b>Topics to be Included</b>		
program overview; utilizing attendance postcards for family communication		
<b>Evidence of Learning</b>		
monthly check-ins that show program utilization and effective implementation		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Lori Walinsky	2024-08-22	2025-05-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	6 hours of training
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Illustrative Math Professional Development

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>IM personnel will conduct 2 professional development sessions on implementation, analyzing data and curricular resource review.</li> </ul>		
<b>Audience</b>		
All math teachers, administrators, math coaches		
<b>Topics to be Included</b>		
Implementation of Illustrative Math curriculum, collecting and analyzing data, pacing and modifications/accommodations for all learners		
<b>Evidence of Learning</b>		
Teacher lesson plans, teacher observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Danielle Venable, Tania Diaz	2024-08-25	2025-01-26

## Learning Format

Type of Activities	Frequency
Inservice day	2
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Communications Activities

Math Intervention Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Data meeting protocols will be created and implemented to ensure that time is being used effectively to analyze data, create action plans using the data, and progress is being monitored.</li> </ul>	teachers and families	intervention progress monitoring reports	Lori Walinsky and Danielle Venable	10/01/2024	10/15/0004
Communications					
Type of Communication			Frequency		
Letter			once - followed by progress monitoring reports every quarter		

Math Intervention Progress Monitoring

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Using the data meeting protocols, IXL data will be used to initially tier students, identifying those needing Tier 2 and 3 levels of supports</li> <li>All Illustrative Math assessment data will be captured in LinkIt. Data meetings will be scheduled after each administration to perform item analysis review.</li> <li>Student data will be reviewed at the end of each MTSS cycle. Student placements in Tiers 2 and 3 will be re-evaluated and all students will be re-tired for the next cycle.</li> <li>Analyze year-long intervention data with the MTSS team, revise math programming for 24-25 school year.</li> </ul>	Math teachers and parents	Inform teachers and families of students about Tier 2 and Tier 3 math intervention plans for students.	Lori Walinsky and Danielle Venable	10/15/0004	05/30/2025
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Letter			once after each intervention cycle		

Attendance Intervention Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Power School Unified Operations Communication will be implemented as an attendance communication tool with families and a data tracking tool for administrators to keep track of at-risk student attendance behaviors.</li> <li>All students, once they reach a specific threshold of absences, will be placed on a Student Attendance Improvement Plan (SAIP).</li> </ul>	families of students with at-risk attendance	attendance data; planned next steps of intervention	Judy Gonzalez - HS Eden Strunk - MS Stephanie Negron - ES	10/15/2024	05/30/2025

**Communications**

Type of Communication	Frequency
Letter	letters will be sent out once students reach specific thresholds

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>EACS_affirmation_statement_compschool.pdf</li></ul>

Chief School Administrator	Date
Evelyn Nuñez	2024-08-26
Building Principal Signature	Date
Jeana Davis	2024-08-27
School Improvement Facilitator Signature	Date