

RENAISSANCE ACADEMY CS

413 Fairview Street

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The mission of the Renaissance Academy is to be a diverse-minded community that prepares a varied cross-section of students for success as scholars, workers, and citizens by providing them with a world-class liberal arts and college-preparatory education. This inclusive environment, where high standards, technological innovation, growth mindset, unique experiences, creativity, and accountability are the norm, aims to achieve lasting gains in students' academic performance and includes the development of a strong alumni network.

VISION STATEMENT

The Renaissance Academy Charter School student makes an active decision to be educated at the school because the student and their family desire an award-winning, college-prepared, liberal arts education. With rapport as a foundation, the school is a safe, respectful, rigorous, and goal-oriented environment that is driven by the expectation that all students are able to realize their full potential.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Student Responsibilities at Renaissance Academy As a student, I am responsible for: 1. Coming to class on time and being prepared to work. 2. Showing respect to all school personnel and adults in the building. 3. Showing respect to all students by doing nothing to jeopardize our learning. 4. Completing all required assignments, studying, and reviewing what I have learned each day. Students begin each day with a recitation of the school Code of Conduct: I am here to learn. Therefore, I will: Respect myself, others, and the environment. Cooperate with all school personnel. Do nothing to keep the teacher from teaching or keep anyone, including myself, from learning. The Eight Core Values are at the center of the RA system of belief and culture: The core values embraced by Renaissance Academy Community are Hope, Respect, Responsibility, Courage, Justice, Compassion, Integrity, and Wisdom.

STAFF

Staff Responsibilities at Renaissance Academy As a teacher and staff member, I am responsible for: 1. Helping each student grow to their fullest potential. 2. Providing an environment conducive to learning. 3. Supplying clear evaluation of student progress and achievement to students and Parents / Guardians.

ADMINISTRATION

Administrator Responsibilities at Renaissance Academy As an administrator, I am responsible for: 1. Providing a safe and secure learning environment at school each day. 2. Providing equal access to educational resources for all students. 3. Acting, when necessary, on students, teachers, and family's behalves. 4. Informing parents/guardians of events, achievements, and school-wide concerns.

PARENTS

Family / Guardian Responsibilities at Renaissance Academy As a parent/guardian, I am responsible for: 1. Seeing that my student attends scheduled classes. 2. Providing a home environment that encourages my students to learn. 3. Helping my student to meet their academic responsibilities. 4. Encourage my students to study and/or review skills regularly.

COMMUNITY

Community is integral to the success, support, and development of the Charter School. To ensure that school culture is at the center of the mindsets driving the school, The Board of Trustees has commissioned The Climate and Culture Committee. This committee strives to partner with families, staff, and other members of the Renaissance community to provide an open forum to support a positive climate and culture at Renaissance Academy. It seeks to provide a proactive platform for collaboration and effective communication. It aims to resolve issues, concerns, and situations that affect the climate and culture, striving to promote a positive learning and working environment for all. The wider community is welcomed into the school in various ways to promote the school in the greater context and encourage ongoing partnerships—these range from formal MOUs with local entities to service-based initiatives. There are instances through each school year during which community members are invited into the school. These include guest speakers, assemblies, local business owners, college representatives, law enforcement, and potential business partners. The staff and students also seek opportunities to participate in community awareness outside the school. This is accomplished through many avenues not limited to student service projects, participation in local state and national organizations, and being active at community events.

OTHER (OPTIONAL)

Alumni of Renaissance Academy are held to high expectations as they carry forth the Mission and Vision in their ambassadorship beyond graduation. Graduates of Renaissance Academy Charter School, as a result of their education and their unique experiences, will: Realize their full potential. Cultivate an inclusive environment. Perpetuate a strong alumni network. Value and pursue continuing education. Succeed as scholars, workers, and citizens. Attract colleges, universities, and future employers. Employ a growth mindset to break barriers. Function confidently in a diverse-minded community. Embrace and contribute to technological innovations. Identify problems and take action in their community. Possess the capacity to be a model of accountability. Appreciate the value of creativity and its relationship to success. Build rapport and have the ability to create that atmosphere in their future environment. Thrive in an environment that expects high standards and confidently seeks continued improvement.

STEERING COMMITTEE

Name	Position	Building/Group
Gina Guarino Buli	Administrator	Renaissance Academy
David Cosme	Administrator	Renaissance Academy Charter School
Heather Rinker	Administrator	Renaissance Academy Charter School
Jessica Martin	Parent	Renaissance Academy Charter School
Beth Falcone	Board Member	Renaissance Academy Charter School
Sujya Nahari	Board Member	Renaissance Academy Charter School
Yvan Francois	Board Member	Renaissance Academy Charter School
Karen Swan	Staff Member	Renaissance Academy Charter School
Ashely Wakefield	Staff Member	Renaissance Academy Charter School
Jennett Fassnacht	Staff Member	Renaissance Academy Charter School
Charles Keller	Staff Member	Renaissance Academy Charter School
Shannon Kirk	Staff Member	Renaissance Academy Charter School
Carol Schaeffer	Staff Member	Renaissance Academy Charter School

Name	Position	Building/Group
Greg Queen	Board Member	Renaissance Academy Charter School
Heather Persons	Parent	Renaissance Academy Charter School
Daniel Rufo	Community Member	Renaissance Academy Charter School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>The MTSS Process has been developed and used at the school for academic purposes. The past 2-3 years have shown an increased need for more robust support at the behavioral stage and with students' increased needs. A dedicated staff member to lead and support this process, as well as ongoing staff training, are several steps put in place to help this need.</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems</p> <p>Wellness</p>
<p>BOT has committed focus and resources toward recruitment to prepare better and compensate. Time and attention to onboarding have become a significant focus with Leadership.</p>	<p>Professional learning</p>
<p>The creation of multiple classrooms increased staff for support in the Special education environment, and a regular education environment has been provided.</p>	<p>Other</p>
<p>Increased math and reading scores at all levels are a priority and are measured through PSSA, Keystone, and local assessments with direct tie-ins to the school's MSA goals for student outcomes.</p>	<p>English Language Arts</p> <p>English Language Growth and Attainment</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Training in Diversity and Equity

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Diversity & Inclusion supports	By the year 2029, RA will actively cultivate a culture of inclusion that aims to meet the needs of diverse learners, as measured by: a.) Expanding opportunities for college and career readiness. b.) Ensuring we meet students' physical, mental, and emotional needs. c.) Increasing equity and equality throughout the school community. d.) Broaden the integration and development of technology and information resources as they relate to diverse curriculum offerings. Diversity and Equity goals are shared with the community, understood by staff, and become part of the fabric of the school's Mission and vision. Tangible examples are prominently displayed in the school setting, and all staff can speak to the goals and their purpose in the environment. Recruitment reflects the school's diversity, and community members know the expectations around this goal.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Secure Safe Space Training	2022-08-17 - 2024-06-30	Ashley Wakefield / Jennet Fastnacht	Survey Staff Trainers
Next Level Training and follow-up	2023-10-07 - 2024-10-31	Ashley Wakefield / Jennet Fastnacht	Evaluations / Survey

Anticipated Outcome

Staff awareness, understanding, and skills around safe spaces and inclusivity are increased and at a level of normalized behavior in classrooms and school environments.

Monitoring/Evaluation

Pre & Post Training Survey Student voice output EE rubric evaluation PAYS output regarding safety & inclusivity

Evidence-based Strategy

Improve Mathematics in K-12

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Mathematics Improvement	By the year 2029, RA will see growth in the overall student performance in math skills. The overall goal is a seven-year goal based on MSA targets. This Comprehensive Plan covers years within that goalline.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
By the year 2029, RA will see growth in the overall student performance in math skills by: The percentage of students not scoring Proficient or Advanced on the Algebra I Keystone exam by their graduating year will decrease by 50%; The percent of students at each grade level meeting or exceeding the projected growth for student norms on the spring MAP in mathematics will be 70% or greater by Year 7 & In order to maintain accountability, we will gauge student engagement and confidence in the subject area. Students will be given a two-question self-reflection	2023-08-23 - 2029-06-30	David Cosme / Karen Swan	PSSA Spring data Spring Keystone DRC Student Data File, Spring MAP Student Growth Summary report. Yearly Spring Keystone DRC Student Data File, MAP Growth Summary report MSA

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
survey three times a year.			Assessment Data sheet
Identify strategies and resources to guide instruction based on assessment results.	2023-08-30 - 2029-06-30	David Cosme / Karen Swan	Data from the testing - reports Testing data, Action plans/Data Boards, curriculum resources Data Boards, Classroom Assessment/Gradebook for updated growth. Curriculum and CL meeting notes, team meeting agendas
Objective #1: By the year 2029, RA will see growth in the overall student performance in math skills. Strategy #1: Reaching pre-pandemic levels of student performance	2023-08-08 - 2029-06-30	David Cosme / Karen Swan - Director of Student Achievement, Curriculum Lead	Spring data Spring Keystone DRC Student Data File, Spring MAP Student Growth Summary report. Yearly Spring Keystone DRC Student Data File, MAP Growth Summary report MSA Assessment Data sheet Curriculum and CL meeting notes, team meeting agendas

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

By the year 2029, RA will see growth in the overall student performance in reading skills, as measured by:

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA / Literacy

By the year 2029, RA will see growth in the overall student performance in reading skills, as measured by keystones, PSSA, MAP, and Internal measures. The overall goal is a seven-year goal based on MSA targets. This Comprehensive Plan covers years within that goalline.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Reaching pre-pandemic levels of student performance	-	David Cosme / Ashley Wakefield - Director of Student Achievement, Curriculum Lead	PSSA Spring data Spring Keystone DRC Student Data File, Spring MAP Student Growth Summary report. Yearly Spring Keystone DRC Student Data File, MAP Growth Summary report MSA Assessment Data sheet Curriculum and CL meeting notes, team meeting agendas
Identify strategies and	-	Curriculum	Data from the testing - reports Testing data, Action plans/Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
resources to guide instruction based on assessment results.		Lead/Teachers/Achievement Director	Boards, curriculum resources Data Boards, Classroom Assessment/Gradebook for updated growth.

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

Create and Plan for Structured SAP Team

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS / SAP	Through the increased focus on the MTSS Process, the development of a formally trained SAP Team, and an increased focus on Climate and culture for diversity, the school will provide a supportive, holistic learning environment where students feel safe and able to learn.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Secure SAP Team Lisaon & Team Training	2023-06-08 - 2023-08-30	Adrianna Martinez / Lisa Fleck - Counseling Department Lead	Funding through PCCD grant POC Training set up / details
Develop Forms for use by SAP and the School.	2023-08-01 - 2024-06-30	Ashley Morse	Sample Forms Created documents Review by Team
Set meetings/plan for meetings / implement support protocol.	2023-10-01 - 2025-06-30	Lisa Fleck / SAP Team Members	Ongoing updates Communications Evaluation of progress and process

Anticipated Outcome
 Consistent Use

Monitoring/Evaluation
 Bi-weekly meetings Liason Feedback Annual PDE report



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the year 2029, RA will actively cultivate a culture of inclusion that aims to meet the needs of diverse learners, as measured by: a.) Expanding opportunities for college and career readiness. b.) Ensuring we meet students' physical, mental, and emotional needs. c.) Increasing equity and equality throughout the school community. d.) Broaden the integration and development of technology and information resources as they relate to diverse curriculum offerings. Diversity and Equity goals are shared with the community, understood by staff, and become part of the fabric of the school's Mission and vision. Tangible examples are prominently displayed in the school setting, and all staff can speak to the goals and their purpose in the environment. Recruitment reflects the school's diversity, and community members know the expectations around this goal. (Diversity & Inclusion supports)</p>	Training in Diversity and Equity	Secure Safe Space Training	08/17/2022 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the year 2029, RA will actively cultivate a culture of inclusion that aims to meet the needs of diverse learners, as measured by: a.) Expanding opportunities for college and career readiness. b.) Ensuring we meet students' physical, mental, and emotional needs. c.) Increasing equity and equality throughout the school community. d.) Broaden the integration and development of technology and information resources as they relate to diverse curriculum offerings. Diversity and Equity goals are shared with the community, understood by staff, and become part of the fabric of the school's Mission and vision. Tangible examples are prominently displayed in the school setting, and all staff can speak to the goals and their purpose in the environment. Recruitment reflects the school's diversity, and community members know the expectations around this goal. (Diversity & Inclusion supports)</p>	Training in Diversity and Equity	Next Level Training and follow-up	10/07/2023 - 10/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the year 2029, RA will see growth in the overall student performance in math skills. The overall goal is a seven-year goal based on MSA targets. This Comprehensive Plan covers years within that goalline. (Mathematics Improvement)</p>	<p>Improve Mathematics in K-12</p>	<p>By the year 2029, RA will see growth in the overall student performance in math skills by: The percentage of students not scoring Proficient or Advanced on the Algebra I Keystone exam by their graduating year will decrease by 50%; The percent of students at each grade level meeting or exceeding the projected growth for student norms</p>	<p>08/23/2023 - 06/30/2029</p>

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

on the spring MAP in mathematics will be 70% or greater by Year 7 & In order to maintain accountability, we will gauge student engagement and confidence in the subject area. Students will be given a two-question self-reflection survey three times a year.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the year 2029, RA will see growth in the overall student performance in math skills. The overall goal is a seven-year goal based on MSA targets. This Comprehensive Plan covers years within that goalline. (Mathematics Improvement)</p>	<p>Improve Mathematics in K-12</p>	<p>Objective #1: By the year 2029, RA will see growth in the overall student performance in math skills. Strategy #1: Reaching pre-pandemic levels of student performance</p>	<p>08/08/2023 - 06/30/2029</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through the increased focus on the MTSS Process, the development of a formally trained SAP Team, and an increased focus on Climate and culture for diversity, the school will provide a supportive, holistic learning environment where students feel safe and able to learn. (MTSS / SAP)	Create and Plan for Structured SAP Team	Develop Forms for use by SAP and the School.	08/01/2023 - 06/30/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Gina Guarino Buli

2023-10-01

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

A strong culture of achievement is evidenced by high participation rates and daily attendance rates.

Commitment to school and college readiness as evidenced by a high graduation rate and effort to ensure the college readiness process is strong.

High school Keystone scores show an increase in all subjects over time and have been above the state average.

Focus on literacy and writing time built into the elementary schedule with the intention and in response to post-pandemic declines in this area.

Math PSSAs showed an increase for the school overall. Most of the gains in math were significant, especially considering the increasing difficulty level on the math tests as the grades increase.

Increase AP Course Offerings in the science department and additional staff training.

Addition of STEAM and Technology classes, clubs, and opportunities at multiple grade levels in Elementary and Middle.

Challenges

Math achievement

ELA achievement

College career readiness Progress focused on oversight.

On the keystones, amidst the achievement, the Black and Economically disadvantaged groups underperform other groups within the school. These subgroups remain an area of focus for the school and for the state as a whole.

The school uses the NEWA (MAP) test to project outcomes. Some projections in the 2022-2023 school year did not align with actual outcomes. This disparity needs to be a focus of planning explored to understand better why the outcomes were below expectations and to provide teachers with the resources and materials to alter those outcomes.

Teacher turnover in many areas of the school affected outcomes. Specific to ELA-tested subject areas and the loss of a Curriculum Leader in this area at mid-year decreased oversight and support for newly hired staff members.

The school uses the NEWA test to help project outcomes. Some

Strengths

Development of School-to-work Internship opportunity for high school students (Knights to Work)

Dedicated Professional Learning Community Time for Educators - Daily Schedule rotation

Student-led Conferences driven by SMART goals.

School-wide goals met in 339 Planning for the current school year.

Dedicated staff working toward improvement in College Readiness preparation includes fiscal management of tools, student-focused actions in and around college readiness beginning in elementary school, and providing parents and families resources to prepare and acquire what is needed.

Enthusiasm for STEAM and related fields has grown the ability to deliver higher-level science courses. It has also provided an interest level among elementary, middle, and high school students wishing to learn more about careers in STEM and science fields. Research projects with student-minded efforts produce positive outcomes.

Plans to update the curriculum and increase focused literacy/writing time in the school schedule have been put in place for future planning purposes.

Challenges

projections were not in line with outcomes, and this disparity needs to be a focus of planning explored to understand better why the outcomes were below expectations and to provide teachers with the resources and materials to alter those outcomes.

The school is increasing lab space availability of technology in the school's physical design.

They have focused time and staffing to support the Future Ready Planning documentation and consistency of efforts so that all students have the same exposure to unique experiences and career exploration.

MTSS process in varying stages of implementation seeking greater consistency

SAP Team Development in Early Emergent Stages

Teacher turnover in areas of tested subjects and school-wide impacted performance and student growth.

The lack of qualified staff in higher-level math classrooms poses a challenge for hiring. In multiple cases, staff with emergency certifications were secured and required additional oversight, coaching, and support.

We are meeting the needs of more varied classes for students

Strengths

Student enrollment increases have allowed for additional staff hires and space acquisition.

Creation of multiple new classrooms, at several grade levels to meet the needs of diverse learners

A strong school culture that directly supports the Mission and Vision is consistently used as a benchmark for setting expectations.

Challenges

seeking science careers.

Local and community support of growing programs funding for STEM activities for sustainability within the curriculum.

Recruiting, hiring, and maintaining high-quality staff in hard-to-fill positions in the areas of math and science. This is a focus for HR recruitment and professional development to ensure staff are provided support and resources to perform.

Teacher turnover/leadership changes in curriculum support and 'difficult to fill' areas

Student attrition post-pandemic has been steady and recruitment efforts are required.

Academic and social needs of students have presented higher, and in need of more focused, targeted support than in prior years.

Overall, Math and ELA scores on multiple measures are a focus and are directly aligned to the MSA goal setting determined as a need for continuous growth.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
MTSS process in varying stages of implementation seeking greater consistency	MTSS Process has been in place for academic needs and is being maintained while always in refinement. For behavioral needs, the challenges have come with new behaviors of concern, staff possibly lacking skills to manage behaviors, and the school seeking to develop or acquire more robust support. Futhermore when plans have been created some have been loosely followed due to recent years' staff turnover and post-pandemic realities. The SAP Team has been formally trained and is in the early stages of pursuing implementation. This will be a focus for the term of the Comprehensive Plan.	✓
SAP Team Development in Early Emergent Stages		
On the Keystones, amidst the achievement, the Black and Economically disadvantaged groups underperform other groups within the school. These subgroups remain an area of focus for the school and for the state as a whole.		

Challenges**Discussion Point****Priority for Planning**

Teacher turnover in many areas of the school affected outcomes. Specific to ELA-tested subject areas and the loss of a Curriculum Leader in this area at mid-year decreased oversight and support for newly hired staff members.

Recruiting, hiring, and maintaining high-quality staff in hard-to-fill positions in the areas of math and science. This is a focus for HR recruitment and professional development to ensure staff are provided support and resources to perform.

Academic and social needs of students have presented higher, and in need of more focused, targeted support than in prior years.

Overall, Math and ELA scores on multiple measures are a



Challenges**Discussion Point****Priority for Planning**

focus and are directly aligned to the MSA goal setting determined as a need for continuous growth.

ADDENDUM B: ACTION PLAN

Action Plan: Training in Diversity and Equity

Action Steps	Anticipated Start/Completion Date
Secure Safe Space Training	08/17/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Pre & Post Training Survey Student voice output EE rubric evaluation PAYS output regarding safety & inclusivity	Staff awareness, understanding, and skills around safe spaces and inclusivity are increased and at a level of normalized behavior in classrooms and school environments.

Material/Resources/Supports Needed	PD Step	Comm Step
Survey Staff Trainers	yes	no



Action Steps

Anticipated Start/Completion Date

Next Level Training and follow-up

10/07/2023 - 10/31/2024

Monitoring/Evaluation

Anticipated Output

Pre & Post Training Survey Student voice output EE rubric evaluation PAYS output regarding safety & inclusivity

Staff awareness, understanding, and skills around safe spaces and inclusivity are increased and at a level of normalized behavior in classrooms and school environments.

Material/Resources/Supports Needed

PD Step

Comm Step

Evaluations / Survey

yes

no

Action Plan: Improve Mathematics in K-12

Action Steps**Anticipated Start/Completion Date**

By the year 2029, RA will see growth in the overall student performance in math skills by: The percentage of students not scoring Proficient or Advanced on the Algebra I Keystone exam by their graduating year will decrease by 50%; The percent of students at each grade level meeting or exceeding the projected growth for student norms on the spring MAP in mathematics will be 70% or greater by Year 7 & In order to maintain accountability, we will gauge student engagement and confidence in the subject area. Students will be given a two-question self-reflection survey three times a year.

08/23/2023 - 06/30/2029

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed**

PD Step **Comm Step**

PSSA Spring data Spring Keystone DRC Student Data File, Spring MAP Student Growth Summary report. Yearly Spring Keystone DRC Student Data File, MAP Growth Summary report MSA Assessment Data sheet

yes no

Action Steps**Anticipated Start/Completion Date**

Identify strategies and resources to guide instruction based on assessment results.

08/30/2023 - 06/30/2029

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed**

PD Step **Comm Step**

Data from the testing - reports Testing data, Action plans/Data Boards, curriculum resources Data Boards, Classroom Assessment/Gradebook for updated growth. Curriculum and CL meeting notes, team meeting agendas

no



Action Steps

Anticipated Start/Completion Date

Objective #1: By the year 2029, RA will see growth in the overall student performance in math skills.
Strategy #1: Reaching pre-pandemic levels of student performance

08/08/2023 - 06/30/2029

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step **Comm Step**

Spring data Spring Keystone DRC Student Data File, Spring MAP Student Growth Summary report. Yearly Spring Keystone DRC Student Data File, MAP Growth Summary report MSA Assessment Data sheet Curriculum and CL meeting notes, team meeting agendas

yes

Action Plan: By the year 2029, RA will see growth in the overall student performance in reading skills, as measured by:

Action Steps**Anticipated Start/Completion Date**

Reaching pre-pandemic levels of student performance 01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD
Step** **Comm
Step**

PSSA Spring data Spring Keystone DRC Student Data File, Spring MAP Student Growth Summary report. Yearly Spring
Keystone DRC Student Data File, MAP Growth Summary report MSA Assessment Data sheet Curriculum and CL meeting
notes, team meeting agendas

no



Action Steps**Anticipated Start/Completion Date**

Identify strategies and resources to guide instruction based on assessment results.

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed**

PD Step	Comm Step
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Data from the testing - reports Testing data, Action plans/Data Boards, curriculum resources Data Boards, Classroom Assessment/Gradebook for updated growth.

no

Action Plan: Create and Plan for Structured SAP Team

Action Steps**Anticipated Start/Completion Date**

Secure SAP Team Lisaon & Team Training

06/08/2023 - 08/30/2023

Monitoring/Evaluation**Anticipated Output**Bi-weekly meetings Liason Feedback Annual PDE
report

Consistent Use

Material/Resources/Supports Needed**PD Step****Comm Step**

Funding through PCCD grant POC Training set up / details

yes



Action Steps**Anticipated Start/Completion Date**

Develop Forms for use by SAP and the School.

08/01/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Bi-weekly meetings Liason Feedback Annual PDE report

Consistent Use

Material/Resources/Supports Needed**PD Step****Comm Step**

Sample Forms Created documents Review by Team

yes

yes



Action Steps**Anticipated Start/Completion Date**

Set meetings/plan for meetings / implement support protocol.

10/01/2023 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Bi-weekly meetings Liason Feedback Annual PDE report

Consistent Use

Material/Resources/Supports Needed**PD Step****Comm Step**

Ongoing updates Communications Evaluation of progress and process

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the year 2029, RA will actively cultivate a culture of inclusion that aims to meet the needs of diverse learners, as measured by: a.) Expanding opportunities for college and career readiness. b.) Ensuring we meet students' physical, mental, and emotional needs. c.) Increasing equity and equality throughout the school community. d.) Broaden the integration and development of technology and information resources as they relate to diverse curriculum offerings. Diversity and Equity goals are shared with the community, understood by staff, and become part of the fabric of the school's Mission and vision. Tangible examples are prominently displayed in the school setting, and all staff can speak to the goals and their purpose in the environment. Recruitment reflects the school's diversity, and community members know the expectations around this goal. (Diversity & Inclusion supports)</p>	<p>Training in Diversity and Equity</p>	<p>Secure Safe Space Training</p>	<p>08/17/2022 - 06/30/2024</p>
<p>By the year 2029, RA will actively cultivate a culture of inclusion that aims to meet the needs of diverse learners, as measured by: a.) Expanding opportunities for college and career readiness. b.) Ensuring we meet students' physical, mental, and emotional needs. c.) Increasing equity and equality throughout the school community. d.) Broaden the integration and development of technology and information resources as they relate to diverse curriculum offerings. Diversity and Equity goals are shared with the community, understood by staff, and become part of the fabric of the school's Mission and vision. Tangible examples are prominently displayed in the school setting, and all staff can speak to the goals and their purpose in the environment. Recruitment reflects</p>	<p>Training in Diversity and Equity</p>	<p>Next Level Training and follow-up</p>	<p>10/07/2023 - 10/31/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>the school's diversity, and community members know the expectations around this goal. (Diversity & Inclusion supports)</p>			
<p>By the year 2029, RA will see growth in the overall student performance in math skills. The overall goal is a seven-year goal based on MSA targets. This Comprehensive Plan covers years within that goalline. (Mathematics Improvement)</p>	<p>Improve Mathematics in K-12</p>	<p>By the year 2029, RA will see growth in the overall student performance in math skills by: The percentage of students not scoring Proficient or Advanced on the Algebra I Keystone exam by their graduating year will decrease by 50%; The percent of students at each grade level meeting or exceeding the projected growth for student norms</p>	<p>08/23/2023 - 06/30/2029</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		<p>on the spring MAP in mathematics will be 70% or greater by Year 7 & In order to maintain accountability, we will gauge student engagement and confidence in the subject area. Students will be given a two-question self-reflection survey three times a year.</p>	
<p>By the year 2029, RA will see growth in the overall student performance in math skills. The overall goal is a seven-year goal based on MSA targets. This Comprehensive Plan covers years within that goalline. (Mathematics Improvement)</p>	<p>Improve Mathematics in K-12</p>	<p>Objective #1: By the year 2029, RA will see growth in the overall student performance in math skills. Strategy #1: Reaching pre-</p>	<p>08/08/2023 - 06/30/2029</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		pandemic levels of student performance	
Through the increased focus on the MTSS Process, the development of a formally trained SAP Team, and an increased focus on Climate and culture for diversity, the school will provide a supportive, holistic learning environment where students feel safe and able to learn. (MTSS / SAP)	Create and Plan for Structured SAP Team	Develop Forms for use by SAP and the School.	08/01/2023 - 06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Safer Spaces	All staff will attend a Beginner and advanced session over two years. The cycle may repeat as needed for newly hired staff.	Diversity LGBTQTA+ vocabulary Student input and response to staff behaviors Case studies
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Pre-Post survey	09/07/2022 - 10/31/2024	Ashley Wakefield

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Common Ground: Culturally Relevant Sustaining Education

Professional Development Step

Audience

Topics of Prof. Dev

Identify strategies and resources to guide instruction based on assessment results

All K-12 Teachers of Math

1. Identify students who did not make growth. 2. Teachers review/analyze data to make instructional adjustments. 3. Respond to progress towards goals by adjusting strategies and resources as needed. Expectations in Math Classroom Integration of new programs (ex: IXL)

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Cycle of Improvement in Math through ongoing refinement of teaching practices

08/16/2023 - 06/30/2026

Karen Swan

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in Inclusive Settings

1c: Setting Instructional Outcomes

Teaching Diverse Learners in Inclusive Settings

3d: Using Assessment in Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Through the increased focus on the MTSS Process, the development of a formally trained SAP Team, and an increased focus on Climate and culture for diversity, the school will provide a supportive, holistic learning environment where students feel safe and able to learn. (MTSS / SAP)	Create and Plan for Structured SAP Team	Secure SAP Team Lisaon & Team Training	2023-06-08 - 2023-08-30
Through the increased focus on the MTSS Process, the development of a formally trained SAP Team, and an increased focus on Climate and culture for diversity, the school will provide a supportive, holistic learning environment where students feel safe and able to learn. (MTSS / SAP)	Create and Plan for Structured SAP Team	Develop Forms for use by SAP and the School.	2023-08-01 - 2024-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
School and Community Awareness	Internal Staff Board of Trustees	Development of team Funding required Plan for implementation

Anticipated Timeframe	Frequency	Delivery Method
08/16/2023 - 06/30/2026	Start of Program - BOT Public Meeting Monthly update at BOT Meetings as needed to support program progress	Public service announcement Presentation

Lead Person/Position
Gina Guarino Buli

Communication Step	Audience	Topics/Message of Communication
Staff Information and Use	Team Meetings	Program elements Forms Process for referrals MTSS integration

Anticipated Timeframe	Frequency	Delivery Method
10/11/2023 - 06/30/2026	Team meetings as needed - Six Day Cycle opportunity	Other

Lead Person/Position
Adri Martinez

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Draft Shared with Committee	Please review and provide input or feedback.	Email Review	All Committee Members	30 days prior to posting
Final Document Shared for Board Review	Plan review for updates, input, and ongoing support of BOT	Public Board Meeting	Board of Trustees	30 days prior to public posting
Final Document for Public Posting	PDE Comprehensive Plan to Support MSA Goals	www.rak12.org	Community at Large	Post-vote and approval

