

**Freire CS**

Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

|                                             |              |                                             |
|---------------------------------------------|--------------|---------------------------------------------|
| <b>LEA Type</b>                             |              | AUN                                         |
| Charter School                              |              | 126513270                                   |
| <b>Address 1</b>                            |              |                                             |
| 2027 Chestnut Street                        |              |                                             |
| <b>Address 2</b>                            |              |                                             |
|                                             |              |                                             |
| <b>City</b>                                 | <b>State</b> | <b>Zip Code</b>                             |
| Philadelphia                                | PA           | 19103                                       |
| <b>Chief School Administrator</b>           |              | <b>Chief School Administrator Email</b>     |
| Christopher Moore                           |              | freirecharterceo@freirecharterschool.org    |
| <b>Single Point of Contact Name</b>         |              |                                             |
| Tanza Pugliese                              |              |                                             |
| <b>Single Point of Contact Email</b>        |              |                                             |
| tanza@freireschools.org                     |              |                                             |
| <b>Single Point of Contact Phone Number</b> |              | <b>Single Point of Contact Extension</b>    |
| 717-443-4099                                |              |                                             |
| <b>Principal Name</b>                       |              |                                             |
| Christopher Moore                           |              |                                             |
| <b>Principal Email</b>                      |              |                                             |
| freirecharterceo@freirecharterschool.org    |              |                                             |
| <b>Principal Phone Number</b>               |              | <b>Principal Extension</b>                  |
| 215-557-8555                                |              |                                             |
| <b>School Improvement Facilitator Name</b>  |              | <b>School Improvement Facilitator Email</b> |
|                                             |              |                                             |

## Steering Committee

| Name                  | Position/Role    | Building/Group/Organization | Email                                        |
|-----------------------|------------------|-----------------------------|----------------------------------------------|
| Christopher Moore     | Administrator    | FCS                         | chris.moore@freirecharterschool.org          |
| Andrea Zepp           | Administrator    | FCMS                        | AndreaZ@freirecharterschool.org              |
| Mindy Hedgepeth       | Community Member | FCMS                        | mindy.bilbee@freirecharterschool.org         |
| Adam Antonioli        | Administrator    | FCS                         | adam.antonioli@freirecharterschool.org       |
| Rhianna Stockbridge   | Administrator    | FCMS                        | rhiannas@freirecharterschool.org             |
| Alexis Prince         | Community Member | FCHS                        | alexis.prince@freirecharterschool.org        |
| Katie Pick            | Administrator    | FCHS                        | katie.pick@freirecharterschool.org           |
| Pamela Dougherty      | Administrator    | FCHS                        | pamela.dougherty@freirecharterschool.org     |
| Ian Fox               | Teacher          | FCHS                        | ian.fox@freirecharterschool.org              |
| Mary Tokolish         | Teacher          | FCHS                        | mary.tokolish@freirecharterschool.org        |
| Katharine Webb        | Teacher          | FCMS                        | katharine.webb@freirecharterschool.org       |
| Lilian Wehbe Kobeissi | Other            | Network                     | lilian@freireschools.org                     |
| Emily McDaniels       | Other            | Network                     | emily@freireschools.org                      |
| Kelly Davenport       | Administrator    | Network                     | kelly@freireschools.org                      |
| Tanza Pugliese        | Other            | Network                     | tanza@freireschools.org                      |
| Leigh Botwinik        | Administrator    | Network                     | leigh@freireschools.org                      |
| David Bryant          | Board Member     | FCS                         | david.bryant@freirecharterschool.org         |
| Danielle Henderson    | Parent           | FCS                         | danninichole52@gmail.com                     |
| Gabrielle Pierce      | Student          | FCS                         | gabrielle.pierce@stu.freirecharterschool.org |

## LEA Profile

Driven by the idea that all students can achieve excellence under the right conditions, Freire Charter School has been a catalyst for unlocking the potential of some of Philadelphia's most underserved youth since 1999. Coming from all sections of Philadelphia, 95% of Freire students are African American and approximately 78% of students are economically disadvantaged. The Freire student body includes approximately 28% special education students and fewer than 10% of Freire students' parents have attended college. For nearly two decades, Freire has had success in closing the achievement gap and preparing historically underserved Philadelphia students for college. FCS has been a catalyst for unlocking the potential of some of Philadelphia's most underserved youth.

The goal at the forefront of all our work is to equip these amazing young people with the skills and resources they need to fulfill their potential. We set the bar high. Students work hard and are supported every step of the way as they achieve more than they ever thought they could. Freire's rigorous academic program features research-based curricula, free therapy services for students and families, academic mentoring and tutoring, and a wide range of after-school programs. Our rich slate of personal development activities includes outreach to parents, emphasizes community and teamwork, and rewards discipline and self-respect. Special classes and activities engage students in dialogue about peace and social change and promote civic activism, in order to prepare students for futures as change-making, engaged adults. Every day, Freire students are disproving stereotypes and improving their neighborhoods.

We currently have separate middle and high school campuses, both located in Center City and serving approximately 500 students each. City-wide enrollment ensures that students have the opportunity to meet children from different parts of the city and commute with adults and from the business and civic community. This nurtures our students' ability to work collaboratively with new people, a valuable skill in education and life. Our central location is a key part of our overall approach, offering easy access to strategic partners and cultural institutions.

## **Mission and Vision**

### **Mission**

Freire Charter School provides a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, equity, and commitment to peace.

### **Vision**

Freire Charter School is the power to build your future. Our vision is for Freire alumni to build the future of urban communities everywhere as problem solvers and decision makers in government, private industry, education, the arts, and any other sphere that benefits the common good

## **Educational Values**

### **Students**

At Freire, we believe that education is the great equalizer and the means by which we can and will battle the racial inequity that has plagued our students and families for generations. We believe that action equals equity, and therefore we strive to take action each day. We take action by treating students as individuals first, providing emotional supports and a psychologically and physically safe environment in which to learn and grow, and valuing each student, parent, and staff member as part of the Freire family. We take action by immersing our students in critical thinking through a traditional liberal arts college preparatory education. We take action by teaching our students the fundamental technology skills necessary to thrive in the 21st century.

### **Staff**

Freire has intentionally developed a school culture in which teachers and staff feel supported by their peers and by leadership to take risks and try new things to develop the academic, social, and emotional growth of our students and accelerate the success of our school. We do this by investing in time and personnel to develop staff in a sustained and deeply personalized way. This includes our teacher coaches who provide non-evaluative peer support, a robust leadership team under the direction of the Head of School that uses its expertise and common vision to ensure that staff have everything they need to grow and excel, dedicated time for new staff development and full staff development in the summer, weekly professional development opportunities, and leadership and growth opportunities for employees who are ready. We also achieve a positive work culture by cultivating joy, showing appreciation, and valuing staff voice. At Freire we emphasize team building for our staff with approaches similar to those we use for students, such as conversation circles, team building activities, and community events. We formally solicit regular feedback on leadership evaluations and ask for input when decisions are being made. We also encourage staff to bring any concerns they may have to school leadership.

### **Administration**

Freire has built a comprehensive distributive leadership model, with dedicated school leaders responsible for each key function of the school. Our school leaders have been carefully selected to ensure alignment to Freire's mission and to complement and support the Head of School. As such, we expect more cohesion and effective teamwork than ever before.

### **Parents**

Freire implements a robust parent engagement strategy, and continually seeks to improve family engagement. We regularly enlist parent voice regarding policy and procedure changes and school initiatives and parents serve as voting members of the Board of Directors. Finally, just as we embrace data in our review of academics and culture and use it to improve our program, we collect and review parent/family

feedback annually when updating our family involvement policy. Freire's leaders consider survey results such as responses to the district-wide survey as part of the annual planning process, and also consider and respond to direct feedback as appropriate on a continual basis. Overall, we encourage an open line of communication with families and invite feedback at all times.

### **Community**

We have learned that community support is critical to the delivery of our learning model. We aim to bring the community to our classrooms, and our classrooms to the community. Care is taken to ensure that our community partners are involved in the planning of learning experiences and that they are surveyed or interviewed following each experience so that we can continuously improve our programming. In our governance, the Board strives to recruit professionals from the community who can bring community feedback to the governance process. Finally, during the student recruitment phase, we rely heavily on community grassroots organizing to get the word out about our school program. This very important part of our outreach plan will include attending fairs/expos; attending meetings at community groups; visiting supermarkets and churches; inviting current Freire Charter School parents, students, and alumni to speak to potential new Freire students; conducting phone banks; and canvassing door-to-door.

### **Other (Optional)**

Omit selected.

## Future Ready PA Index

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

|                |                |                |                |                |                |               |
|----------------|----------------|----------------|----------------|----------------|----------------|---------------|
| <b>False K</b> | <b>False 1</b> | <b>False 2</b> | <b>False 3</b> | <b>False 4</b> | <b>True 5</b>  | <b>True 6</b> |
| <b>True 7</b>  | <b>True 8</b>  | <b>True 9</b>  | <b>True 10</b> | <b>True 11</b> | <b>True 12</b> |               |

## Review of the School(s) Level Performance

### Strengths

| Indicator                                                                  | Comments/Notable Observations                                                                                                                                                                                            |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High School Graduation Rate - 4-Year Cohort                                | *Data on this page reflects latest available data (2021-22 SY).* All Student Group met the interim goal/ improvement target for 4-year graduation.                                                                       |
| Meeting Annual Academic Growth Expectations (PVASS) - ELA/ Literature      | All Student Group exceeded the standard in demonstrating growth in ELA/ Literature.                                                                                                                                      |
| Meeting Annual Academic Growth Expectations (PVASS) - Mathematics/ Algebra | All Student Group exceeded the standard in demonstrating growth in Mathematics/ Algebra                                                                                                                                  |
| Meeting Annual Academic Growth Expectations (PVASS) - Science/ Biology     | Though the All Student Group did not meet the statewide goal for growth in Science/ Biology, Black, Economically Disadvantaged, and Students with Disabilities did meet or exceed the standard for demonstrating growth. |

### Challenges

| Indicator                                                             | Comments/Notable Observations                                                                                                                                                              |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Proficient or Advanced on PA State Assessments - Mathematics/ Algebra | Math: Keystone 11th grade best up 6 points from 21-22 but down overall since pre-COVID (18-19). PSSA unchanged since 21-22, at 6% proficiency, and remains down overall compared to 18-19. |
| Proficient or Advanced on PA State Assessments - Science/ Biology     | Science: Keystone 11th grade best up 1 point from 21-22; PSSA down 3 points from 21-22.                                                                                                    |
| Proficient or Advanced on PA State Assessments - ELA/Literature       | ELA: Keystone 11th grade best up 11 points from 21-22. PSSA down 11 points from 21-22.                                                                                                     |
| Career Standards Benchmark                                            | All Student Group did not meet the performance standard for career benchmarks.                                                                                                             |
| Regular Attendance                                                    | All Student Group did not meet the performance standard for regular attendance.                                                                                                            |

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

### Strengths

|                                                                                                                                                                                    |                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br>High School Graduation Rate - 4-Year Cohort<br><b>ESSA Student Subgroups</b><br>African-American/Black, Economically Disadvantaged, Students with Disabilities | <b>Comments/Notable Observations</b><br>Economically Disadvantaged, African American, and Student with Disabilities met or exceeded the interim target for the 4-year cohort high school graduation rate. |
| <b>Indicator</b><br><b>ESSA Student Subgroups</b>                                                                                                                                  | <b>Comments/Notable Observations</b>                                                                                                                                                                      |
| <b>Indicator</b><br><b>ESSA Student Subgroups</b>                                                                                                                                  | <b>Comments/Notable Observations</b>                                                                                                                                                                      |
| <b>Indicator</b><br><b>ESSA Student Subgroups</b>                                                                                                                                  | <b>Comments/Notable Observations</b>                                                                                                                                                                      |

### Challenges

|                                                                                                                                                                                                               |                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br>Regular attendance<br><b>ESSA Student Subgroups</b><br>African-American/Black, Economically Disadvantaged, Students with Disabilities                                                     | <b>Comments/Notable Observations</b><br>All Student Group, alongside key student populations, did not meet the performance standard for regular attendance.                   |
| <b>Indicator</b><br>Proficient or Advanced on PA State Assessments - ELA/Literature<br><b>ESSA Student Subgroups</b><br>African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged       | <b>Comments/Notable Observations</b><br>In 23-24, Black, Multi-racial, and economically disadvantaged students did not meet the performance standard in ELA/Literature.       |
| <b>Indicator</b><br>Proficient or Advanced on PA State Assessments - Mathematics/ Algebra<br><b>ESSA Student Subgroups</b><br>African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged | <b>Comments/Notable Observations</b><br>In 23-24, Black, Multi-racial, and economically disadvantaged students did not meet the performance standard in Mathematics/ Algebra. |
| <b>Indicator</b>                                                                                                                                                                                              | <b>Comments/Notable Observations</b>                                                                                                                                          |

|                                                                                                                                                                                             |                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Proficient or Advanced on PA State Assessments -<br>Science/ Biology<br><b>ESSA Student Subgroups</b><br>African-American/Black, Multi-Racial (not Hispanic),<br>Economically Disadvantaged | In 23-24, Black, Multi-racial, and economically disadvantaged students did not meet the performance standard in Science/ Biology. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|

## 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.

|                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| One or more student groups met/exceeded the standard for growth across all three subjects areas.                                                                                     |
| All Student Group, Economically Disadvantaged, African American, and Student with Disabilities met or exceeded the interim target for the 4-year cohort high school 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.

|                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| All Student Group did not meet the proficiency standards on state assessments across all three subject areas.                                            |
| All Student Group did not meet the performance standard for regular attendance.                                                                          |
| Black, Multi-racial, and economically disadvantaged students did not meet the proficiency standards on state assessments across all three subject areas. |

## Local Assessment

### English Language Arts

| Data                                                                                      | Comments/Notable Observations                                           |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Proficiency on ELA benchmark- middle school- up 7 points from Fall 22-23 to Winter 23-24. | Freire continues to prioritize high quality curriculum and instruction. |
| Proficiency on ELA benchmark- high school- up 5 points from Fall 22-23 to Winter 23-24.   | Freire continues to prioritize high quality curriculum and instruction. |

### English Language Arts Summary

#### Strengths

Freire attributes gains in proficiency in growth to core priorities: high quality curriculum and instruction, evaluating the impacts of various strategies and initiatives, and an emphasis on centering student thinking and engagement (what we often refer to as deeper learning).

#### Challenges

Need to continue supporting teachers with PLCs, observation & feedback, and other supports to implement curriculum with fidelity.

### Mathematics

| Data                                                                                              | Comments/Notable Observations                                                                                                                                |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Proficiency on math benchmark- middle school- relatively stagnant from 22-23 to 23-24 (mid-year). | Freire continues to prioritize high quality instruction to advance the growth in proficiency we want to see (from internal benchmarks to state assessments). |
| Proficiency on math benchmark- high school- relatively stagnant from 22-23 to 23-24 (mid-year).   | Freire continues to prioritize high quality instruction to advance the growth in proficiency we want to see (from internal benchmarks to state assessments). |

### Mathematics Summary

#### Strengths

Freire attributes gains in proficiency in growth to core priorities: high quality curriculum and instruction, evaluating the impacts of various strategies and initiatives, and an emphasis on centering student thinking and engagement (what we often refer to as deeper learning).

#### Challenges

Need to continue supporting teachers with PLCs, observation & feedback, and other supports to implement curriculum with fidelity.

### Science, Technology, and Engineering Education

| Data                                                                    | Comments/Notable Observations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Proficiency on science benchmark up 2 points from BM 1 to BM 2 (23-24). | Freire has implemented new, highly rated evidence based curriculum across grade levels. Freire has worked to better align curriculum to the standards. Freire has incorporated more formal and organized co-teaching assignments in English, math, and science at every grade level at the high school to ensure that both students and teachers are feeling supported in their instruction. Significant percent of new teachers who will need more support learning the curriculum. Need to continue supporting teachers with PLCs, observation & feedback, and other supports to implement curriculum with fidelity. |

### Science, Technology, and Engineering Education Summary

#### Strengths

Freire has implemented new, highly rated evidence based curriculum across grade levels. Freire has worked to better align curriculum to the standards.

Freire has incorporated more formal and organized co-teaching assignments in English, math, and science at every grade level at the high school to ensure that both students and teachers are feeling supported in their instruction.

#### Challenges

Need to continue supporting teachers with PLCs, observation & feedback, and other supports to implement curriculum with fidelity.

## Related Academics

### Career Readiness

| Data                                        | Comments/Notable Observations                                                                                                                                                                                                                                                   |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High School Graduation Rate - 4-Year Cohort | All Student Group met the interim goal/ improvement target for 4-year graduation.                                                                                                                                                                                               |
| Career Standards Benchmark                  | All Student Group did not meet the performance standard for the career standards benchmark. However, we established better processes for covering CEW standards using a "career week" model and have hired a program manager at the CMO to support planning and implementation. |
| Post Secondary Transition                   | Freire's college enrollment has declined since COVID.                                                                                                                                                                                                                           |

### 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.

|                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All Student Group did not meet the performance standard for the career standards benchmark. However, we established better processes for covering CEW standards using a "career week" model and have hired a program manager at the CMO to support planning and implementation. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                   |
|-----------------------------------------------------------------------------------|
| All Student Group met the interim goal/ improvement target for 4-year graduation. |
|-----------------------------------------------------------------------------------|

### 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.

|                                                                                  |
|----------------------------------------------------------------------------------|
| Freire did not meet the performance standard for the career standards benchmark. |
|----------------------------------------------------------------------------------|

|                                                       |
|-------------------------------------------------------|
| Freire's college enrollment has declined since COVID. |
|-------------------------------------------------------|

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

| Data               | Comments/Notable Observations                                                                                            |
|--------------------|--------------------------------------------------------------------------------------------------------------------------|
| Achievement/Growth | Just under six percent of our special education population are proficient on state assessments (PSSA/Keystone combined). |
| Regular Attendance | Special Education Students did not meet the interim target for attendance.                                               |
| Career Standards   | Special Education Students did not meet the interim target for career standards.                                         |

### Students Considered Economically Disadvantaged

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

| Data               | Comments/Notable Observations                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achievement/Growth | In 22-23, 31% percent of economically disadvantaged students schoolwide were proficient or advanced in ELA/Literature (down from 42% in 21-22). In 22-23, 8% percent of economically disadvantaged students schoolwide were proficient or advanced in Math/Algebra (down from 11% in 21-22). In 22-23, 25% percent of economically disadvantaged students schoolwide were proficient or advanced in Science/Biology (down from 28% in 21-22). |
| Regular Attendance | In 22-23, 64% of economically disadvantaged students schoolwide had regular attendance (down from 91% in 21-22).                                                                                                                                                                                                                                                                                                                              |
| Career Standards   | In 22-23, 12% of economically disadvantaged students schoolwide met the career standards benchmark (down from 85% in 21-22).                                                                                                                                                                                                                                                                                                                  |

**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.

|                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regular data meetings, a central feature of our internal processes to evaluate strategy and impact, play an integral role in identifying challenges early on, and allowing teams to articulate action plans. |
| Our data warehouse allows us to disaggregate a range of academic, attendance, and behavioral indicators by demographics to support data-driven discussions and decisions.                                    |
|                                                                                                                                                                                                              |
|                                                                                                                                                                                                              |
|                                                                                                                                                                                                              |

**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.

|                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------|
| Special Education Students did not meet the interim target for achievement/growth, regular attendance, or career standards. |
| Just under six percent of our special education population are proficient on state assessments (PSSA/Keystone combined).    |
|                                                                                                                             |
|                                                                                                                             |
|                                                                                                                             |



## Supplemental LEA Plans

| Programs and Plans                     | Comments/Notable Observations                                                                                                                                                                                                                    |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special Education Plan                 | Special education program information is submitted annually in the charter school annual report to PDE due every August 1. Charter Schools are not required to develop separate Chapter 4 special education plans.                               |
| Title 1 Program                        | This plan also constitutes Freire CS's Schoolwide Plan for 2023-24.                                                                                                                                                                              |
| Student Services                       | Freire CS's requirement for a student services plan under 22 Pa. Code § 12.41 is fulfilled by this plan and student policies such as the Student Health Policy, School Wellness Policy, Child Find Policy, and Positive Behavior Support Policy. |
| K-12 Guidance Plan (339 Plan)          | N/A (Freire CS does not offer CTE programs)                                                                                                                                                                                                      |
| Technology Plan                        | Freire CS conducts an assessment annually prior to submitting its PATI (Pennsylvania Technology Inventory) survey in PIMS.                                                                                                                       |
| English Language Development Programs  | Freire CS has a board-approved English Learner (EL) Policy as well as a Language Instruction Educational Program (LIEP).                                                                                                                         |
| Gifted Education Plan                  | N/A (Charter schools are not required to develop gifted education plans.)                                                                                                                                                                        |
| Continuing Professional Education Plan | This plan also constitutes Freire CS's plan required by 22 Pa. Code § 49.17                                                                                                                                                                      |
| Induction Plan                         | This plan also constitutes Freire CS's plan required by 22 Pa. Code § 49.16.                                                                                                                                                                     |
| Teacher Equity Plan                    | Freire CS develops a teacher equity plan annually in compliance with the requirements of Title II of the ESEA.                                                                                                                                   |

### 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 | Operational |
| Identify and address individual student learning needs                                                                                                    | Emerging    |
| Provide frequent, timely, and systematic feedback and support on instructional practices                                                                  | Operational |

### Empower Leadership

|                                                                                                                                                               |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Foster a culture of high expectations for success for all students, educators, families, and community members                                                | Exemplary   |
| 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 | Exemplary   |
| 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 | Exemplary   |
| 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                       | Exemplary   |
| Use multiple professional learning designs to support the learning needs of staff                | Operational |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | 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?

|                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Freire is exemplary within the Promotion and sustainment of a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------|
| Freire is exemplary in fostering a culture of high expectations for success for all students, educators, families, and community member. |
|------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Freire's ability to Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school is exemplary. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Freire is exemplary in Organization of programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 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?

|                                                                                                               |
|---------------------------------------------------------------------------------------------------------------|
| Freire's ability to provide frequent and timely and systematic feedback & support on instructional practices. |
|---------------------------------------------------------------------------------------------------------------|

|                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|
| Freire's ability to Monitor and evaluate the impact of professional learning on staff practices and student learning is emergent. |
|-----------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------|
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. |
|---------------------------------------------------------------------------------------------------------------------|

|                                                                                                      |
|------------------------------------------------------------------------------------------------------|
| Freire's Implementation of a multi-tiered system of supports for academics and behavior is emergent. |
|------------------------------------------------------------------------------------------------------|

## 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 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| One or more student groups met/exceeded the standard for growth across all three subjects areas.                                                                                                                                                                                      | True                            |
| All Student Group, Economically Disadvantaged, African American, and Student with Disabilities met or exceeded the interim target for the 4-year cohort high school graduation rate.                                                                                                  | True                            |
| Freire attributes gains in proficiency in growth to core priorities: high quality curriculum and instruction, evaluating the impacts of various strategies and initiatives, and an emphasis on centering student thinking and engagement (what we often refer to as deeper learning). | False                           |
|                                                                                                                                                                                                                                                                                       | False                           |
| All Student Group met the interim goal/ improvement target for 4-year graduation.                                                                                                                                                                                                     | True                            |
| Freire has implemented new, highly rated evidence based curriculum across grade levels. Freire has worked to better align curriculum to the standards.                                                                                                                                | True                            |
| Freire has incorporated more formal and organized co-teaching assignments in English, math, and science at every grade level at the high school to ensure that both students and teachers are feeling supported in their instruction.                                                 | False                           |
| Freire attributes gains in proficiency in growth to core priorities: high quality curriculum and instruction, evaluating the impacts of various strategies and initiatives, and an emphasis on centering student thinking and engagement (what we often refer to as deeper learning). | False                           |
|                                                                                                                                                                                                                                                                                       | False                           |
| All Student Group did not meet the performance standard for the career standards benchmark. However, we established better processes for covering CEW standards using a "career week" model and have hired a program manager at the CMO to support planning and implementation.       | False                           |
| Regular data meetings, a central feature of our internal processes to evaluate strategy and impact, play an integral role in identifying challenges early on, and allowing teams to articulate action plans.                                                                          | False                           |
| Our data warehouse allows us to disaggregate a range of academic, attendance, and behavioral indicators by demographics to support data-driven discussions and decisions.                                                                                                             | False                           |
| Freire is exemplary in fostering a culture of high expectations for success for all students, educators, families, and community member.                                                                                                                                              | True                            |

|                                                                                                                                                                                                                  |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Freire's ability to Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school is exemplary.                  | True  |
| Freire is exemplary in Organization of programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.                                             | False |
| Freire is exemplary within the Promotion and sustainment of a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. | False |

## Challenges

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

| Strength                                                                                                                                                 | Check for Consideration in Plan |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| All Student Group did not meet the proficiency standards on state assessments across all three subject areas.                                            | True                            |
| All Student Group did not meet the performance standard for regular attendance.                                                                          | True                            |
| Black, Multi-racial, and economically disadvantaged students did not meet the proficiency standards on state assessments across all three subject areas. | False                           |
| Need to continue supporting teachers with PLCs, observation & feedback, and other supports to implement curriculum with fidelity.                        | True                            |
| Freire did not meet the performance standard for the career standards benchmark.                                                                         | True                            |
| Freire's college enrollment has declined since COVID.                                                                                                    | True                            |
| Special Education Students did not meet the interim target for achievement/growth, regular attendance, or career standards.                              | True                            |
| Freire's ability to provide frequent and timely and systematic feedback & support on instructional practices.                                            | False                           |
| Need to continue supporting teachers with PLCs, observation & feedback, and other supports to implement curriculum with fidelity.                        | False                           |
| Need to continue supporting teachers with PLCs, observation & feedback, and other supports to implement curriculum with fidelity.                        | False                           |
| Just under six percent of our special education population are proficient on state assessments (PSSA/Keystone combined).                                 | False                           |
| Freire's ability to Monitor and evaluate the impact of professional learning on staff practices and student learning is emergent.                        | False                           |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-                                            | False                           |

|                                                                                                      |      |
|------------------------------------------------------------------------------------------------------|------|
| based.                                                                                               |      |
| Freire's Implementation of a multi-tiered system of supports for academics and behavior is emergent. | True |
|                                                                                                      | True |

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

We have identified that more aligned, higher quality, more consistently implemented curriculum would make a big difference in student outcomes and took steps to adopt new ELA and math curriculum. Now we need to pair that new, more rigorous curriculum with high quality PD and more frequent, targeted/aligned observation feedback. This will help at a Tier 1 level. However, there are small groups of students, with and without IEPs, who will need more targeted supports, so we need to focus on the implementation of our MTSS program. We also have seen the impact of COVID on our college enrollment numbers, for all students and for special education students specifically. As a college prep school, this is a key element of our mission and needs to be a focus during this comprehensive planning cycle.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges                                                                                                              | Discussion Points                                                                                                                                                                                                                 | Check for Priority |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| All Student Group did not meet the proficiency standards on state assessments across all three subject areas.                     | Successfully pairing high quality curriculum with high quality instruction (the need to provide PLCs, observation and feedback, and other supports to teachers to implement the curriculum successfully).                         | True               |
| Freire did not meet the performance standard for the career standards benchmark.                                                  | Freire is in the midst of establishing better processes for covering CEW standards using a "career week" model and has hired a program manager at the CMO to support planning and implementation.                                 | True               |
| Freire's college enrollment has declined since COVID.                                                                             | We will more intentionally use data to monitor the steps along the college application process.                                                                                                                                   | True               |
| Special Education Students did not meet the interim target for achievement/growth, regular attendance, or career standards.       | Freire holds regular data meetings with key stakeholders to review achievement/growth, regular attendance, and career standards data with special education specialists.                                                          | False              |
| Freire's Implementation of a multi-tiered system of supports for academics and behavior is emergent.                              |                                                                                                                                                                                                                                   | False              |
| Need to continue supporting teachers with PLCs, observation & feedback, and other supports to implement curriculum with fidelity. |                                                                                                                                                                                                                                   | False              |
|                                                                                                                                   |                                                                                                                                                                                                                                   | False              |
| All Student Group did not meet the performance standard for regular attendance.                                                   | As part of our MTSS programming, Freire will continue to hold regular attendance data meetings with key stakeholders to review attendance data schoolwide and by key student subgroups to celebrate growth and identify barriers. | True               |

### Analyzing Strengths

| Analyzing Strengths                                                                              | Discussion Points |
|--------------------------------------------------------------------------------------------------|-------------------|
| One or more student groups met/exceeded the standard for growth across all three subjects areas. |                   |
| All Student Group met the interim goal/ improvement target for 4-year graduation.                |                   |

|                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Freire is exemplary in fostering a culture of high expectations for success for all students, educators, families, and community member.                                                        | We should be pairing high expectations with high supports. Since we have a culture of high expectations to build upon, the additional supports both to teachers in the form of high quality curriculum, PD, and observation/feedback, and students, in the form of MTSS and more targeted college advising, will lead to improved outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Freire's ability to Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school is exemplary. | Strengthening our teaching staff is a top priority for the year(s) ahead; coaching, professional learning communities, and professional development will ensure that we have the most effective teaching staff. Assistant Head of Academics will provide instructional coaches with initial training on the vision and priorities of instructional coaching at Freire; expectations and responsibilities of coaches; how to identify action items and set goals; and how to use Whetstone (our platform for teacher observations) for entering observation notes. They will also lead a Deeper Learning Rubric calibration activity with coaches at start of year, in addition to, holding weekly one-on-one meetings to review observation data, discuss trends, determine next steps, and provide support. Our coaches will meet weekly with their coaching load to debrief observations, provide feedback, practice key skills, and support internalization of curriculum. The Assistant Head of Academics will support content team leads in the design and facilitation of biweekly Professional Learning Communities (PLCs) aimed at supporting the overall instructional vision for the implementation of high quality curriculum. Content team leads will develop sessions informed by observation trends (coaching co-observations with Assistant Head of Academics) and in support of curriculum internalization, as well as provide space for collaboration, troubleshooting and problem-solving. |
| Freire has implemented new, highly rated evidence based curriculum across grade levels. Freire has worked to better align curriculum to the standards.                                          | We can leverage our new curriculum by providing PLCs, observation & feedback, and other supports to teachers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| All Student Group, Economically Disadvantaged, African American, and Student with Disabilities met or exceeded the interim target for the 4-year cohort high school graduation rate.            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

### Priority Challenges

|                               |                                                                                                               |
|-------------------------------|---------------------------------------------------------------------------------------------------------------|
| Analyzing Priority Challenges | Priority Statements                                                                                           |
|                               | Will will continue to provide PLCs, observation and feedback, and other supports to teachers to implement the |

|  |                                                                                                                                                                               |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Math/ELA/Science curriculum successfully.                                                                                                                                     |
|  | We will establish better processes for covering CEW standards using a "career week" model and have hired a program manager at the CMO to support planning and implementation. |
|  | We will more intentionally use data to monitor the steps along the college application process.                                                                               |
|  | We will send automated attendance letters to students and families, in addition to holding regular attendance meetings to identify barriers and celebrate growth.             |

## Goal Setting

**Priority:** Will continue to provide PLCs, observation and feedback, and other supports to teachers to implement the Math/ELA/Science curriculum successfully.

| Outcome Category                                                                                                                                 |                                                           |                                                                                                                                                  |                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| English Language Arts                                                                                                                            |                                                           |                                                                                                                                                  |                                                          |
| Measurable Goal Statement (Smart Goal)                                                                                                           |                                                           |                                                                                                                                                  |                                                          |
| By Target Year 3, 47% of middle school students and 78% of 11th graders will score proficient on PSSA ELA and Keystone Literature, respectively. |                                                           |                                                                                                                                                  |                                                          |
| Measurable Goal Nickname (35 Character Max)                                                                                                      |                                                           |                                                                                                                                                  |                                                          |
| PSSA ELA/Keystone Literature                                                                                                                     |                                                           |                                                                                                                                                  |                                                          |
| Target Year 1                                                                                                                                    | Target Year 2                                             | Target Year 3                                                                                                                                    |                                                          |
| 37% Proficiency on PSSA ELA / 68% on Keystone Literature                                                                                         | 42% Proficiency on PSSA ELA / 73% on Keystone Literature  | By Target Year 3, 47% of middle school students and 78% of 11th graders will score proficient on PSSA ELA and Keystone Literature, respectively. |                                                          |
| Target 1st Quarter                                                                                                                               | Target 2nd Quarter                                        | Target 3rd Quarter                                                                                                                               | Target 4th Quarter                                       |
| 100% of teachers are implementing standards aligned curriculum                                                                                   | 27% Proficiency (MS) / 58% (11) on Star Reading benchmark | 32% Proficiency (MS) / 63% (11) on Star Reading benchmark                                                                                        | 37% Proficiency on PSSA ELA / 68% on Keystone Literature |

| Outcome Category                                                                                                                                 |                                                        |                                                                                                                                                  |                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Mathematics                                                                                                                                      |                                                        |                                                                                                                                                  |                         |
| Measurable Goal Statement (Smart Goal)                                                                                                           |                                                        |                                                                                                                                                  |                         |
| By Target Year 3, 26% of middle school students and 53% of 11th graders will score proficient on PSSA ELA and Keystone Literature, respectively. |                                                        |                                                                                                                                                  |                         |
| Measurable Goal Nickname (35 Character Max)                                                                                                      |                                                        |                                                                                                                                                  |                         |
| PSSA Math/Keystone Algebra                                                                                                                       |                                                        |                                                                                                                                                  |                         |
| Target Year 1                                                                                                                                    | Target Year 2                                          | Target Year 3                                                                                                                                    |                         |
| 16% Proficiency on PSSA Math / 43% on Keystone Algebra                                                                                           | 21% Proficiency on PSSA Math / 48% on Keystone Algebra | By Target Year 3, 26% of middle school students and 53% of 11th graders will score proficient on PSSA ELA and Keystone Literature, respectively. |                         |
| Target 1st Quarter                                                                                                                               | Target 2nd Quarter                                     | Target 3rd Quarter                                                                                                                               | Target 4th Quarter      |
| 100% of teachers are                                                                                                                             | 6% Proficiency (MS) / 33%                              | 11% Proficiency (MS) / 38% (11) on Star Math                                                                                                     | 16% Proficiency on PSSA |

|                         |                             |           |                                |
|-------------------------|-----------------------------|-----------|--------------------------------|
| using grade level texts | (11) on Star Math benchmark | benchmark | Math / 43% on Keystone Algebra |
|-------------------------|-----------------------------|-----------|--------------------------------|

|                                                                                                                                        |                                                           |                                                                                                                                        |                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <b>Outcome Category</b>                                                                                                                |                                                           |                                                                                                                                        |                                                           |
| Other                                                                                                                                  |                                                           |                                                                                                                                        |                                                           |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                          |                                                           |                                                                                                                                        |                                                           |
| By Target Year 3, 46% of 8th graders and 45% of 11th graders will score proficient on PSSA Science and Keystone Biology, respectively. |                                                           |                                                                                                                                        |                                                           |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                     |                                                           |                                                                                                                                        |                                                           |
| PSSA Science/Keystone Biology                                                                                                          |                                                           |                                                                                                                                        |                                                           |
| <b>Target Year 1</b>                                                                                                                   | <b>Target Year 2</b>                                      | <b>Target Year 3</b>                                                                                                                   |                                                           |
| 36% Proficiency on PSSA Science / 35% on Keystone Biology                                                                              | 41% Proficiency on PSSA Science / 40% on Keystone Biology | By Target Year 3, 46% of 8th graders and 45% of 11th graders will score proficient on PSSA Science and Keystone Biology, respectively. |                                                           |
| <b>Target 1st Quarter</b>                                                                                                              | <b>Target 2nd Quarter</b>                                 | <b>Target 3rd Quarter</b>                                                                                                              | <b>Target 4th Quarter</b>                                 |
| 100% of teachers are implementing standards aligned curriculum                                                                         | 26% Proficiency (MS) / 25% (11) on Biology benchmark      | 31% Proficiency (MS) / 30% (11) on Biology benchmark                                                                                   | 36% Proficiency on PSSA Science / 35% on Keystone Biology |

**Priority: We will more intentionally use data to monitor the steps along the college application process.**

|                                                               |                                                |                                                               |                                                       |
|---------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------|
| <b>Outcome Category</b>                                       |                                                |                                                               |                                                       |
| Post-secondary transition to school, military, or work        |                                                |                                                               |                                                       |
| <b>Measurable Goal Statement (Smart Goal)</b>                 |                                                |                                                               |                                                       |
| 90% of 12th graders will be accepted to a 2 or 4 year college |                                                |                                                               |                                                       |
| <b>Measurable Goal Nickname (35 Character Max)</b>            |                                                |                                                               |                                                       |
| Post-Secondary Goals                                          |                                                |                                                               |                                                       |
| <b>Target Year 1</b>                                          | <b>Target Year 2</b>                           | <b>Target Year 3</b>                                          |                                                       |
| 70% of students apply to a 2 or 4 year college                | 80% of students apply to a 2 or 4 year college | 90% of 12th graders will be accepted to a 2 or 4 year college |                                                       |
| <b>Target 1st Quarter</b>                                     | <b>Target 2nd Quarter</b>                      | <b>Target 3rd Quarter</b>                                     | <b>Target 4th Quarter</b>                             |
| 70% of 12th graders have taken the ACT                        | 90% of 12th graders have taken the ACT         | 90% of 12th graders have submitted an application             | 90% of 12th graders accepted to a 2 or 4 year college |

**Priority: We will establish better processes for covering CEW standards using a "career week" model and have hired a program manager at the CMO to support planning and implementation.**

|                                                                           |                                                                           |                                                                           |                                                                  |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>Outcome Category</b>                                                   |                                                                           |                                                                           |                                                                  |
| Career Standards Benchmark                                                |                                                                           |                                                                           |                                                                  |
| <b>Measurable Goal Statement (Smart Goal)</b>                             |                                                                           |                                                                           |                                                                  |
| 90% of students will have met the standard for career benchmarks          |                                                                           |                                                                           |                                                                  |
| <b>Measurable Goal Nickname (35 Character Max)</b>                        |                                                                           |                                                                           |                                                                  |
| Career Standards                                                          |                                                                           |                                                                           |                                                                  |
| <b>Target Year 1</b>                                                      | <b>Target Year 2</b>                                                      | <b>Target Year 3</b>                                                      |                                                                  |
| 70% of students will have met the standard for career benchmarks          | 80% of students will have met the standard for career benchmarks          | 90% of students will have met the standard for career benchmarks          |                                                                  |
| <b>Target 1st Quarter</b>                                                 | <b>Target 2nd Quarter</b>                                                 | <b>Target 3rd Quarter</b>                                                 | <b>Target 4th Quarter</b>                                        |
| 70% of eligible students will have met the threshold for career artifacts | 90% of eligible students will have met the threshold for career artifacts | 90% of eligible students will have met the threshold for career artifacts | 90% of students will have met the standard for career benchmarks |

**Priority: We will send automated attendance letters to students and families, in addition to holding regular attendance meetings to identify barriers and celebrate growth.**

|                                                                   |                                                                   |                                                                   |                                                                   |
|-------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Outcome Category</b>                                           |                                                                   |                                                                   |                                                                   |
| Regular Attendance                                                |                                                                   |                                                                   |                                                                   |
| <b>Measurable Goal Statement (Smart Goal)</b>                     |                                                                   |                                                                   |                                                                   |
| 80% of students will have met the standard for regular attendance |                                                                   |                                                                   |                                                                   |
| <b>Measurable Goal Nickname (35 Character Max)</b>                |                                                                   |                                                                   |                                                                   |
| Regular Attendance                                                |                                                                   |                                                                   |                                                                   |
| <b>Target Year 1</b>                                              | <b>Target Year 2</b>                                              | <b>Target Year 3</b>                                              |                                                                   |
| 70% of students will have met the standard for regular attendance | 75% of students will have met the standard for regular attendance | 80% of students will have met the standard for regular attendance |                                                                   |
| <b>Target 1st Quarter</b>                                         | <b>Target 2nd Quarter</b>                                         | <b>Target 3rd Quarter</b>                                         | <b>Target 4th Quarter</b>                                         |
| 65% of students will have met the standard for regular attendance | 70% of students will have met the standard for regular attendance | 75% of students will have met the standard for regular attendance | 80% of students will have met the standard for regular attendance |



## Action Plan

### Measurable Goals

|                               |                            |
|-------------------------------|----------------------------|
| PSSA ELA/Keystone Literature  | PSSA Math/Keystone Algebra |
| PSSA Science/Keystone Biology | Post-Secondary Goals       |
| Career Standards              | Regular Attendance         |

### Action Plan For: Implement Standards Aligned Curriculum with Fidelity

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>By Target Year 3, 47% of middle school students and 78% of 11th graders will score proficient on PSSA ELA and Keystone Literature, respectively.</li> <li>By Target Year 3, 26% of middle school students and 53% of 11th graders will score proficient on PSSA ELA and Keystone Literature, respectively.</li> <li>By Target Year 3, 46% of 8th graders and 45% of 11th graders will score proficient on PSSA Science and Keystone Biology, respectively.</li> </ul> |

| Action Step                                                                           |                                                                                                   | Anticipated Start/Completion Date |            |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------|------------|
| Support 3 hours of Professional Learning Community meetings per month                 |                                                                                                   | 2023-09-01                        | 2024-06-30 |
| Lead Person/Position                                                                  | Material/Resources/Supports Needed                                                                | PD Step?                          | Com Step?  |
| Emily McDaniels/Teaching & Learning Manager                                           | Curriculum materials from Illustrative Math and Engage NY; PD support materials from LearnZillion | Yes                               | No         |
| Action Step                                                                           |                                                                                                   | Anticipated Start/Completion Date |            |
| Engage in a biweekly observation/feedback cycle.                                      |                                                                                                   | 2023-09-01                        | 2024-06-30 |
| Lead Person/Position                                                                  | Material/Resources/Supports Needed                                                                | PD Step?                          | Com Step?  |
| Emily McDaniels/Teaching & Learning Manager                                           | Instructional Practice Guides, Deeper Learning Rubric, Whetsone software                          | Yes                               | No         |
| Action Step                                                                           |                                                                                                   | Anticipated Start/Completion Date |            |
| Provide PD to help teachers learn to support diverse learners in an inclusive setting |                                                                                                   | 2023-09-01                        | 2024-06-30 |
| Lead Person/Position                                                                  | Material/Resources/Supports Needed                                                                | PD Step?                          | Com Step?  |
| Emily McDaniels/Teaching & Learning Manager                                           | Instructional Practice Guides, Deeper Learning Rubric, Whetsone software                          | Yes                               | No         |

| Action Step                                                                             |                                                                                                   | Anticipated Start/Completion Date |            |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------|------------|
| Provide PD to help teachers improve language and literacy acquisition for all students. |                                                                                                   | 2023-09-01                        | 2024-06-30 |
| Lead Person/Position                                                                    | Material/Resources/Supports Needed                                                                | PD Step?                          | Com Step?  |
| Emily McDaniels/Teaching & Learning Manager                                             | Curriculum materials from Illustrative Math and Engage NY; PD support materials from LearnZillion | Yes                               | No         |

| Anticipated Output                                                                                                                                                                                                                  | Monitoring/Evaluation (People, Frequency, and Method)                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Students will have successfully engaged with (ie independently read, struggled, and demonstrated understanding through writing) with multiple grade-level texts 2) Students will have engaged in math discourse in every lesson. | Our School and Network instructional leaders will use the Instructional Practice Guides (IPG) during walkthroughs to monitor shifts in instructional practice and correct usage of the curriculum. Leaders and teachers will review the observation data in feedback sessions. |

### Action Plan For: Engage and assist students in completing steps for college entry

| Measurable Goals:                                                                                               |
|-----------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>90% of 12th graders will be accepted to a 2 or 4 year college</li> </ul> |

| Action Step                                                                                                                                                                                                                                                                                                                                          |                                                                                                       | Anticipated Start/Completion Date |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------|------------|
| College counselors will provide hands-on assistance in preparing for college admissions tests, searching for colleges that match students' qualifications, interests, and goals, coordinate college visits to expose students to the college environment and to help them select a college, provide one-on-one assistance with college applications. |                                                                                                       | 2023-09-01                        | 2024-06-30 |
| Lead Person/Position                                                                                                                                                                                                                                                                                                                                 | Material/Resources/Supports Needed                                                                    | PD Step?                          | Com Step?  |
| Kait Ginder, Head of Academic Supports                                                                                                                                                                                                                                                                                                               | Naviance software 3 FTE HS Academic Advisor 1 FTE HS Academic Advisor/ Director of College Counseling | No                                | Yes        |

| Anticipated Output                                                                  | Monitoring/Evaluation (People, Frequency, and Method)                                                                                                                  |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students submit applications that are complete, on time, and of sufficient quality. | Our school and network leaders will review relevant data tracked in Naviance: % of students taking ACTs, % submitting college applications, and % accepted to college. |

### Action Plan For: Employ a restorative approach to building classroom culture

| Measurable Goals:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>By Target Year 3, 47% of middle school students and 78% of 11th graders will score proficient on PSSA ELA and Keystone Literature, respectively.</li> <li>By Target Year 3, 26% of middle school students and 53% of 11th graders will score proficient on PSSA ELA and Keystone Literature, respectively.</li> <li>By Target Year 3, 46% of 8th graders and 45% of 11th graders will score proficient on PSSA Science and Keystone Biology, respectively.</li> <li>90% of 12th graders will be accepted to a 2 or 4 year college</li> </ul> |

| Action Step                                                                   | Anticipated Start/Completion Date  |            |           |
|-------------------------------------------------------------------------------|------------------------------------|------------|-----------|
| Provide PD about the role of relationship development in trauma informed care | 2023-09-01                         | 2023-09-30 |           |
| Lead Person/Position                                                          | Material/Resources/Supports Needed | PD Step?   | Com Step? |
| Jeremy Ross/Director of Emotional supports                                    | Pre-readings                       | Yes        | No        |

| Anticipated Output                                                                                  | Monitoring/Evaluation (People, Frequency, and Method) |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Teachers and students will develop stronger relationships based in authenticity and deep listening. | Student and staff surveys, classroom observations     |

### Action Plan For: MTSS

| Measurable Goals:                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>By Target Year 3, 47% of middle school students and 78% of 11th graders will score proficient on PSSA ELA and Keystone Literature, respectively.</li> <li>By Target Year 3, 26% of middle school students and 53% of 11th graders will score proficient on PSSA ELA and Keystone Literature,</li> </ul> |

respectively.

- By Target Year 3, 46% of 8th graders and 45% of 11th graders will score proficient on PSSA Science and Keystone Biology, respectively.

| Action Step                                                                                                                                                                                                                                 |                                    | Anticipated Start/Completion Date |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------|------------|
| Continue implementing MTSS framework with fidelity -- including but not limited to: full implementation of MTSS software, Branching Minds, and facilitating quarterly check-ins/meetings with MTSS Coordinators to review and analyze data. |                                    | 2023-09-01                        | 2024-06-30 |
| Lead Person/Position                                                                                                                                                                                                                        | Material/Resources/Supports Needed | PD Step?                          | Com Step?  |
| Lilian Wehbe Kobeissi/Director of Planning and Performance                                                                                                                                                                                  | Branching Minds                    | No                                | Yes        |

| Anticipated Output                        | Monitoring/Evaluation (People, Frequency, and Method)                                                                                                                                                                                                       |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyze data and assign students to tiers | School and network leaders, along with the MTSS Directors, will review data documented in Branching Minds (MTSS software) following the completion of each round of benchmarking (Fall, Winter, and Spring) to evaluate the effectiveness of interventions. |

### Action Plan For: Career Standards

| Measurable Goals:                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• 90% of students will have met the standard for career benchmarks</li> </ul> |

| Action Step                                                                                                                                           |                                    | Anticipated Start/Completion Date |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------|------------|
| Establish better processes for covering CEW standards using a "career week" model; program manager at the CMO to support planning and implementation. |                                    | 2023-09-01                        | 2024-06-30 |
| Lead Person/Position                                                                                                                                  | Material/Resources/Supports Needed | PD Step?                          | Com Step?  |
| Joseph Hennelly                                                                                                                                       | Artifacts Tracker, Naviance        | No                                | Yes        |

| Anticipated Output                                               | Monitoring/Evaluation (People, Frequency, and Method)                                                                               |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 90% of students will have met the standard for career benchmarks | Joseph Hennelly to check-in quarterly with school-based personnel to collect/monitor student artifacts, and monitor implementation. |

### Action Plan For: Regular Attendance

| Measurable Goals:                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>80% of students will have met the standard for regular attendance</li> </ul> |

| Action Step                                                                                                                                      |                                    | Anticipated Start/Completion Date |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------|------------|
| Continue to make attendance a priority; identify barriers to regular attendance and work with various stakeholders to boost attendance outcomes. |                                    | 2023-09-01                        | 2024-06-30 |
| Lead Person/Position                                                                                                                             | Material/Resources/Supports Needed | PD Step?                          | Com Step?  |
| Tammy Khieu                                                                                                                                      | Attendance dashboard               | No                                | Yes        |

| Anticipated Output                                                            | Monitoring/Evaluation (People, Frequency, and Method)                                                                                                                                           |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Boost the percent of students attending regularly by 5 percentage points YOY. | Attendance will be reviewed and evaluated on a rolling basis throughout the year (quarterly) via data meetings with school leaders, attendance administrators and the network performance team. |

## 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                           | <ul style="list-style-type: none"><li>• Employ a restorative approach to building classroom culture</li><li>• MTSS</li></ul>                                   | Salary for 1 FTE - School Psychologist   | 85800  |
| Other Expenditures                           | <ul style="list-style-type: none"><li>• Employ a restorative approach to building classroom culture</li><li>• MTSS</li></ul>                                   | Benefits for 1 FTE - School Psychologist | 20205  |
| Other Expenditures                           | <ul style="list-style-type: none"><li>• Engage and assist students in completing steps for college entry</li><li>• MTSS</li><li>• Regular Attendance</li></ul> | Salary for 1 FTE - Academic Advisor      | 68665  |
| Other Expenditures                           | <ul style="list-style-type: none"><li>• Engage and assist students in completing steps for college entry</li><li>• MTSS</li><li>• Regular Attendance</li></ul> | Benefits for 1 FTE - Academic Advisor    | 27604  |
| Other Expenditures                           | <ul style="list-style-type: none"><li>• Engage and assist students in</li></ul>                                                                                | Salary for 1 FTE - Academic Advisor      | 78750  |

|                    |                                                                                                                                                                                                                                                                                                           |                                       |          |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------|
|                    | <ul style="list-style-type: none"> <li>• completing steps for college entry</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul>                                                                                                                                                                      |                                       |          |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul>                                                                                                                                        | Benefits for 1 FTE - Academic Advisor | 9962     |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul>                                                                                                                                        | Salary for 1 FTE - Academic Advisor   | 55650    |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul>                                                                                                                                        | Benefits for 1 FTE - Academic Advisor | 7040     |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Implement Standards Aligned Curriculum with Fidelity</li> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul> | Salary for 1 FTE - Dean of Students   | 81000.00 |

|                    |                                                                                                                                                                                                                                                                                                           |                                                            |          |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------|
| Other Expenditures | <ul style="list-style-type: none"> <li>• Implement Standards Aligned Curriculum with Fidelity</li> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul> | Benefits for 1 FTE - Dean of Students                      | 10247    |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> </ul>                                                                                                                                                                           | Salary for 1 FTE - Director of College Counseling          | 73000.00 |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Implement Standards Aligned Curriculum with Fidelity</li> <li>• Engage and assist students in completing steps for college entry</li> <li>• Regular Attendance</li> </ul>                                                                                        | Benefits for 1 FTE - Director of College Counseling        | 9235     |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Implement Standards Aligned Curriculum with Fidelity</li> <li>• Engage and assist students in completing steps for college entry</li> <li>• Regular Attendance</li> </ul>                                                                                        | Salary for 1 FTE - Associate Director of Emotional Support | 88000    |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Employ a restorative approach to building</li> </ul>                                                                                                                                                                                                             | Benefits for 1 FTE - Associate Director of                 | 11132    |

|                    |                                                                                                                                                                                                                                           |                                          |       |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------|
|                    | <ul style="list-style-type: none"> <li>classroom culture</li> <li>• MTSS</li> </ul>                                                                                                                                                       | Emotional Support                        |       |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> </ul>                                                                                                           | Salary for 1 FTE - Academic Advisor      | 74000 |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul> | Benefits for 1 FTE - Academic Advisor    | 9361  |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul> | Salary for 1 FTE - School Psychologist   | 76484 |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul> | Benefits for 1 FTE - School Psychologist | 9675  |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Engage and assist</li> </ul>                                                                                                                                                                     | Salary for 1 FTE - Dean of               | 83000 |

|                    |                                                                                                                                                                                                                                           |                                       |       |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------|
|                    | students in completing steps for college entry <ul style="list-style-type: none"> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul>                              | Students                              |       |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul> | Benefits for 1 FTE - Dean of Students | 10500 |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul> | Salary for 1 FTE - Dean of Students   | 67000 |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> </ul>                               | Benefits for 1 FTE - Dean of Students | 8475  |

|                                          |                                                                                                                                                                                                                                           |                                          |       |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------|
|                                          | <ul style="list-style-type: none"> <li>• Regular Attendance</li> </ul>                                                                                                                                                                    |                                          |       |
| Other Expenditures                       | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul> | Salary for .317 FTE - Academic Advisor   | 26311 |
| Other Expenditures                       | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul> | Benefits for .317 FTE - Academic Advisor | 3328  |
| Title II.A and Title IV.A Transfer Funds | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul> | Salary for 1 FTE - Dean of Students      | 55375 |
| Title II.A and Title IV.A Transfer Funds | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building</li> </ul>                                                                 | Salary for 1 FTE - Academic Advisor      | 60000 |

|                                          |                                                                                                                                                                                                                                           |                                               |         |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------|
|                                          | <ul style="list-style-type: none"> <li>classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul>                                                                                                                         |                                               |         |
| Title II.A and Title IV.A Transfer Funds | <ul style="list-style-type: none"> <li>• Engage and assist students in completing steps for college entry</li> <li>• Employ a restorative approach to building classroom culture</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul> | Benefits for 1 FTE - Academic Advisor         | 16868   |
| Other Expenditures                       | <ul style="list-style-type: none"> <li>• Employ a restorative approach to building classroom culture</li> <li>• Regular Attendance</li> </ul>                                                                                             | Parent Family Engagement Teacher Compensation | 1074    |
| Total Expenditures                       |                                                                                                                                                                                                                                           |                                               | 1127741 |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy                                     | Action Steps                                                                            |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Implement Standards Aligned Curriculum with Fidelity        | Support 3 hours of Professional Learning Community meetings per month                   |
| Implement Standards Aligned Curriculum with Fidelity        | Engage in a biweekly observation/feedback cycle.                                        |
| Implement Standards Aligned Curriculum with Fidelity        | Provide PD to help teachers learn to support diverse learners in an inclusive setting   |
| Implement Standards Aligned Curriculum with Fidelity        | Provide PD to help teachers improve language and literacy acquisition for all students. |
| Employ a restorative approach to building classroom culture | Provide PD about the role of relationship development in trauma informed care           |

### PLCs

| Action Step                                                                                                             |                   |                        |
|-------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| <ul style="list-style-type: none"> <li>Support 3 hours of Professional Learning Community meetings per month</li> </ul> |                   |                        |
| Audience                                                                                                                |                   |                        |
| Math and ELA teachers                                                                                                   |                   |                        |
| Topics to be Included                                                                                                   |                   |                        |
| strategies for using our curriculum to support diverse learners in inclusive settings, lesson planning                  |                   |                        |
| Evidence of Learning                                                                                                    |                   |                        |
| Exit tickets, walkthroughs/observations                                                                                 |                   |                        |
| Lead Person/Position                                                                                                    | Anticipated Start | Anticipated Completion |
| Emily McDaniels, Teaching & Learning Manager                                                                            | 2023-09-01        | 2027-06-30             |

### Learning Format

| Type of Activities                                           | Frequency |
|--------------------------------------------------------------|-----------|
| Professional Learning Community (PLC)                        | Monthly   |
| Observation and Practice Framework Met in this Plan          |           |
|                                                              |           |
| This Step Meets the Requirements of State Required Trainings |           |
| Teaching Diverse Learners in Inclusive Settings              |           |

## Observation and Feedback

|                                                                                                    |                          |                               |
|----------------------------------------------------------------------------------------------------|--------------------------|-------------------------------|
| <b>Action Step</b>                                                                                 |                          |                               |
| <ul style="list-style-type: none"> <li>Engage in a biweekly observation/feedback cycle.</li> </ul> |                          |                               |
| <b>Audience</b>                                                                                    |                          |                               |
| Math and ELA teachers                                                                              |                          |                               |
| <b>Topics to be Included</b>                                                                       |                          |                               |
| strategies for implementing our curriculum with fidelity, questioning, student supports            |                          |                               |
| <b>Evidence of Learning</b>                                                                        |                          |                               |
| IPG observation data                                                                               |                          |                               |
| <b>Lead Person/Position</b>                                                                        | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Emily McDaniels, Teaching & Learning Manager                                                       | 2023-09-01               | 2027-06-30                    |

## Learning Format

|                                                                          |                  |
|--------------------------------------------------------------------------|------------------|
| <b>Type of Activities</b>                                                | <b>Frequency</b> |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Biweekly         |
| <b>Observation and Practice Framework Met in this Plan</b>               |                  |
|                                                                          |                  |
| <b>This Step Meets the Requirements of State Required Trainings</b>      |                  |
|                                                                          |                  |

## PD to support diverse learners in an inclusive setting

|                                                                                                                                         |                          |                               |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------|
| <b>Action Step</b>                                                                                                                      |                          |                               |
| <ul style="list-style-type: none"> <li>Provide PD to help teachers learn to support diverse learners in an inclusive setting</li> </ul> |                          |                               |
| <b>Audience</b>                                                                                                                         |                          |                               |
| Math and ELA teachers, special education co-teachers                                                                                    |                          |                               |
| <b>Topics to be Included</b>                                                                                                            |                          |                               |
| strategies for using our curriculum to support diverse learners in an inclusive setting                                                 |                          |                               |
| <b>Evidence of Learning</b>                                                                                                             |                          |                               |
| exit tickets, student outcome data                                                                                                      |                          |                               |
| <b>Lead Person/Position</b>                                                                                                             | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Emily McDaniels, Teaching & Learning Manager                                                                                            | 2023-09-01               | 2027-06-30                    |

## Learning Format

|                           |                  |
|---------------------------|------------------|
| <b>Type of Activities</b> | <b>Frequency</b> |
|---------------------------|------------------|

|                                                                     |         |
|---------------------------------------------------------------------|---------|
| Professional Learning Community (PLC)                               | Monthly |
| <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                     |         |

### PD to support language

|                                                                                                                                           |                          |                               |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------|
| <b>Action Step</b>                                                                                                                        |                          |                               |
| <ul style="list-style-type: none"> <li>Provide PD to help teachers improve language and literacy acquisition for all students.</li> </ul> |                          |                               |
| <b>Audience</b>                                                                                                                           |                          |                               |
| Math and ELA teachers                                                                                                                     |                          |                               |
| <b>Topics to be Included</b>                                                                                                              |                          |                               |
| Strategies for language and literacy acquisition                                                                                          |                          |                               |
| <b>Evidence of Learning</b>                                                                                                               |                          |                               |
| IPG observation data, student outcome data                                                                                                |                          |                               |
| <b>Lead Person/Position</b>                                                                                                               | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Emily McDaniels, Teaching & Learning Manager                                                                                              | 2023-09-01               | 2027-06-30                    |

### Learning Format

|                                                                     |                  |
|---------------------------------------------------------------------|------------------|
| <b>Type of Activities</b>                                           | <b>Frequency</b> |
| Professional Learning Community (PLC)                               | Monthly          |
| <b>Observation and Practice Framework Met in this Plan</b>          |                  |
|                                                                     |                  |
| <b>This Step Meets the Requirements of State Required Trainings</b> |                  |
| Language and Literacy Acquisition for All Students                  |                  |

### The Role of Relationship Building in Trauma Based Practices

|                                                                                                                                 |  |
|---------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Action Step</b>                                                                                                              |  |
| <ul style="list-style-type: none"> <li>Provide PD about the role of relationship development in trauma informed care</li> </ul> |  |
| <b>Audience</b>                                                                                                                 |  |
| All Staff                                                                                                                       |  |
| <b>Topics to be Included</b>                                                                                                    |  |
| 4 trauma informed strategies for building relationships with students                                                           |  |
| <b>Evidence of Learning</b>                                                                                                     |  |

|                                            |                          |                               |
|--------------------------------------------|--------------------------|-------------------------------|
| Pre and Post teacher survey                |                          |                               |
| <b>Lead Person/Position</b>                | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Jeremy Ross/Director of Emotional Supports | 2023-08-01               | 2027-06-30                    |

**Learning Format**

|                                                                     |                  |
|---------------------------------------------------------------------|------------------|
| <b>Type of Activities</b>                                           | <b>Frequency</b> |
| Workshop(s)                                                         | Once per year    |
| <b>Observation and Practice Framework Met in this Plan</b>          |                  |
|                                                                     |                  |
| <b>This Step Meets the Requirements of State Required Trainings</b> |                  |
|                                                                     |                  |

## Communications Activities

### College advising communication and outreach

| 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>College counselors will provide hands-on assistance in preparing for college admissions tests, searching for colleges that match students' qualifications, interests, and goals, coordinate college visits to expose students to the college environment and to help them select a college, provide one-on-one assistance with college applications.</li> </ul> | 11th and 12th grade students and their families | ACT test dates, college visits, college application deadlines | Kait Ginder/Director of Academic Affairs | 09/01/2023                      | 06/30/2024                           |
| <b>Communications</b>                                                                                                                                                                                                                                                                                                                                                                                  |                                                 |                                                               |                                          |                                 |                                      |
| <b>Type of Communication</b>                                                                                                                                                                                                                                                                                                                                                                           |                                                 |                                                               | <b>Frequency</b>                         |                                 |                                      |
| Email                                                                                                                                                                                                                                                                                                                                                                                                  |                                                 |                                                               | Monthly                                  |                                 |                                      |

## MTSS Guide

| 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>Continue implementing MTSS framework with fidelity -- including but not limited to: full implementation of MTSS software, Branching Minds, and facilitating quarterly check-ins/meetings with MTSS Coordinators to review and analyze data.</li> </ul> | Internal Staff | Thresholds for movement within tiers, evidence based interventions | Lilian Wehbe Kobeissi, Director of Planning and Performance                | 09/01/2023                      | 06/30/2024                           |
| <b>Communications</b>                                                                                                                                                                                                                                                                         |                |                                                                    |                                                                            |                                 |                                      |
| <b>Type of Communication</b>                                                                                                                                                                                                                                                                  |                |                                                                    | <b>Frequency</b>                                                           |                                 |                                      |
| Other                                                                                                                                                                                                                                                                                         |                |                                                                    | Following the completion of each internal benchmark (Fall, Winter, Spring) |                                 |                                      |

**Approvals & Signatures**

|                                                                                     |
|-------------------------------------------------------------------------------------|
| <b>Uploaded Files</b>                                                               |
| <ul style="list-style-type: none"><li>FCS Board Affirmation Statement.pdf</li></ul> |

|                                                 |             |
|-------------------------------------------------|-------------|
| <b>Chief School Administrator</b>               | <b>Date</b> |
| Christopher Moore                               | 2025-01-31  |
| <b>Building Principal Signature</b>             | <b>Date</b> |
| Christopher Moore                               | 2025-01-31  |
| <b>School Improvement Facilitator Signature</b> | <b>Date</b> |
|                                                 |             |