

TIDIOUTE COMMUNITY CS

241 Main St

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The mission of the Tidioute Community Charter School is the development of the mind, soul, and physical well-being of our students through the creation of a safe environment, community involvement, innovative teaching practices, individualized attention, and a mentor program that will result in a world class education in a small town environment.

VISION STATEMENT

The vision of the Tidioute Community Charter School centers on its view of education, the aim of education, and the implementation of its curriculum. The expectations of the philosophy and mission lie in seven curricular goals: 1. Fluent and effective communicators who listen, view, read, and respond to other's messages and ideas demonstrating the ability to communicate in reading, writing, speaking, and listening and communicate mathematically and artistically. 2. Collaborative individuals who use skillful leadership and responsible social and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings. 3. Critical thinkers who understand and apply a core body of knowledge and skills to new tasks; who identify problems, use strategies to approach problems, and apply mathematical, logical, and creative reasoning to solve problems and make appropriate decisions. 4. Technological practitioners who use advanced technologies, including but not limited to computers, to create, access, integrate, and use information to communicate, reason, make decisions, and solve complex problems in a variety of contexts. 5. Resourceful learners who create positive vision for themselves and their future, view themselves as lifelong learners, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions. 6. Quality producers who create and appreciate intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of advanced technology. 7. Responsible citizens who demonstrate motivation and skills necessary to persevere and make wise decisions which respect healthful living, interdependence, and ethical behavior

that contributes to society.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The students at TCCS are expected to maintain a safe, small, learning environment. They are expected to put forth best efforts to accomplish academic success. Students should be active learners when engaged in their Zone of Proximal Development relative to instruction. All students are expected to practice skills taught in evidenced based programming to enhance their social emotional well-being. Each student is expected to find their potential and create a pathway to actualize post-secondary options. All students are expected to adhere to the policies that support the holistic academic and pro-social design.

STAFF

The staff at TCCS are expected to maintain a safe, small learning environment. They are expected to put forth best efforts to accomplish instructional goals and deliver PDE academic standards. Staff must design instruction that meets students in their Proximal Zone of Development. Staff are expected to model and practice skills taught that enhance professional relationships and encourage a collaborative approach with students.

ADMINISTRATION

The administration at TCCS are expected to maintain and foster a safe, small learning environment. They are expected to be instructional leaders and adhere to best practices, PDE standards, TCCS Policy and professional responsibilities. The administration is expected to utilize data to inform decision making in the best interest of our students. The expectation to sustain the climate and culture supports the mission, vision and values in a transparent manner is critical to their function. All administrators are expected to maintain the small school approach which includes an understanding and relationship with their students and families.

PARENTS

The parents at TCCS are expected to be a partner and collaborator in the education of their children. They are expected to be engaged in the learning and behaviors their students present to ensure in both areas. Parents are to remain informed via the communication methods afforded

to them, including and not limited to the student grade book, school website, parent conferences, Parent Advisory Board, school events, phone and email conversation, and individual meetings.

COMMUNITY

The TCCS community is expected to communicate their ideas, concerns, feedback and general comments as warranted. They are encouraged to communicate or provide opportunities to support our students, as example in our workforce development program or our relationships with our faith-based partners. They are expected to hold our system accountable to the standards TCCS students will face after graduation.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Douglas Allen	CEO/Principal	Building Principal
Heather Cass	Board Secretary	Community
James Guerra	Classroom Aide	Business
Mike Heenan	Board Member	Board of Trustees/Parent
Jaime Hicks	Elementary Teacher	Elementary Education
Jen Leofsky	Cafeteria Manager	Food Service
John Linden	Consultant	Community
Ashley Nansen	PIMS Coordinator	Parent
Dave Manning	H.S. Teacher	Secondary Education
Kelly McKean	Special Education Teacher	Special Education
Susan Shiley	School Nurse	El./Secondary Education
Antony Shirey	Technology Coordinator	Technology Services
Ryan Steffan	Administrator	Secondary Education

Name	Position	Building/Group
Kiev Hargest	Title 1 Teacher	Elementary Education
Christy Valentine	H/PE Teacher	Ei./Secondary Education
Melissa Mahaney	Administrator	Ei./Secondary Education

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
TCCS developed a tutoring program to address the individual student's skills that they are lacking in decoding, reading fluency, and comprehension and will continue with specific skill development.	English Language Arts
TCCS developed a tutoring program to address individual student's skills that they are lacking in base skills to build a foundation to teach online mathematics skills.	Mathematics
TCCS is going to identify specific tiered skills to focus on improvement on all areas that are included in state wide assessments.	Professional learning
TCCS will identify the economically disadvantaged students and focus on increasing their state testing performance.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy
Professional Development to Drive Instruction
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional Development to Drive Instruction	TCCS administration will reserve 30% of each professional development time to focus it on professional learning communities and contracting with outside agency to improve staff's ability to use data to drive their instruction

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The IU and IXL Consultant will provide professional development for all professional staff developing skills within the measurable goals of Professional Development to Data-Driven Instruction.	2024-07-01 - 2027-06-30	Principal and district leaders	New Curriculum and Materials

Anticipated Outcome
 Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

Monitoring/Evaluation
 Principals and School leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.

Evidence-based Strategy
 Structured ELA Remediation

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Structured ELA Remediation	Using a teacher directed program in K-5 with students grouped by ability and using an online platform for grades 6 - 12 which identifies the students weak areas and assigned remediation curriculum will improve students decoding, reading fluency and comprehension by increasing 60% of the student populations baseline data to the next level.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide targeted supports through I.U. 5 that develops comprehensive structured literacy practices to help students improve phonological and phonemic awareness, decoding and encoding, fluency and vocabulary, comprehension.	2024-07-01 - 2027-06-30	Principals and School Leaders	Curriculum and teacher/paraprofessional support
At the beginning of the academic year, students will establish baseline scores through a reading inventory assessment.	2024-07-01 - 2027-06-30	Principals and School Leaders	Reading Inventory
Provide targeted supports through I.U. 5 that develops content area literacy skills in vocabulary, background knowledge, reading comprehension, and building content knowledge.	2024-07-01 - 2027-06-30	Principals and School Leaders	Curriculum and teacher/paraprofessional support
TCCS staff will attend the PDE SAS conference to learn instructional strategies and best practices.	2024-07-01 - 2027-06-30	Principals and School Leaders	Conference and material resources

Anticipated Outcome

Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

Monitoring/Evaluation

Principals and School Leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.

Evidence-based Strategy

Structured Math Remediation

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Structured Math
Remediation

Using a teacher directed program and using an online platform for grades K - 12 which identifies the students weak areas and assigned remediation curriculum students will increase their skills that they are lacking in basic skills to build a foundation in math; growth will be measured by increasing 40% of the student populations baseline data to the next level.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Routinely use a comprehensive set of building practices and an online platform for grades K - 12 to assist students with problem solving activities, basic math facts, and mathematics vocabulary.

2024-07-01 -
2027-06-30

Principals and
School
Leaders

Curriculum and
teacher/paraprofessional
support

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
At the beginning of the academic year, students will establish baseline scores through a mathematics inventory assessment.	2024-07-01 - 2027-06-30	Principals and School Leaders	Mathematics Inventory
Use the PDE SAS and NCTM resources to assist staff with math instructional skills.	2024-07-01 - 2027-06-30	Principals and School Leaders	Publications and materials
TCCS staff will attend the PDE SAS conference to learn instructional strategies and best practices.	2024-07-01 - 2027-06-30	Principals and School Leaders	Conference and material resources

Anticipated Outcome

Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

Monitoring/Evaluation

Principals and School Leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.

Evidence-based Strategy

Attendance Improvement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Attendance Improvement Skills attainment for economically disadvantaged students will improve by improving overall attendance rates by 15%.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Increase communication between
parents/students to increase overall attendance

2024-07-01 -
2027-06-30

Principal and
School Leaders

Attendance Team, Family Liasion Specialist,
PowerSchool Attendance Notices

Anticipated Outcome

Overall increase in student attendance

Monitoring/Evaluation

Weekly Meetings, Attendance and Administrative Team, Weekly phone calls and mailing

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
TCCS administration will reserve 30% of each professional development time to focus it on professional learning communities and contracting with outside agency to improve staff's ability to use data to drive their instruction (Professional Development to Drive Instruction)	Professional Development to Drive Instruction	The IU and IXL Consultant will provide professional development for all professional staff developing skills within the measurable goals of Professional Development to Data-Driven Instruction.	07/01/2024 - 06/30/2027

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using a teacher directed program in K-5 with students grouped by ability and using an online platform for grades 6 - 12 which identifies the students weak areas and assigned remediation curriculum will improve students decoding, reading fluency and comprehension by increasing 60% of the student populations baseline data to the next level. (Structured ELA Remediation)	Structured ELA Remediation	Provide targeted supports through I.U. 5 that develops comprehensive structured literacy practices to help students improve phonological and phonemic awareness, decoding and encoding, fluency and vocabulary, comprehension.	07/01/2024 - 06/30/2027

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using a teacher directed program in K-5 with students grouped by ability and using an online platform for grades 6 - 12 which identifies the students weak areas and assigned remediation curriculum will improve students decoding, reading fluency and comprehension by increasing 60% of the student populations baseline data to the next level. (Structured ELA Remediation)	Structured ELA Remediation	TCCS staff will attend the PDE SAS conference to learn instructional strategies and best practices.	07/01/2024 - 06/30/2027

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Using a teacher directed program and using an online platform for grades K - 12 which identifies the students weak areas and assigned remediation curriculum students will increase their skills that they are lacking in basic skills to build a foundation in math; growth will be measured by increasing 40% of the student populations baseline data to the next level. (Structured Math Remediation)</p>	Structured Math Remediation	Routinely use a comprehensive set of building practices and an online platform for grades K - 12 to assist students with problem solving activities, basic math facts, and mathematics vocabulary.	07/01/2024 - 06/30/2027

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using a teacher directed program and using an online platform for grades K - 12 which identifies the students weak areas and assigned remediation curriculum students will increase their skills that they are lacking in basic skills to build a foundation in math; growth will be measured by increasing 40% of the student populations baseline data to the next level. (Structured Math Remediation)	Structured Math Remediation	TCCS staff will attend the PDE SAS conference to learn instructional strategies and best practices.	07/01/2024 - 06/30/2027

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

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

TCCS Mathematics/Algebra meets the Standard Demonstrating Academic Growth Score for All Student Group and White Student Group.

TCCS English Language Arts/Literature - Meets the Standard for meeting the standard for Academic Growth Score for All Student Group, White Student Group, and Economically Disadvantaged Group.

TCCS All Student Group Regular Attendance increased from the previous year.

Entering Kindergarten student show some strength with beginning benchmarks.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

TCCS has a robust Career Readiness curriculum geared to meeting appropriate grade level standards and expectation. The strength of the program results in students scores exceeding statewide averages.

Challenges

TCCS English Language Arts/Literature did not meet the Interim Goal/Improvement Target for Proficient or Advanced for All Student Group, Economically Disadvantaged, and Students With Disabilities.

TCCS Mathematics/Algebra did not meet the Interim Goal/Improvement Target for Proficient or Advanced for All Student Group, White, Economically Disadvantaged, and Students with Disabilities.

Too many students in Grades 1, 2, and 3 show scores below benchmark standards. This then requires students to be entered into the Title 1 reading program with hopes that the reading abilities and scores will approach targets and impact the Future Ready Results.

The data show that these early years with students require a more focused approach to growth targets for more students.

Monitor and evaluate the impact of professional learning on staff practices and student learning

Tidioute is a very rural community which creates difficulty for the school to create career partnerships with businesses and other

Strengths

TCCs offers students opportunities to take college level courses on site through the Northern PA Regional College. Students are able to remain in their home community to access classes.

Identify and address individual student learning needs

Students in Grades 1, 2, and 3 show some positivity with regard to benchmark scoring.

Entering Kindergarten students show some strength with beginning mathematics concept,

Students in grades 2-8 show steady improvement toward meeting growth standards.

TCCS is focused on providing multiple access options for students to pursue post high school opportunities in a career, the military, college or university, or other post high school training.

Economically disadvantaged students are making growth each year. in both English language Arts and mathematics.

Challenges

organizations. Bringing in outside organizations is the biggest difficulty in a small rural community.

With the ability to have college courses on campus, getting a larger number of students to participate is a challenge.

Teachers must identify those classroom and instructional strategies that directly and positively impact the growth and improvement for each student.

The single biggest challenge for a small rural community is the availability to secure and maintain appropriately certificared teaching staff.

Economically Disadvantaged students have not met the goal targets for the Advanced/Proficient levels in both English Language Arts and Mathematics.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
<p>TCCS English Language Arts/Literature did not meet the Interim Goal/Improvement Target for Proficient or Advanced for All Student Group, Economically Disadvantaged, and Students With Disabilities.</p>	<p>Students lack decoding skills, reading fluency, and reading comprehension.</p>	<p>✓</p>
<p>TCCS Mathematics/Algebra did not meet the Interim Goal/Improvement Target for Proficient or Advanced for All Student Group, White, Economically Disadvantaged, and Students with Disabilities.</p>	<p>During the year of remote learning, students baseline skills were unable to be maintained and/or mastered.</p>	<p>✓</p>
<p>Teachers must identify those classroom and instructional strategies that directly and positively impact the growth and improvement for each student.</p>	<p>During the year of remote learning teacher's professional development focused on social emotional needs and use of instructional technology.</p>	<p>✓</p>
<p>Economically Disadvantaged students have not met the goal targets for the Advanced/Proficient levels in both English Language Arts and Mathematics.</p>	<p>Students lack decoding skills, reading fluency, and reading comprehension.</p>	<p>✓</p>

ADDENDUM B: ACTION PLAN

Action Plan: Professional Development to Drive Instruction

Action Steps	Anticipated Start/Completion Date
The IU and IXL Consultant will provide professional development for all professional staff developing skills within the measurable goals of Professional Development to Data-Driven Instruction.	07/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Principals and School leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.	Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

Material/Resources/Supports Needed	PD Step	Comm Step
New Curriculum and Materials	yes	yes

Action Plan: Structured ELA Remediation

Action Steps**Anticipated Start/Completion Date**

Provide targeted supports through I.U. 5 that develops comprehensive structured literacy practices to help students improve phonological and phonemic awareness, decoding and encoding, fluency and vocabulary, comprehension.

07/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Principals and School Leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.

Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

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

Curriculum and teacher/paraprofessional support

yes

yes



Action Steps**Anticipated Start/Completion Date**

At the beginning of the academic year, students will establish baseline scores through a reading inventory assessment.

07/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Principals and School Leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.

Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

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

Reading Inventory

no

yes



Action Steps**Anticipated Start/Completion Date**

Provide targeted supports through I.U. 5 that develops content area literacy skills in vocabulary, background knowledge, reading comprehension, and building content knowledge.

07/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Principals and School Leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.

Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

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

Curriculum and teacher/paraprofessional support

yes

yes



Action Steps**Anticipated Start/Completion Date**

TCCS staff will attend the PDE SAS conference to learn instructional strategies and best practices.

07/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Principals and School Leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.

Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

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

Conference and material resources

yes

no

Action Plan: Structured Math Remediation

Action Steps**Anticipated Start/Completion Date**

Routinely use a comprehensive set of building practices and an online platform for grades K - 12 to assist students with problem solving activities, basic math facts, and mathematics vocabulary.

07/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Principals and School Leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.

Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

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

Curriculum and teacher/paraprofessional support

yes

yes



Action Steps**Anticipated Start/Completion Date**

At the beginning of the academic year, students will establish baseline scores through a mathematics inventory assessment.

07/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Principals and School Leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.

Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

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

Mathematics Inventory

yes



Action Steps**Anticipated Start/Completion Date**

Use the PDE SAS and NCTM resources to assist staff with math instructional skills.

07/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Principals and School Leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.

Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

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

Publications and materials

yes

no



Action Steps**Anticipated Start/Completion Date**

TCCS staff will attend the PDE SAS conference to learn instructional strategies and best practices.

07/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Principals and School Leaders monthly will review lesson plans, conduct observations, walkthroughs, and post-observations to measure goal implementation. Bi-weekly faculty meetings will also be focused on goal implementation.

Instructional strategies will be embedded in lesson plans and in evidence of direct instruction and used with fidelity.

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

Conference and material resources

yes

no



Action Plan: Attendance Improvement

Action Steps

Anticipated Start/Completion Date

Increase communication between parents/students to increase overall attendance

07/01/2024 - 06/30/2027

Monitoring/Evaluation

Anticipated Output

Weekly Meetings, Attendance and Administrative Team, Weekly phone calls and mailing

Overall increase in student attendance

Material/Resources/Supports Needed

PD Step

Comm Step

Attendance Team, Family Liasion Specialist, PowerSchool Attendance Notices

no

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>TCCS administration will reserve 30% of each professional development time to focus it on professional learning communities and contracting with outside agency to improve staff's ability to use data to drive their instruction (Professional Development to Drive Instruction)</p>	<p>Professional Development to Drive Instruction</p>	<p>The IU and IXL Consultant will provide professional development for all professional staff developing skills within the measurable goals of Professional Development to Data-Driven Instruction.</p>	<p>07/01/2024 - 06/30/2027</p>
<p>Using a teacher directed program in K-5 with students grouped by ability and using an online platform for grades 6 - 12 which identifies the students weak areas and assigned remediation curriculum will improve students decoding, reading fluency and comprehension by increasing 60% of the student populations baseline data to the next level. (Structured ELA Remediation)</p>	<p>Structured ELA Remediation</p>	<p>Provide targeted supports through I.U. 5 that develops comprehensive structured literacy practices to help students improve</p>	<p>07/01/2024 - 06/30/2027</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		phonological and phonemic awareness, decoding and encoding, fluency and vocabulary, comprehension.	
Using a teacher directed program in K-5 with students grouped by ability and using an online platform for grades 6 - 12 which identifies the students weak areas and assigned remediation curriculum will improve students decoding, reading fluency and comprehension by increasing 60% of the student populations baseline data to the next level. (Structured ELA Remediation)	Structured ELA Remediation	Provide targeted supports through I.U. 5 that develops content area literacy skills in vocabulary, background knowledge, reading comprehension, and building content knowledge.	07/01/2024 - 06/30/2027
Using a teacher directed program in K-5 with students grouped by ability and using an online platform for grades 6 - 12 which identifies the students weak areas and assigned remediation curriculum will improve students decoding, reading fluency and comprehension by increasing 60% of the student populations baseline data to the	Structured ELA Remediation	TCCS staff will attend the PDE SAS conference to learn	07/01/2024 - 06/30/2027

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
next level. (Structured ELA Remediation)		instructional strategies and best practices.	
Using a teacher directed program and using an online platform for grades K - 12 which identifies the students weak areas and assigned remediation curriculum students will increase their skills that they are lacking in basic skills to build a foundation in math; growth will be measured by increasing 40% of the student populations baseline data to the next level. (Structured Math Remediation)	Structured Math Remediation	Routinely use a comprehensive set of building practices and an online platform for grades K - 12 to assist students with problem solving activities, basic math facts, and mathematics vocabulary.	07/01/2024 - 06/30/2027
Using a teacher directed program and using an online platform for grades K - 12 which identifies the students weak areas and assigned remediation curriculum students will increase their skills that they are lacking in basic skills to build a foundation in math; growth will be measured by increasing 40% of the student populations baseline data to the next level. (Structured Math Remediation)	Structured Math Remediation	Use the PDE SAS and NCTM resources to assist staff with math instructional skills.	07/01/2024 - 06/30/2027
Using a teacher directed program and using an online platform for grades K - 12 which identifies the students weak areas and assigned remediation curriculum students will	Structured Math	TCCS staff will attend the PDE	07/01/2024 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
increase their skills that they are lacking in basic skills to build a foundation in math; growth will be measured by increasing 40% of the student populations baseline data to the next level. (Structured Math Remediation)	Remediation	SAS conference to learn instructional strategies and best practices.	06/30/2027

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
IXL Consultant - Data Driven Instructional Decision Making	All Professional Staff	How to interpret student test results and apply to instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evidence of individual or group growth based on checkpoint assessments	07/01/2024 - 06/30/2027	Principals and School Leaders

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>TCCS administration will reserve 30% of each professional development time to focus it on professional learning communities and contracting with outside agency to improve staff's ability to use data to drive their instruction (Professional Development to Drive Instruction)</p>	<p>Professional Development to Drive Instruction</p>	<p>The IU and IXL Consultant will provide professional development for all professional staff developing skills within the measurable goals of Professional Development to Data-Driven Instruction.</p>	<p>2024-07-01 - 2027-06-30</p>
<p>Using a teacher directed program in K-5 with students grouped by ability and using an online platform for grades 6 - 12 which identifies the students weak areas and assigned remediation curriculum will improve students decoding, reading fluency and comprehension by increasing 60% of the student populations baseline data to the next level. (Structured ELA Remediation)</p>	<p>Structured ELA Remediation</p>	<p>Provide targeted supports through I.U. 5 that develops comprehensive structured literacy practices to help students improve</p>	<p>2024-07-01 - 2027-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Using a teacher directed program in K-5 with students grouped by ability and using an online platform for grades 6 - 12 which identifies the students weak areas and assigned remediation curriculum will improve students decoding, reading fluency and comprehension by increasing 60% of the student populations baseline data to the next level. (Structured ELA Remediation)</p>	<p>Structured ELA Remediation</p>	<p>phonological and phonemic awareness, decoding and encoding, fluency and vocabulary, comprehension.</p> <p>At the beginning of the academic year, students will establish baseline scores through a reading inventory assessment.</p>	<p>2024-07-01 - 2027-06-30</p>
<p>Using a teacher directed program in K-5 with students grouped by ability and using an online platform for grades 6 - 12 which identifies the students weak areas and assigned remediation curriculum will improve students decoding, reading fluency and comprehension by increasing 60% of the student populations baseline data to the next level. (Structured ELA Remediation)</p>	<p>Structured ELA Remediation</p>	<p>Provide targeted supports through I.U. 5 that develops content area literacy skills in vocabulary, background knowledge, reading comprehension,</p>	<p>2024-07-01 - 2027-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Using a teacher directed program and using an online platform for grades K - 12 which identifies the students weak areas and assigned remediation curriculum students will increase their skills that they are lacking in basic skills to build a foundation in math; growth will be measured by increasing 40% of the student populations baseline data to the next level. (Structured Math Remediation)</p>	<p>Structured Math Remediation</p>	<p>and building content knowledge. Routinely use a comprehensive set of building practices and an online platform for grades K - 12 to assist students with problem solving activities, basic math facts, and mathematics vocabulary.</p>	<p>2024-07-01 - 2027-06-30</p>
<p>Using a teacher directed program and using an online platform for grades K - 12 which identifies the students weak areas and assigned remediation curriculum students will increase their skills that they are lacking in basic skills to build a foundation in math; growth will be measured by increasing 40% of the student populations baseline data to the next level. (Structured Math Remediation)</p>	<p>Structured Math Remediation</p>	<p>At the beginning of the academic year, students will establish baseline scores through a mathematics inventory assessment.</p>	<p>2024-07-01 - 2027-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Skills attainment for economically disadvantaged students will improve by improving overall attendance rates by 15%. (Attendance Improvement)	Attendance Improvement	Increase communication between parents/students to increase overall attendance	2024-07-01 - 2027-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Action Plan Communication	Parents and TCCS Employees	Growth steps on interim assessments, attendance improvement, relationships with professional staff

Anticipated Timeframe	Frequency	Delivery Method
07/01/2024 - 06/30/2027	Quarterly	Other

Lead Person/Position
Principals and School Leaders

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

