

Alliance for Progress CS

Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Alliance for Progress Charter School		126512990
Address 1		
1722 Cecil B. Moore Ave.		
Address 2		
City	State	Zip Code
Philadelphia	Pennsylvania	19121
Chief School Administrator		Chief School Administrator Email
Stacey Scott		sscott@afpcs.org
Single Point of Contact Name		
Stacey Scott		
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Single Point of Contact Phone Number		Single Point of Contact Extension
2152324892		
Principal Name		
Brian Cameron		
Principal Email		
bcameron@afpcs.org		
Principal Phone Number		Principal Extension
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School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stacey Scott	Chief Executive Officer	AFPCS	sscott@afpcs.org
Bryson Mills	Business Representative	3B Moving & Transportation, LLC	brysonmills3@gmail.com
Larry Griffin	Board Member	AFPCS	lgriffin@beechinterplex.com
Kimberly Hensinger	Business Representative	OmniVest Management Inc.	khensinger@omninvestllc.com
Marceda Richardson	Parent	AFPCS	cedabeen@yahoo.com
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Brian Cameron	Principal	AFPCS	bcameron@afpcs.org
Katrina Alicea	Education Specialist	AFPCS	kalicea@afpcs.org
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Rhonda Smith	Teacher	AFPCS	rsmith@afpcs.org
Sheila Ames	Data Analyst	AFPCS	sames@afpcs.org

LEA Profile

The Alliance for Progress administrative structure emphasizes team leadership. Led by CEO Stacey Scott and Principal Brian Cameron, identified members of the board, teachers and parents, Alliance promotes scholars through a rich academic program. Alliance for Progress entrusts all stakeholders in the common goal of closing the gap for all students. Alliance does this through a positive school culture, use of technology and data driven instruction.

Mission and Vision

Mission

Like its' founding organization, the Women's Christian Alliance, the Alliance for Progress Charter School believes in the value of community and educational opportunities to enhance every child's potential. Our mission is to teach children to use rapidly changing technologies to improve themselves and positively impact the world. We work to model a caring community focusing on shared decision making, communication, and mutual respect.

Vision

Our Vision is to continuously engage students in real-life academic challenges that build upon basic information and skills. We utilize research-based teaching strategies and a variety of innovative approaches to determine what students have learned and where they need additional support. We recognize the importance of peace, acceptances and respect combined with the ability to analyze and problem solve as being essential for learning more about ourselves, our communities and our world. At Alliance, we envision a community where students, families, staff, and neighbors work together to foster creativity, personal responsibility, accountability, and cooperation between students. Students will know how to effectively use technology to communicate and get information. Students will also achieve academically and develop critical thinking and problem-solving skills that will lead to success in an ever changing world. In order to bring our vision to reality, we will:

- Develop community partnerships
- Foster students' creativity
- Teach responsibility
- Provide quality instruction
- Encourage opportunities for students to think critically and solve problems

Alliance for Progress Charter School has high expectations for all students, therefore, high academic performance is our focus and what drives everything we do. Teachers work as a team to encourage students to be independent learners and use a variety of small group methods to develop problem solving skills, cooperation, and higher level thinking skills. The staff works closely with parents and other community members to be responsive to the needs of students and the community.

Educational Values

Students

Student will fully engage in the learning process by using advance technology and research -based strategies to meet and/or exceed annual learning goals. Students will receive data driven instruction which is effectively implemented through proven curriculum/teaching strategies. Skills will be targeted through small group instruction and intervention. In math, science, and ELA, technology will be integrated on a daily basis.

Staff

Educators will provide students with a rigorous standards-based and data driven education. Educators will challenge students to be critical thinkers and independent learners. Our faculty and staff commit to our nine core values. 1. Mission Driven –All of our decisions are grounded in the success of our students. We keep kids first and we meet every child where they are... without judgment. 2. Innovative – We use technology to enhance the teaching & learning experience for all. 3. Practice, Practice, Practice! – We learn by doing and having fun! 4. Alliance for Progress – We commit to partner with our families as they have trusted us with their children. They are their child’s first teacher. 5. Bring our Best – We are resourceful, work hard and strive to bring our best every day as our student’s futures are at stake. When we fall short, we own it and recommit. 6. Make it Happen – When a problem arises, we commit to being bigger than our feelings and work to find solutions immediately. 7. Straight Talk – We go straight to the source and deliver respectful feedback with the sole intention of improving performance and student outcomes. 8. Integrity – We are honest and ethical in our words and actions. We do the right thing, even when no one is watching because we know it is the right thing to do. 9. One Team– We are in this together. We may disagree, but at the end of the day, we support each other 100%.

Administration

Administration will hire and supervise qualified educators to help fulfill the goal of providing students with a rigorous, standards-based education. Admin will provide educators with continuous research-based training and development in order to advance teacher effectiveness. Administration will be dedicated to real time coaching for effective classroom instruction, and ongoing feedback for student success improvement.

Parents

Parents will commit to bringing students to school daily, hold students accountable for learning and completing assignments, and partner with educators in order to maximize student success. Parents will engage with school monthly through activities provided. Parent monthly activities include, Math Night, Literacy Night.. etc. Parents will continue to develop commitment with parent advisory board.

Community

Community will partner with the school, by offering services and targeted training, support student/parent events, and assist the school with building capacity within the community. Community leaders will join events offered by the school as their partnership develops.

Other (Optional)

The School's Board of Trustees will support the school with governance, policy, and fundraising.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts Growth	77% Growth Score
Math Growth	100% Growth Score

Challenges

Indicator	Comments/Notable Observations
Percent of Students with Regular Attendance	Percentage at 66.4%
Science Growth Score	Percentage at 61%, State Average 74.7%

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

Strengths

Indicator Student Growth Score for ELA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 77.0 Growth Rating, green category
Indicator Math Growth Score ESSA Student Subgroups African-American/Black	Comments/Notable Observations 100 Rating, blue category

Challenges

Indicator	Comments/Notable Observations
Math Interim Goal/Improvement Target for Students with Disabilities	0% Rating

ESSA Student Subgroups Students with Disabilities	
Indicator Science Growth Score ESSA Student Subgroups African-American/Black	Comments/Notable Observations 61 Rating

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.

Math Growth Score for african american student subgroup at 73.0 rating
ELA Growth Score for economically disadvantaged student subgroup at 84.0 growth rating

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.

Science Growth Score for african american student subgroup is 58.5
Percent of Students with Regular Attendance is only at 63.4%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
7% Proficient/Advanced in iReady	October 2023 Baseline
11% Proficient/Advanced in iReady	November 2023 Testing
17% Proficient/Advanced in iReady	February 2024 Testing

English Language Arts Summary

Strengths

Parent involvement in curriculum
Teachers using curriculum/coaching with fidelity

Challenges

Consistency with technology integration

Mathematics

Data	Comments/Notable Observations
1% Proficient/Advanced in iReady	September Baseline
5% Proficient/Advanced in iReady	November Testing
6% Proficient/Advanced in iReady	February Testing

Mathematics Summary

Strengths

Continued focus on fluency within Math instruction
Parent involvement in the math curriculum

Challenges

Consistency with technology integration

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Total aggregate percentage of Benchmark One: 17%	Grades 3, 4, 7,8 in Studyisland
Total aggregate percentage of Benchmark Two: 85%	Grades 3, 4, 7,8 in Studyisland

Science, Technology, and Engineering Education Summary

Strengths

Science training for science staff
Use of technology with Savaas
Parent trainings around the content/curriculum

Challenges

Certification with Science teachers

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of Students completed Career readiness goals	Documentation on hand

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.

Improved use of technology. Currently 75% of teachers use technology on a consistent basis
Increased educational opportunities for all students, scheduling took well-rounded approach into action.

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.

Parent and Family engagement, struggled to have high percentage of parents join
Effective use of technology. Using in 80% or more of classes

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
Improving our PE program to become more well-rounded. Currently 80% of planning is done with consideration for all population.	Implemented long term planning

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Focus on Parent Community increased with adding monthly meetings/nights. Over 99% of population qualifies for Title One, parent support is crucial.	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Students made growth in Math, but continue to perform at lower level

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.

Increased parent engagement through monthly community gatherings. Data wise, once a month is goal.
Put a focus on arts/humanities to increase a well rounded experience. Creation of equitable schedule.

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.

Consistency with parents attending/supporting.
Troubles with keeping devices well run. Needed over 150 new devices.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Need SPED Director Hired
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	Change of counselors
Technology Plan	Adapted our school technology plan
English Language Development Programs	

Strengths

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

Solidified our technology plan/director position
Hired a new SPED Director with vast experience

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.

Turnover in guidance program

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	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
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	Operational

Summary

Strengths

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

Variety of different assessments
Monitoring of student data

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?

MTSS Systems
Partnering with the community

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
Math Growth Score for african american student subgroup at 73.0 rating	True
ELA Growth Score for economically disadvantaged student subgroup at 84.0 growth rating	True
Parent involvement in curriculum	True
Teachers using curriculum/coaching with fidelity	False
Continued focus on fluency within Math instruction	False
Parent involvement in the math curriculum	False
Science training for science staff	False
Use of technology with Savaas	False
Parent trainings around the content/curriculum	False
Improved use of technology. Currently 75% of teachers use technology on a consistent basis	False
Increased educational opportunities for all students, scheduling took well-rounded approach into action.	False
Increased parent engagement through monthly community gatherings. Data wise, once a month is goal.	False
Put a focus on arts/humanities to increase a well rounded experience. Creation of equitable schedule.	True
Solidified our technology plan/director position	False
Hired a new SPED Director with vast experience	False
Variety of different assessments	False
Monitoring of student data	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
Science Growth Score for african american student subgroup is 58.5	True

Percent of Students with Regular Attendance is only at 63.4%	True
Consistency with technology integration	False
Consistency with technology integration	False
Certification with Science teachers	False
Parent and Family engagement, struggled to have high percentage of parents join	False
Effective use of technology. Using in 80% or more of classes	False
Consistency with parents attending/supporting.	False
Troubles with keeping devices well run. Needed over 150 new devices.	False
Turnover in guidance program	False
MTSS Systems	False
Partnering with the community	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Science Growth Score for african american student subgroup is 58.5	Difficulty in identifying a certified Science Teacher	True
Percent of Students with Regular Attendance is only at 63.4%	Parent Engagement/Lack of Consequences for Truancy	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Math Growth Score for african american student subgroup at 73.0 rating	Extensive training/coaching on core curriculum delivery
ELA Growth Score for economically disadvantaged student subgroup at 84.0 growth rating	Extensive training/coaching on core curriculum delivery
Parent involvement in curriculum	Increased expectations around deliverables to parents/parent nights
Put a focus on arts/humanities to increase a well rounded experience. Creation of equitable schedule.	Built schedule in rotating way so students have multiple experiences

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will use a consistent data driven approach to teaching Science using technology and involving parent engagement.
	We have partnered with ProjectGO and will also use in house strategies to improve student attendance further this year.

Goal Setting

Priority: We will use a consistent data driven approach to teaching Science using technology and involving parent engagement.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Parent engagement will improve at AFPCS by 25% over the course of three years. Improvement will be evidenced by attending family nights, parent teacher conferences, and other school functions.			
Measurable Goal Nickname (35 Character Max)			
Parent Engagement			
Target Year 1	Target Year 2	Target Year 3	
Parent engagement will improve at AFPCS by 10% over the first year. Improvement will be evidenced by attending family nights, parent teacher conferences, and other school function	Parent engagement will improve at AFPCS by 17.5% after the second year. Improvement will be evidenced by attending family nights, parent teacher conferences, and other school function	Parent engagement will improve at AFPCS by 25% over the course of three years. Improvement will be evidenced by attending family nights, parent teacher conferences, and other school functions.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2.5%	5%	7.5%	10%

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
Alliance for Progress Charter School will improve the technology use in our school by 4% over the course of three years as evidenced by parent survey.			
Measurable Goal Nickname (35 Character Max)			
Technology Use			
Target Year 1	Target Year 2	Target Year 3	
Alliance for Progress Charter School will improve the technology use in our school by 1.5% over the course of the first	Alliance for Progress Charter School will improve the technology use in our school by 2.75% over the course of the	Alliance for Progress Charter School will improve the technology use in our school by 4% over the course of three years	

year as evidenced by parent survey.	second year as evidenced by parent survey.	as evidenced by parent survey.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Alliance for Progress Charter School will improve the technology use in our school by 1.5% over the course of the first year as evidenced by parent survey.	Alliance for Progress Charter School will improve the technology use in our school by 1.5% over the course of the first year as evidenced by parent survey.	Alliance for Progress Charter School will improve the technology use in our school by 1.5% over the course of the first year as evidenced by parent survey.	Alliance for Progress Charter School will improve the technology use in our school by 1.5% over the course of the first year as evidenced by parent survey.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Over the course of the next three years, AFPCS will make growth in ELA at a rate of 6%, Growth will be measured by annual PSSA scores.			
Measurable Goal Nickname (35 Character Max)			
ELA Growth			
Target Year 1	Target Year 2	Target Year 3	
Growth in ELA scores on PSSA by 2% from baseline score.	Growth in ELA scores on PSSA by 4% from baseline score.	Over the course of the next three years, AFPCS will make growth in ELA at a rate of 6%, Growth will be measured by annual PSSA scores.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Growth in iReady and other local benchmark testing	Growth in iReady and other local benchmark testing	Growth in iReady and other local benchmark testing	Growth in iReady and other local benchmark testing

Priority: We have partnered with ProjectGO and will also use in house strategies to improve student attendance further this year.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
The number of students attending school over 90% of days will improve by 5% over the course of three school years. Climate director and assistant climate director will also support with this matter.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			

Target Year 1	Target Year 2	Target Year 3	
The number of students attending school over 90% of days will improve by 1.5%	The number of students attending school over 90% of days will improve by 3%	The number of students attending school over 90% of days will improve by 5% over the course of three school years. Climate director and assistant climate director will also support with this matter.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
The number of students attending school over 90% of days will improve by 1.5%	The number of students attending school over 90% of days will improve by 1.5%	The number of students attending school over 90% of days will improve by 1.5%	The number of students attending school over 90% of days will improve by 1.5%

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Over the course of the next three years, AFPCS will make growth in Math at a rate of 6%, Growth will be measured by annual PSSA scores.			
Measurable Goal Nickname (35 Character Max)			
Math Growth			
Target Year 1	Target Year 2	Target Year 3	
Growth in Math scores on PSSA by 2% from baseline score.	Growth in ELA scores on PSSA by 4% from baseline score.	Over the course of the next three years, AFPCS will make growth in Math at a rate of 6%, Growth will be measured by annual PSSA scores.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Growth in iReady and other local benchmark testing	Growth in iReady and other local benchmark testing	Growth in iReady and other local benchmark testing	Growth in iReady and other local benchmark testing

Action Plan

Measurable Goals

Parent Engagement	Technology Use
ELA Growth	Math Growth
Regular Attendance	

Action Plan For: Parent Liaison

Measurable Goals:
<ul style="list-style-type: none"> Parent engagement will improve at AFPCS by 25% over the course of three years. Improvement will be evidenced by attending family nights, parent teacher conferences, and other school functions.

Action Step		Anticipated Start/Completion Date	
With appropriate use/role of parent liaison, parent engagement will see increase		2024-08-21	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Cameron/Watkins/Muhammad/Dennis	Organized schedule of events, parent sign ins, parent survey multiple times. Parent Liaison supported with Title I funds. Climate team supported with Title I funds	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The question "I feel involved in the AFPCS School community" in survey will increase from 81%	Monitored by leadership team with survey results/sign ins. Supported by our Culture/Climate team.

Action Plan For: Increased Technology Use

Measurable Goals:
<ul style="list-style-type: none"> Alliance for Progress Charter School will improve the technology use in our school by 4% over the course of three years as evidenced by parent survey.

Action Step		Anticipated Start/Completion Date	
Technology will increase across the building in staff/student use		2024-08-25	2025-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Floyd/Cameron	Appropriate amount of devices, parent survey, teacher survey	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will implement technology in their classroom. Students will use technology daily in their instruction.	Academic Directors and Coaches through lesson plans/weekly.

Action Plan For: ProjectGo/Schoolwide Policy

Measurable Goals:
<ul style="list-style-type: none"> The number of students attending school over 90% of days will improve by 5% over the course of three school years. Climate director and assistant climate director will also support with this matter.

Action Step		Anticipated Start/Completion Date	
Using ProjectGo and clear schoolwide procedures laid out in handbook, regular attendance will improve		2024-08-26	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Cameron	Attendance Tracker, Parent Letters, Project Go kit, Home visits, Counselor Zahn and Director of Student Support supported by Title I funds	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Amount of students with regular attendance will increase	Monitor every week by attendance team.

Action Plan For: Reading Specialists/Intervention

Measurable Goals:
<ul style="list-style-type: none"> Over the course of the next three years, AFPCS will make growth in ELA at a rate of 6%, Growth will be measured by annual PSSA scores.

Action Step		Anticipated Start/Completion Date	
Using Title I funds, we will increase a focus on ELA and literacy in an attempt to improve overall scores		2024-08-21	2027-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Academic Directors, Reading Specialist (Donna Blatt), Paraprofessionals	Paraprofessional Training/Salaries, Reading Specialist Salary, iReady Assessment Licenses Reading specialist and Director of Student Support supported with Title I funds	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement of ELA Scores over 3 year period	Yearly based on PSSA scores, and quarterly with benchmark testing using iReady

Action Plan For: Increased Small Group Instruction

Measurable Goals:
<ul style="list-style-type: none"> Over the course of the next three years, AFPCS will make growth in Math at a rate of 6%, Growth will be measured by annual PSSA scores.

Action Step		Anticipated Start/Completion Date	
We will increase Small Group Instruction and Fluency Practice in Math		2024-08-26	2025-06-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Rodriguez	Eureka and iReady, Math Interventionist, Math Instructional Coach and Director of Student Supports supported with Title I funds	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased level of fluency will lead to higher fluency scores	Rodriguez and Academic Leaders

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"> Parent Liaison 	Salary for Parent Liason who helps create a bridge between the school and community to ensure the parents and families are involved and informed of the students day-to-day activities.	11265
Instruction	<ul style="list-style-type: none"> Reading Specialists/Intervention 	Salary/Benefits for Reading Specialist who provides supports to students and mentorship/assistance to instructional staff.	149492
Other Expenditures	<ul style="list-style-type: none"> ProjectGo/Schoolwide Policy 	Salary/benefits of Climate Control Director & Assistant who provides emotional, social, and behavioral support to students.	103858
Other Expenditures	<ul style="list-style-type: none"> ProjectGo/Schoolwide Policy 	Salary/benefits of School Counselor who helps to	71891

		eliminate social and emotional barriers to learning.	
Other Expenditures	<ul style="list-style-type: none"> • Reading Specialists/Intervention 	Supports the salary and benefits of a Math and Reading Interventionist	205724
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Reading Specialists/Intervention 	Funds transferred in from Title II to support salary and benefits of Reading Specialist	16640
Other Expenditures	<ul style="list-style-type: none"> • ProjectGo/Schoolwide Policy • Reading Specialists/Intervention • Increased Small Group Instruction 	Funds support the salary and benefits of the Director of Student Support	44375
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • ProjectGo/Schoolwide Policy • Reading Specialists/Intervention • Increased Small Group Instruction 	Transferred in from Title IV to support the salary and benefits of Director of Student Support	44375
Other Expenditures	<ul style="list-style-type: none"> • Increased Small Group Instruction 	Supports the salary and benefits of the Math Instructional Coach	89167
Total Expenditures			736787

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increased Technology Use	Technology will increase across the building in staff/student use
Reading Specialists/Intervention	Using Title I funds, we will increase a focus on ELA and literacy in an attempt to improve overall scores

Research Based PLC

Action Step		
<ul style="list-style-type: none"> Technology will increase across the building in staff/student use 		
Audience		
Full Teaching Staff		
Topics to be Included		
Safe use of devices, Full training in Microsoft Suite, Lanschool Training, iReady Training		
Evidence of Learning		
Implementation of technology in the classroom. Increased usage of technology. Student/Parent responses in survey		
Lead Person/Position	Anticipated Start	Anticipated Completion
Floyd/Cameron	2024-08-21	2027-06-14

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly trainings, technology will be discussed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Share Out of Attendance Policy					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Using ProjectGo and clear schoolwide procedures laid out in handbook, regular attendance will improve 	Full Alliance for Progress Community	Importance of Attendance/Attendance Policy from Handbook	Cameron/Floyd/Tellado	09/01/2024	04/25/2025
Communications					
Type of Communication			Frequency		
Public service announcement			Monthly through ClassDojo, Remind, Social Media		

Reading Specialists/Intervention

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Full Staff/Student Body	Intervention plans for students who are struggling with parts of literacy	Cameron/Blatt	09/15/2024	06/14/2025

Communications

Type of Communication	Frequency
Blog	ClassDojo based on benchmarking

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Title Stakeholder Meeting.docx

Chief School Administrator	Date
Stacey Scott	2024-08-30
Building Principal Signature	Date
Brian Cameron	2024-08-30
School Improvement Facilitator Signature	Date