

Last Reviewed: July 8, 2026

Profile and Plan Essentials

LEA Type		AUN
Charter School		101636920
Address 1		
408 Trojan Way		
Address 2		
City	State	Zip Code
Coal Center	PA	15423
Chief School Administrator		Chief School Administrator Email
Mrs Heather Nicholson		nicholsonh@calcharteracademy.org
Single Point of Contact Name		
Dr. Erica L. Kolat		
Single Point of Contact Email		
kolate@calcharteracademy.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
7247855800		3005
Principal Name		
Bethany Leighty-Gibson		
Principal Email		
gibsonb@calcharteracademy.org		
Principal Phone Number		Principal Extension
7247199040		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Erica Kolat	District Level Leaders	California Academy of Learning CS	kolate@calcharteracademy.org
Mrs. Heather Nicholson	Chief School Administrator	California Academy of Learning CS	nicholsonh@calcharteracademy.org
Mrs. Olivia Christopher	District Level Leaders	California Academy of Learning CS	christophero@calcharteracademy.org
Ms. Giana Oakes	Teacher	California Academy of Learning CS	oakesg@calcharteracademy.org
Dr. Laura Jacob	Board Member	California Academy of Learning CS	jacobl@calcharteracademy.org
Bethany Leighty-Gibson	Principal	California Academy of Learning CS	gibsonb@calcharteracademy.org
Brooke Evans	Teacher	California Academy of Learning Charter School	evansb@calcharteracademy.org
Lorawn Dupree	Parent	California Academy of Learning Charter School	dupreel@calcharteracademy.org
Brenda Fetsko	District Level Leaders	California Academy of Learning	fetskob@calcharteracademy.org

LEA Profile

The California Academy of Learning Charter School (CAL) in Coal Center, Pennsylvania, offers a K–12 educational experience centered on personalized, student-driven learning. CAL departs from traditional grade levels, instead crafting individualized learning plans for each student, allowing them to progress at their own pace based on personal goals and strengths.

The school emphasizes student voice and choice by involving learners and their families in shaping educational paths, fostering a sense of ownership and engagement. CAL's curriculum is designed to be diverse and inclusive, utilizing open-source materials that reflect a variety of perspectives.

Serving a small student body, CAL provides a close-knit community where educators, students, and families collaborate to support each learner's unique journey. This approach aims to equip students with the skills and confidence needed to thrive in a rapidly changing world.

Mission and Vision

Mission

California Academy of Learning Charter School is dedicated to providing diverse learning experiences and to give every child a voice in their education, so they may thrive in their communities and build a better future in the world.

Vision

We believe that all children can succeed, and it is our responsibility to develop diverse learning environments to allow children to thrive. We believe education is the great equalizer, and our responsibility is to provide children with the experiences to engage in their communities and world to create a better future for themselves.

Educational Values

Students

Education is the great equalizer.

Staff

All children can learn, and it is our responsibility to develop diverse learning environments for all children, so they may thrive.

Administration

Leaders are dedicated to lifelong learning and removing systemic barriers.

Parents

A safe, caring, and supportive environment ensures success of the entire organization.

Community

It takes a village to raise a child; education is a community effort.

Other (Optional)

Omit selected.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Although performance is below the state average, the percentage of students meeting grade-level expectations in ELA increased by 3.4% between the 2023-2024 and 2024-2025 school years.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The percentage of economically disadvantaged students meeting grade-level expectations in ELA/Literature increased by 6.9% between the 2023-2024 and 2024-2025 school years.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	All students and subgroups are below the state average for meeting grade-level expectations in ELA/Literature.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Student performance in mathematics/Algebra is below the state average for all students and all reported subgroups.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Although performance is significantly below the state average, the percentage of students meeting grade-level expectations was maintained during the two most recently reported years (2023-2024 and 2024-2025).

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Student performance in mathematics/Algebra is below the state average for all students and all reported subgroups.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Although they did not meet expected growth projections, all students and all subgroups increased projected growth in ELA/Literature over the previous school year indicating progress.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Although they did not meet expected growth projections, all students and all subgroups increased projected growth over the previous school year indicating progress.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	While the statewide average growth score was 75.4, the average growth score for economically disadvantaged students attending the school was 57.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Although they did not meet expected growth projections, all students and all subgroups increased projected growth in mathematics/Algebra over the previous school year indicating progress.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Although they did not meet expected growth projections, all students and all subgroups increased projected growth in mathematics/Algebra over the previous school year indicating progress.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	While the statewide average growth score was 74.9 in Mathematics/Algebra, the average growth score for economically disadvantaged students attending the school was 57.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

92.8% of students had Regular Attendance in the most recently reported school year (2023-2024).

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	95% of students in the Combined Ethnicity Subgroup had regular attendance during the most recently reported year (2023-2024). This meets the Statewide 2033 Goal.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	While Regular Attendance is a strength, all students and subgroups have not met or exceeded the 2033 Statewide Goal yet.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Future Ready PA Index reports that 0% of students met the Career Standards Benchmark. We wonder if this is a data/reporting error.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	N/A - No data are reported for this measure.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	N/A - Same challenge as noted for all students.

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

95% of students in the Combined Ethnicity Subgroup had regular attendance during the most recently reported year (2023-2024). This meets the Statewide 2033 Goal.
The percentage of economically disadvantaged students meeting grade-level expectations in ELA/Literature increased by 6.9% between the 2023-2024 and 2024-2025 school years.
Although performance is below the state average, the percentage of students meeting grade-level expectations in ELA increased by 3.4% between the 2023-2024 and 2024-2025 school years.
Although they did not meet expected growth projections, all students and all subgroups increased projected growth over the previous school year indicating progress.

Challenges

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

The school did not report any students as meeting the Career Standards Benchmark for the most recently reported school year (2024-2025).
Academic performance in ELA/Literature and Mathematics/Algebra is below the state average and the school's 2033 Goal.
All students and subgroups are below the state average for meeting grade-level expectations in ELA/Literature.
Although performance is below the state average, the percentage of students meeting grade-level expectations in ELA increased by 3.4% between the 2023-2024 and 2024-2025 school years.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Local Assessments	Students are performing anywhere from one grade level below to one grade level above

English Language Arts Summary

Strengths

Student voice and choice in their reading materials

Challenges

Benchmarking

Mathematics

Data	Comments/Notable Observations
Local Assessments	Students are performing anywhere from one grade level below to one grade level above

Mathematics Summary

Strengths

Students are taught a variety of ways to solve math problems.

Challenges

Benchmarking

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Local Assessments	Students are performing anywhere from one grade level below to one grade level above

Science, Technology, and Engineering Education Summary

Strengths

Variety of classes

Challenges

More choices

Related Academics

Career Readiness

Data	Comments/Notable Observations
Local Assessments	Students are exposed to a variety of careers

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)

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

Data	Comments/Notable Observations
Local Assessments	Students are performing anywhere from one grade level below to one grade level above

Articulation Agreements

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

Partnering Institution

California Area School District

Agreement Type

Local Articulation

Program/Course Area

CTE - Veterinary/Animal Health Technology/Technician and Veterinary Assistant; Education, General; Homeland Security, Law Enforcement, Firefighting, and Related Protective Services, Other; Commercial Photography; Entrepreneurship/Entrepreneurial Studies; and Tourism and Travel Services Marketing Operations

Uploaded Files

California Academy of Learning Charter School Mail - CTE Enrollment.pdf

Summary

Strengths

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

Student agency
Inclusion of local assessments to inform teaching and learning

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.

Providing family engagement opportunities
Meeting the needs of each learner

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
ELA performance is down 19%.	This decrease in performance indicates a need for effective, explicit instruction designed to meet the needs of students with disabilities in reading and written communication.
Math performance is down 3%.	While students in this subgroup can do basic math operations sufficiently, their next level of work is applying this knowledge to word problems.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Student agency
Inclusion of local assessments to inform teaching and learning

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.

Providing family engagement opportunities
Meeting the needs of each learner

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Building our special education team - provide role clarity
Title 1 Program	Universal benchmarking to inform intervention in math and reading
Student Services	Continue working with behavior specialist and social worker
K-12 Guidance Plan (339 Plan)	Focus on career, academic, and social goals
Technology Plan	Integrate technology resources that transform learning experiences and opportunities
English Language Development Programs	Ensure all learners are screened and provided, if qualified, ELD programming that meets their individual needs.

Strengths

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

Increased staffing to meet systemic and student needs

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

>

Use multiple professional learning designs to support the learning needs of staff
Implement an evidence-based system of school-wide positive behavior interventions and supports
Provide frequent, timely, and systemic feedback and support on instructional practices
Identify and address individual student learning needs

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?

>

Monitor and evaluate the impact of professional learning on staff practices and student learning
Implement evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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
The percentage of economically disadvantaged students meeting grade-level expectations in ELA/Literature increased by 6.9% between the 2023-2024 and 2024-2025 school years.	False
Although performance is below the state average, the percentage of students meeting grade-level expectations in ELA increased by 3.4% between the 2023-2024 and 2024-2025 school years.	False
95% of students in the Combined Ethnicity Subgroup had regular attendance during the most recently reported year (2023-2024). This meets the Statewide 2033 Goal.	False
Although they did not meet expected growth projections, all students and all subgroups increased projected growth over the previous school year indicating progress.	False
Although they did not meet expected growth projections, all students and all subgroups increased projected growth in mathematics/Algebra over the previous school year indicating progress.	False
92.8% of students had Regular Attendance in the most recently reported school year (2023-2024).	True
Student voice and choice in their reading materials	False
Students are taught a variety of ways to solve math problems.	False
Variety of classes	False
Student agency	False
Inclusion of local assessments to inform teaching and learning	False
Student agency	True
Inclusion of local assessments to inform teaching and learning	False
Increased staffing to meet systemic and student needs	False
Use multiple professional learning designs to support the learning needs of staff	True
Implement an evidence-based system of school-wide positive behavior interventions and supports	True
Provide frequent, timely, and systemic feedback and support on instructional practices	True
Identify and address individual student learning needs	True

Challenges

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

Strength	Check for Consideration in Plan
The school did not report any students as meeting the Career Standards Benchmark for the most recently reported school year (2024-2025).	False
Academic performance in ELA/Literature and Mathematics/Algebra is below the state average and the school's 2033 Goal.	True
All students and subgroups are below the state average for meeting grade-level expectations in ELA/Literature.	False
Although performance is below the state average, the percentage of students meeting grade-level expectations in ELA increased by 3.4% between the 2023-2024 and 2024-2025 school years.	False
Student performance in mathematics/Algebra is below the state average for all students and all reported subgroups.	False

While the statewide average growth score was 75.4, the average growth score for economically disadvantaged students attending the school was 57.	False
While the statewide average growth score was 74.9 in Mathematics/Algebra, the average growth score for economically disadvantaged students attending the school was 57.	False
Benchmarking	True
Benchmarking	False
More choices	False
Providing family engagement opportunities	False
Meeting the needs of each learner	False
Providing family engagement opportunities	False
Meeting the needs of each learner	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	True
Implement evidence-based strategies to engage families to support learning	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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
Academic performance in ELA/Literature and Mathematics/Algebra is below the state average and the school's 2033 Goal.		False
Benchmarking	Select and implement benchmarking assessment as part of a comprehensive assessment system that measures students' growth and achievement.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	Provide opportunities to provide feedback on professional learning and collectively share how it has impacted teaching and learning.	True
Implement evidence-based strategies to engage families to support learning	Provide family engagement partnership opportunities to share evidence-based strategies.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
92.8% of students had Regular Attendance in the most recently reported school year (2023-2024).	
Student agency	
Use multiple professional learning designs to support the learning needs of staff	
Implement an evidence-based system of school-wide positive behavior interventions and supports	
Provide frequent, timely, and systemic feedback and support on instructional practices	
Identify and address individual student learning needs	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The charter school will select and implement benchmark assessments three times/year as part of a comprehensive assessment system.
	The charter school will provide resources for staff to evaluate the impact of professional learning on teaching and learning, and provide opportunities to share glows and grows for how it has impacted teaching and learning.
	The charter school will host multiple family engagement opportunities that focus on evidence-based reading and math strategies.

Goal Setting

Priority: The charter school will select and implement benchmark assessments three times/year as part of a comprehensive assessment system.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of students meeting or exceeding grade-level benchmarks in reading.			
Measurable Goal Nickname (35 Character Max)			
ELA Increase			
Target Year 1	Target Year 2	Target Year 3	
3%	5%	Increase the percentage of students meeting or exceeding grade-level benchmarks in reading.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
3%	10%	15%	20%

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of students meeting or exceeding grade-level benchmarks in mathematics.			
Measurable Goal Nickname (35 Character Max)			
Math Increase			
Target Year 1	Target Year 2	Target Year 3	
3%	5%	Increase the percentage of students meeting or exceeding grade-level benchmarks in mathematics.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
5%	10%	15%	20%

Priority: The charter school will provide resources for staff to evaluate the impact of professional learning on teaching and learning, and provide opportunities to share glows and grows for how it has impacted teaching and learning.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
100% of staff will complete evaluation forms after each professional learning opportunity and participate in collective reflection focused on how professional learning experiences are impacting teaching and learning.			
Measurable Goal Nickname (35 Character Max)			
Professional Learning			
Target Year 1	Target Year 2	Target Year 3	
50% of staff will complete evaluation forms after each professional learning opportunity and participate in collective reflection focused on how professional learning experiences are impacting teaching and learning.	75% of staff will complete evaluation forms after each professional learning opportunity and participate in collective reflection focused on how professional learning experiences are impacting teaching and learning.	100% of staff will complete evaluation forms after each professional learning opportunity and participate in collective reflection focused on how professional learning experiences are impacting teaching and learning.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of staff will complete evaluation forms after each professional learning opportunity and participate in collective reflection focused on how professional learning	35% of staff will complete evaluation forms after each professional learning opportunity and participate in collective reflection focused on how professional learning	45% of staff will complete evaluation forms after each professional learning opportunity and participate in collective reflection focused on how professional learning	50% of staff will complete evaluation forms after each professional learning opportunity and participate in collective reflection focused on how professional learning

experiences are impacting teaching and learning.	experiences are impacting teaching and learning.	experiences are impacting teaching and learning.	experiences are impacting teaching and learning.
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Priority: The charter school will host multiple family engagement opportunities that focus on evidence-based reading and math strategies.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
Provide, at a minimum, quarterly family engagement opportunities that focus on supporting reading and math growth and achievement			
Measurable Goal Nickname (35 Character Max)			
Family Engagement			
Target Year 1	Target Year 2	Target Year 3	
Provide at least four family engagement opportunities that include surveys for parents' feedback.	Apply families' feedback to provide at least four family engagement opportunities.	Provide, at a minimum, quarterly family engagement opportunities that focus on supporting reading and math growth and achievement	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
5% increase in attendance and satisfaction with family engagement opportunities.	10% increase in attendance and satisfaction with family engagement opportunities.	15% increase in attendance and satisfaction with family engagement opportunities.	20% increase in attendance and satisfaction with family engagement opportunities.

Action Plan

Measurable Goals

ELA Increase	Math Increase
Professional Learning	Family Engagement

Action Plan For: Increase in All

Measurable Goals:	
• Increase the percentage of students meeting or exceeding grade-level benchmarks in reading. • Increase the percentage of students meeting or exceeding grade-level benchmarks in mathematics. • Provide, at a minimum, quarterly family engagement opportunities that focus on supporting reading and math growth and achievement • 100% of staff will complete evaluation forms after each professional learning opportunity and participate in collective reflection focused on how professional learning experiences are impacting teaching and learning.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strategies will be shared with the staff during the beginning of the year professional development sessions on how to communicate with families, effective instruction in reading and mathematics, and providing opportunities for student voice and choice.		2026-08-17	2026-08-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CEO Director of Learning & Innovation	professional development agenda, presentations, sign-in sheets, evaluation forms, technology access	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide a book study professional learning opportunity focused on "Grading for Equity."		2026-06-23	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CEO	copies of books, reading schedule, evaluation forms, questions to guide book study	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide Applied Book Collaborations (ABCs) focused on the following: The Teach Like a Champion Guide to the Science of Reading, Building Thinking Classrooms in Mathematics, The Well-Educated Child: How the Principles and Practices of Quality Thinking, Agency, and Ethical Purpose Cultivate Deeper Learning, Creating a Culture of Thinking, The Power of Making Thinking Visible, and Instructional Strategies to Move Learning Forward: 50+ Tools That Support the Gradual Release of Responsibility		2026-07-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Learning & Innovation	copies of books, reading schedule, evaluation forms, thinking routines and activities to support application of ABC concepts	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
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Provide quarterly family engagement opportunities focused on effective strategies to support reading and math achievement: Quarter 1 - 8/20/2026 - 10/23/2026 Quarter 2 - 10/26/2026 - 01/15/2027 Quarter 3 - 01/19/2027 - 03/25/2027 Quarter 4 - 04/05/2027 - 06/01/2027		2026-08-20	2026-10-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Learning & Innovation Special Education Coordinator	Datesavers, agendas, presentations, materials, sign-in sheets, evaluation forms, planning team time	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer benchmark assessments in reading and mathematics three times during the academic school year: September, January, and May and review student performance after each benchmark assessment administration to determine intervention services, classroom instruction supports, and enrichment opportunities.		2026-08-20	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Learning & Innovation Academic Leadership Team	benchmark assessments, testing calendar	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student performance in ELA and Mathematics; staff reflection, evaluation, and application of professional learning experiences; family engagement in quarterly partnership opportunities	The leadership team will monitor and evaluate the completion and effectiveness of each action step based on participant evaluations, feedback and application of learning experiences.

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	
Instruction	Increase in All	Interventionist	70,620	
Instruction	Increase in All	books, supplies, and online subscriptions to support literacy and math goals	7500	
Other Expenditures	Increase in All	Travel and registration to attend PA professional learning opportunities focused on literacy and math goals; PAFPC institutional membership; family engagement	3590	
Total Expenditures				11160

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increase in All	Strategies will be shared with the staff during the beginning of the year professional development sessions on how to communicate with families, effective instruction in reading and mathematics, and providing opportunities for student voice and choice.
Increase in All	Provide a book study professional learning opportunity focused on "Grading for Equity."
Increase in All	Provide Applied Book Collaborations (ABCs) focused on the following: The Teach Like a Champion Guide to the Science of Reading, Building Thinking Classrooms in Mathematics, The Well-Educated Child: How the Principles and Practices of Quality Thinking, Agency, and Ethical Purpose Cultivate Deeper Learning, Creating a Culture of Thinking, The Power of Making Thinking Visible, and Instructional Strategies to Move Learning Forward: 50+ Tools That Support the Gradual Release of Responsibility

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Action Step		
Strategies will be shared with the staff during the beginning of the year professional development sessions on how to communicate with families, effective instruction in reading and mathematics, and providing opportunities for student voice and choice.		
Audience		
Professional Staff		
Topics to be Included		
communication with families, effective instruction in reading and mathematics, instruction that provides opportunities for student voice and choice		
Evidence of Learning		
applying learning to lesson delivery		
Lead Person/Position	Anticipated Start	Anticipated Completion
CEO/ Director of Learning and Innovation	2026-08-17	2027-06-01

Learning Format

Type of Activities	Frequency
Classroom/school visitation	weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Grading for Equity

Action Step		
Provide a book study professional learning opportunity focused on "Grading for Equity."		
Audience		
Professional Staff		
Topics to be Included		
grading practices		
Evidence of Learning		
application of equitable grading practices reflected in LEA policy and in classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
CEO	2026-06-23	2026-10-31

Learning Format

Type of Activities	Frequency
Book study	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

ABCs

Action Step		
Provide Applied Book Collaborations (ABCs) focused on the following: The Teach Like a Champion Guide to the Science of Reading, Building Thinking Classrooms in Mathematics, The Well-Educated Child: How the Principles and Practices of Quality Thinking, Agency, and Ethical Purpose Cultivate Deeper Learning, Creating a Culture of Thinking, The Power of Making Thinking Visible, and Instructional Strategies to Move Learning Forward: 50+ Tools That Support the Gradual Release of Responsibility		
Audience		
Professional Staff		
Topics to be Included		
Effective instruction, science of reading, mathematics, culture, visible thinking, thinking routines, gradual release of responsibility		
Evidence of Learning		
Application of concepts to instruction and professional learning communities		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Learning & Innovation	2026-07-15	2027-06-01

Learning Format

Type of Activities	Frequency
Book study	book study sessions are monthly and follow-up reflections on application are held bi-weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Family Engagement Workshops					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Provide quarterly family engagement opportunities focused on effective strategies to support reading and math achievement: Quarter 1 - 8/20/2026 - 10/23/2026 Quarter 2 - 10/26/2026 - 01/15/2027 Quarter 3 - 01/19/2027 - 03/25/2027 Quarter 4 - 04/05/2027 - 06/01/2027	Families	Strategies to support reading and math achievement, academic standards, expectations	Director of Learning & Innovation Academic Leadership Team	08/20/2026	05/28/2027

Communications

Type of Communication	Frequency
Presentation	Quarterly

Approvals & Signatures

Uploaded Files

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