

Roberto Clemente CS

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

| | | |
|---------------------------------------------|--------------|---------------------------------------------|
| LEA Type | | AUN |
| Roberto Clemente Charter School | | 121393330 |
| Address 1 | | |
| 131 W. Hamilton Street | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Allentown | PA | 18101 |
| Chief School Administrator | | Chief School Administrator Email |
| Alyssa Mace | | anewman@myrccs.com |
| Single Point of Contact Name | | |
| Alyssa Mace | | |
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| 610-439-5181 | | 554 |
| Principal Name | | |
| Cory Snyder | | |
| Principal Email | | |
| csnyder@myrccs.com | | |
| Principal Phone Number | | Principal Extension |
| 610-351-4310 | | 357 |
| School Improvement Facilitator Name | | School Improvement Facilitator Email |
| | | |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|---------------------|----------------------------|---------------------------------|---------------------------------|
| Alyssa Mace | Chief School Administrator | Roberto Clemente Charter School | anewman@myrccs.com |
| Charles Boger | Administrator | Roberto Clemente Charter School | cboger@myrccs.com |
| Michael Rodriguez | Administrator | Roberto Clemente Charter School | mrodriguez@myrccs.com |
| Cory Snyder | Principal | Roberto Clemente Charter School | csnyder@myrccs.com |
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| Judy Maginnis | Education Specialist | Roberto Clemente Charter School | jmaginnis@myrccs.com |
| Maoly Martinez | Parent | Roberto Clemente Charter School | mmartinez@myrccs.com |
| Dr. Lynn Columba | Board Member | Roberto Clemente Charter School | board@myrccs.com |
| Taren Kobyra | Principal | Roberto Clemente Charter School | tkobyra@myrccs.com |
| Brendon Zapata | Other | Roberto Clemente Charter School | bzapata@myrccs.com |
| Brittani Ricketts | Teacher | Roberto Clemente Charter School | bricketts@myrccs.com |
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| Gus Garcia | Board Member | Roberto Clemente Charter School | gusgarcia22@gmail.com |
| Jennifer Michaylira | Teacher | Roberto Clemente Charter School | jmichaylira@myrccs.com |
| Amanda Watson | Teacher | Roberto Clemente Charter School | aleamon@myrccs.com |
| Tamara Himmelberger | Community Member | Success for All Foundation | thimmelberger@successforall.org |
| Anais Martinez | Student | Roberto Clemente Charter School | anewman@myrccs.com |
| Zyair Lantigua | Student | Roberto Clemente Charter School | anewman@myrccs.com |

LEA Profile

Located in center city Allentown, PA, Roberto Clemente Charter School (RCCS) serves approximately 627 students in grades kindergarten through 12 (K-12). It successfully completed its 24th year educating students who reside in the city of Allentown and the greater Lehigh Valley. The charter school is governed by a Board of Trustees composed of nine board members. RCCS operates three campuses and employs over 100 teachers and staff. An elementary campus educating students in grades K-5, a middle and high school campus educating students in grades 6-12, and an administration building which houses the central offices. RCCS was founded on an early college and career model intended to bring awareness and opportunity to an underserved Hispanic population. In 2014, RCCS expanded to the elementary grades. Students in grades K-5 receive explicit Spanish instruction as part of their daily schedule to promote bilingualism and biliteracy.

RCCS serves many at-risk students who display several barriers to learning. 99% of RCCS students are considered economically disadvantaged, 35% are English Learners and 12% are eligible for special education services. In many cases, parents of RCCS students speak Spanish as their first language and request guidance and resources to best support their children academically, socially, and emotionally.

RCCS offers a number of extended learning opportunities including after school and summer school programs. These programs provide students with organized and well supervised learning opportunities in the areas of reading, writing, math, science, the arts, athletics, and technology. The after school program specifically supports student learning (by assisting them to meet state standards in core academic subjects) and development (by providing artistic enrichment, character education and service learning). Community partnerships strengthen school, parent, and community networks to help students and families succeed.

RCCS is rooted in several founding pillars including a commitment to a small learning environment, effective instruction, character development, extended learning activities to accelerate achievement, and a holistic approach to teaching and learning. All these components have helped to close academic gaps. RCCS understands that the challenge of today's educational environment is not only to establish a small-scale, nurturing environment with rigorous academic standards, but

to also support continued achievement and post-graduation success. RCCS inspires and educates students to maximize their success and many students attend a post-secondary institution of higher learning.

With a waiting list of approximately 200 students, RCCS continues to refine its educational program. This includes the acknowledgment and remediation of learning loss, the integration of technology and virtual learning, and the changing workforce that students will be entering.

Mission and Vision

Mission

Roberto Clemente Charter School is a small learning community that inspires and educates students to maximize their success. We provide students with a rigorous academic foundation using a holistic approach. We challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level studies, and as life-long learners.

Vision

Future State/What We Envision: We aspire to be an early college model school. We have a school community in which students, teachers, administrators, parents, and community members are all learners and share common values, ideas, and commitment. Our school community embraces a multicultural perspective and a collaborative approach to maximize our students' success. We have a professional community that uses reflective dialogue, develops relationships among teachers by being mentors and advisors, promotes professional collaboration, shares norms and values, has a collective focus on student learning, and integrates technology across subject areas. Our curriculum and instruction aims to provide small classroom sizes, individualized instruction, academic rigor with an emphasis in standards-based learning, an emphasis on reading and writing across content areas, and proper assessments to verify progress. We engage in lively discussions and critical thinking as we actively problem-solve. We take interest in character development and increasing social skills through project-based learning and early college opportunities. We strive to support students who are responsible, abide by rules and expectations, and treat adults, other students, school property, and others with respect. We expect students to participate in class, and to complete and turn in their classwork and homework. We envision students who are motivated, engaged in meaningful activities, able to work independently and in groups, and are engaged in the social and political world. We strive for parents to work cooperatively with the school to support the school's rules, policies, and expectations while providing the time and support at home for their child's academic work. Parents are encouraged to promptly inform their child's teachers and school of any pertinent medical, family, home, and/or learning problems. Parents need to ensure that their child attends school daily, on time, in uniform, and ready to learn. Our school provides a welcoming, caring, and exciting atmosphere that uses collaboration and multiculturalism to promote school pride. Our school climate is safe and supportive while setting high expectations for all.

Educational Values

Students

Students are expected to be responsible, abide by rules and expectations, and treat adults, students, school property, and others with respect. We expect students to participate in class, and to complete and turn in their classwork and homework. We envision students who are motivated, engaged in meaningful activities, able to work independently and in groups, and engage in the social and political worlds.

Staff

Staff are encouraged to use reflective dialogue, develop relationships among teachers by being mentors and advisors, promote professional collaboration, share norms, and values, have a collective focus on student learning, and integrate technology across subject areas.

Administration

Administration is expected to create a climate that is welcoming, safe, and supportive for everyone. They are also responsible for facilitating collaboration and professional learning with the staff. In addition, they are tasked with promoting high expectations for all students.

Parents

Parents are expected to work cooperatively with the school, support the school's rules, policies, and expectations, and provide time and support at home for their child's academic work. Parents should promptly inform the teachers and the school of any pertinent information regarding their child. They must ensure that their child attends school daily, on time, in uniform, and ready to learn.

Community

The community is expected to promote the idea that we are all learners, share common values, ideas, and commitments, and embrace a multicultural perspective and a collaborative approach to maximize student success.

Other (Optional)

Omit selected.

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 | True 9 | True 10 | True 11 | True 12 | |

Review of the School(s) Level Performance

Strengths

| Indicator | Comments/Notable Observations |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Regular Attendance | The percentage of regular attendance exceeds the statewide average. |
| High School Graduation Rate | The four-year and five-year cohort rates exceed the statewide average. |
| Career Standards Benchmark | The RCCS all student group, including Hispanic, economically disadvantaged, and English Learner subgroups, surpass the statewide average. |

Challenges

| Indicator | Comments/Notable Observations |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting Annual Academic Growth Expectations | The RCCS all student group did not meet the standard demonstrating growth in in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology. |
| English Language Growth and Attainment | The percentage of English language growth and attainment did not meet the statewide average. |

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

Strengths

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, English Learners | Comments/Notable Observations |
| Indicator High School Graduation Rate | Comments/Notable Observations |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| ESSA Student Subgroups Hispanic, Economically Disadvantaged | |
| Indicator Career Standards Benchmark ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners | Comments/Notable Observations |

Challenges

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Indicator Meeting Annual Academic Growth Expectations ESSA Student Subgroups Hispanic, Economically Disadvantaged | Comments/Notable Observations |
| Indicator English Language Growth and Attainment ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners | Comments/Notable Observations |

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.

| |
|-----------------------------|
| Regular Attendance |
| High School Graduation Rate |
| Career Standards Benchmark |

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.

| |
|---------------------------------------------|
| Meeting Annual Academic Growth Expectations |
| English Language Growth and Attainment |

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|-----------------|----------------------------------------------------------------------------------------------------------|
| STAR360 Reading | Students continue to perform below the statewide proficiency target in English Language Arts/Literature. |

English Language Arts Summary

Strengths

| |
|--------------------------------------------------------------|
| Targeted professional development and instructional coaching |
| Updated curriculum materials |
| Common benchmarking tool K-12 |

Challenges

| |
|-------------------------------------------------------------------------------------------------------------------------------|
| English Language Arts/Literature proficiency has decreased since the return to in-person learning from the COVID-19 pandemic. |
| The percentage of English learners has increased by almost 10% in the past four school years. |

Mathematics

| Data | Comments/Notable Observations |
|---------------------|---------------------------------------------------------------------------------------------|
| STAR360 Mathematics | Students continue to perform below the statewide proficiency target in Mathematics/Algebra. |

Mathematics Summary

Strengths

| |
|--------------------------------------------------------------------------|
| Designed and implemented summer enrichment courses in mathematics. |
| Updated curriculum materials |
| Designed and implemented peer tutoring at middle and high school levels. |
| Common benchmarking tool K-12 |

Challenges

| |
|------------------------------------------------------------------------------------------------------------------|
| Mathematics/Algebra proficiency has decreased since the return to in-person learning from the COVID-19 pandemic. |
| The percentage of English learners has increased by almost 10% in the past four school years. |

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|--------------------------------|--------------------------------------------------|
| Pennsylvania State Assessments | 28.7% of students scored proficient or advanced. |

Science, Technology, and Engineering Education Summary

Strengths

| |
|---------------------------------------------------------------------|
| Reestablishing CDT science benchmarking |
| Implementation of STEAM curriculum at middle and high school levels |

Challenges

| |
|------------------------------------------------|
| Curriculum revision to include STEEL standards |
| Updating curriculum materials |
| STEEL standards professional development |

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|-----------------------------|--------------------------------------------------------------------------|
| Career Standards Benchmark | RCCS exceeded the Career Standards Benchmark statewide average. |
| High School Graduation Rate | RCCS exceeded the Four-Year and the Five-Year Cohort statewide averages. |

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.

| |
|-----------------------------------------------------------------------|
| RCCS exceeded the Career Standards Benchmark Statewide 2030 Goal. |
| RCCS exceeded the Four-Year and Five-Year Cohort 2030 Statewide Goal. |

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.

| |
|---------------------------------------------------------------------------------------------------------|
| RCCS experienced a small decrease in the percentage of graduates engaging in rigorous courses of study. |
| RCCS experienced a decrease in the percentage of graduates who participated in dual enrollment. |

Equity Considerations

English Learners

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

| Data | Comments/Notable Observations |
|------|----------------------------------------------------------------------------------------------------------------------------|
| WIDA | 25% of English learners met their interim growth toward English language proficiency which is below the statewide average. |
| | |
| | |

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

| Data | Comments/Notable Observations |
|---------|----------------------------------------------------------------------------------------------|
| STAR360 | Economically disadvantaged students are scoring below the statewide targets for proficiency. |
| | |
| | |

Student Groups by Race/Ethnicity

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

| Student Groups | Comments/Notable Observations |
|----------------|----------------------------------------------------------------------------|
| Hispanic | Hispanic students are scoring below the statewide targets for proficiency. |

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.

| |
|-----------------------------------------------------------------------------------------------------------------|
| 100% of English Learners met the performance standard for the Career Standards Benchmark. |
| 100% of English Learners in the graduating classes of 2024 earned their high school diploma. |
| 100% of economically disadvantaged students in the graduating classes of 2024 earned their high school diploma. |
| |
| |

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.

| |
|----------------------------------------------------------------------------------------------|
| The percentage of English Language Growth and Attainment did not meet the statewide average. |
| The percentage of English Learners has increased to 35% of the student population. |
| |
| |
| |

Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Schoolwide Title 1 School Plan | The 2024-2025 Title I School Plan aims to increase instructional consistency K-12 through the use of federal resources. |
| Language Instruction Educational Program (LIEP) | The LIEP facilitates the growth and attainment of English proficiency for student's whose first language is not English. |
| Special Education Program | RCCS is working to better align K-12 special education programming to ensure students are being provided appropriate services and supports. |

Strengths

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

| |
|------------------------------------------------------------------------------------------------------------------|
| Communication across the K-12 continuum is improving allowing for stronger instructional alignment. |
| Parents are provided with community resources to support their children academically, socially, and emotionally. |
| Schedules are being built to allow for co-planning and collaboration between instructional staff. |

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.

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| As the English Learner and special education student subgroups continue to grow, there are instructional impacts that require targeted professional development. |
| Creating defined expectations for teacher co-planning and collaboration will increase instructional effectiveness and collective teacher efficacy. |

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Align curricular materials and lesson plans to the PA Standards | Exemplary |
| 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 | Operational |
| Identify and address individual student learning needs | Operational |
| 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 | Exemplary |

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 | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Exemplary |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| 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 | Operational |

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?

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |
| Continuously monitor implementation of the school improvement plan and adjust as needed |

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?

| |
|---------------------------------------------------------------------------------------------------------------------------------------|
| Provide frequent, timely, and systematic feedback and support on instructional practices |
| Identify and address individual student learning needs |
| Use multiple professional development designs to support the learning needs of staff |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school 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 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Career Standards Benchmark | True |
| High School Graduation Rate | True |
| Targeted professional development and instructional coaching | False |
| Updated curriculum materials | False |
| RCCS exceeded the Career Standards Benchmark Statewide 2030 Goal. | False |
| RCCS exceeded the Four-Year and Five-Year Cohort 2030 Statewide Goal. | False |
| Common benchmarking tool K-12 | False |
| Designed and implemented summer enrichment courses in mathematics. | False |
| Reestablishing CDT science benchmarking | False |
| Updated curriculum materials | False |
| Designed and implemented peer tutoring at middle and high school levels. | False |
| Regular Attendance | True |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | True |
| 100% of English Learners met the performance standard for the Career Standards Benchmark. | False |
| Communication across the K-12 continuum is improving allowing for stronger instructional alignment. | False |
| Parents are provided with community resources to support their children academically, socially, and emotionally. | False |
| 100% of English Learners in the graduating classes of 2024 earned their high school diploma. | False |
| Schedules are being built to allow for co-planning and collaboration between instructional staff. | False |
| Implementation of STEAM curriculum at middle and high school levels | False |
| 100% of economically disadvantaged students in the graduating classes of 2024 earned their high school diploma. | False |
| Common benchmarking tool K-12 | False |
| Continuously monitor implementation of the school improvement plan and adjust as needed | False |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | 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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| English Language Growth and Attainment | False |
| Meeting Annual Academic Growth Expectations | False |
| Mathematics/Algebra proficiency has decreased since the return to in-person learning from the COVID-19 pandemic. | False |
| English Language Arts/Literature proficiency has decreased since the return to in-person learning from the COVID-19 pandemic. | False |
| Curriculum revision to include STEEL standards | False |
| RCCS experienced a small decrease in the percentage of graduates engaging in rigorous courses of study. | False |
| RCCS experienced a decrease in the percentage of graduates who participated in dual enrollment. | False |
| The percentage of English Language Growth and Attainment did not meet the statewide average. | False |
| The percentage of English Learners has increased to 35% of the student population. | False |
| As the English Learner and special education student subgroups continue to grow, there are instructional impacts that require targeted professional development. | True |
| The percentage of English learners has increased by almost 10% in the past four school years. | False |
| The percentage of English learners has increased by almost 10% in the past four school years. | False |
| Creating defined expectations for teacher co-planning and collaboration will increase instructional effectiveness and collective teacher efficacy. | False |
| Updating curriculum materials | False |
| Provide frequent, timely, and systematic feedback and support on instructional practices | False |
| STEEL standards professional development | False |
| Identify and address individual student learning needs | False |
| Use multiple professional development designs to support the learning needs of staff | True |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | False |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------|-------|
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school 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.

RCCS has experienced success by increasing its regular attendance, four and five-year cohort graduation, and career standards benchmark rates. However, RCCS has also experienced regression in its student achievement and student growth standards. This can be attributed to several factors including but not limited to an increase in English learners and an increase in student and teacher turnover. To overcome this regression, RCCS has diversified its professional development offerings for its teachers and staff to ensure a wide range of platforms and topics. RCCS has grown its library of curriculum resources and materials. Additionally, RCCS is reestablishing its positive behavior support systems to promote desired student behaviors to encourage active engagement and participation.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------|
| As the English Learner and special education student subgroups continue to grow, there are instructional impacts that require targeted professional development. | Teachers and staff need regular and routine opportunities to participate in a variety of professional learning activities. | True |
| Use multiple professional development designs to support the learning needs of staff | Teachers and staff need regular and routine opportunities to participate in a variety of professional learning activities. | True |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Standards Benchmark | RCCS was founded on the pillar of preparing its students for post-secondary success. Expanding college and career programming can act as a motivator for struggling students. |
| High School Graduation Rate | RCCS is increasing its offerings of rigorous courses of study and dual enrollment offerings. |
| Regular Attendance | RCCS students are demonstrating an increased rate of regular attendance. |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | School leadership capacity is growing to increase instructional collaboration and effectiveness to support student achievement. |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | In order to increase student achievement, RCCS will refine its instructional programming to promote student engagement and achievement by including the use of progress monitoring, differentiated instruction, individualized accommodations, and targeted professional development. |
| | To support the professional learning needs of its teachers and staff, RCCS will continue to develop a professional development program that demonstrates a diversified approach including relevant topics and different modes of learning experience. |

Goal Setting

Priority: In order to increase student achievement, RCCS will refine its instructional programming to promote student engagement and achievement by including the use of progress monitoring, differentiated instruction, individualized accommodations, and targeted professional development.

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Outcome Category | | | |
| English Language Growth and Attainment | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| Over the next three years, RCCS will develop, implement, and refine instructional practices in order to promote English Language Growth and Attainment. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Refining instructional expectations | | | |
| Target Year 1 | Target Year 2 | Target Year 3 | |
| Teachers and instructional staff will participate in professional development aimed at improving instructional practices for English Learners. | RCCS will standardize the collection and analysis of English Learner data to promote English Proficiency. | Over the next three years, RCCS will develop, implement, and refine instructional practices in order to promote English Language Growth and Attainment. | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| English learner data will be shared with instructional staff | English learner data will be discussed during common planning time and PLCs. | English learner data will be discussed during common planning time and PLCs. | RCCS will standardize the collection and analysis of English Learner data to promote English Proficiency. |

Priority: To support the professional learning needs of its teachers and staff, RCCS will continue to develop a professional development program that demonstrates a diversified approach including relevant topics and different modes of learning experience.

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| Outcome Category | | | |
| Essential Practices 4: Foster Quality Professional Learning | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| Over the course of three years, RCCS will offer its instructional staff several opportunities to participate in differentiated professional development. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |

| Targeted Professional Development | | | |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Target Year 1 | Target Year 2 | Target Year 3 | |
| RCCS will continue the reestablishment of professional learning communities (PLCS) K-12. | RCCS will identify internal and external opportunities for professional development including in-house presentations, outside presenters, and local, state, and national events and conferences. | Over the course of three years, RCCS will offer its instructional staff several opportunities to participate in differentiated professional development. | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| Survey staff about professional development needs and preferences. | Identify potential professional development opportunities and facilitate staff participation. | Identify potential professional development opportunities and facilitate staff participation. | Survey staff about professional development offerings and future needs and preferences. |

Action Plan

Measurable Goals

| | |
|-------------------------------------|-----------------------------------|
| Refining instructional expectations | Targeted Professional Development |
|-------------------------------------|-----------------------------------|

Action Plan For: Content-focused specific professional development

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Measurable Goals: |
| <ul style="list-style-type: none"> Over the next three years, RCCS will develop, implement, and refine instructional practices in order to promote English Language Growth and Attainment. |

| Action Step | | Anticipated Start/Completion Date | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------|
| Teachers will be provided with training related to designing coherent instruction that promotes the growth of all students including English learners and students with disabilities. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| CEO & Building Principals | Federal funding will support an instructional coach, reading instructional support teacher, English teacher, and math teacher positions which will promote the use of the defined expectations in the school community benefiting English Learners and students with disabilities. Additionally, federal funding will support professional development on reading and research-based instructional strategies. Federal funding will allow for the identification and implementation of curricular resources and materials to support consistent instruction. Identified staff will attend and participate in state conferences and professional development opportunities that will promote enhanced data practices and aligned schoolwide programs. | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| Teachers will participate in professional learning communities and common planning time to promote professional collaboration, instructional consistency, and data analysis. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |

| | | | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| CEO & Building Principals | Federal funding will support an instructional coach, reading instructional support teacher, English teacher, and math teacher positions which will promote the use of the defined expectations in the school community benefiting English Learners and students with disabilities. Additionally, federal funding will support professional development on reading and research-based instructional strategies. Federal funding will allow for the identification and implementation of curricular resources and materials to support consistent instruction. Identified staff will attend and participate in state conferences and professional development opportunities that will promote enhanced data practices and aligned schoolwide programs. | Yes | Yes |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Teachers will implement consistent instructional practices and accommodations that promote the growth of all students including English learners and students with disabilities. | instructional walkthroughs, formal observations, professional development participation and evaluation |

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.

| eGrant Budget Category (Schoolwide Funding) | Action Plan(s) | Expenditure Description | Amount |
|---------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------|--------|
| Instruction | <ul style="list-style-type: none">Content-focused specific professional development | Instructional Coach- Wages | 60840 |
| Instruction | <ul style="list-style-type: none">Content-focused specific professional development | Reading Instructional Support- Wages | 54217 |
| Instruction | <ul style="list-style-type: none">Content-focused specific professional development | Mathematics Teacher- Wages | 51506 |
| Instruction | <ul style="list-style-type: none">Content-focused specific professional development | Mathematics Teacher- Wages | 51506 |
| Instruction | <ul style="list-style-type: none">Content-focused specific professional development | ELA Teacher- Wages | 52286 |

| | | | |
|--------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------|
| Instruction | <ul style="list-style-type: none"> Content-focused specific professional development | Instructional Coach- FICA/WC/SUI/Retirement/ HI/LI | 36740 |
| Instruction | <ul style="list-style-type: none"> Content-focused specific professional development | Reading Instructional Support- FICA/WC/SUI/ Retirement/HI/LI | 23857 |
| Instruction | <ul style="list-style-type: none"> Content-focused specific professional development | Mathematics Teacher- FICA/WC/SUI/Retirement/ HI/LI | 31121 |
| Instruction | <ul style="list-style-type: none"> Content-focused specific professional development | Mathematics Teacher- FICA/WC/SUI/Retirement/ HI/LI | 31101 |
| Instruction | <ul style="list-style-type: none"> Content-focused specific professional development | ELA Teacher- FICA/WC/SUI/Retirement/HI/LI | 25382 |
| Instruction | <ul style="list-style-type: none"> Content-focused specific professional development | Math classroom subscriptions. | 9100 |
| Instruction | <ul style="list-style-type: none"> Content-focused specific professional development | Reading materials and ELA subscriptions. | 5400 |
| Instruction | <ul style="list-style-type: none"> Content-focused specific professional development | ESGI- classroom progress monitoring tool. | 1260 |
| Other Expenditures | <ul style="list-style-type: none"> Content-focused specific | SFA Workshops- Research based best practices on | 10629 |

| | | | |
|--------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------|
| | professional development | instructional strategies and classroom management. | |
| Other Expenditures | <ul style="list-style-type: none"> Content-focused specific professional development | SFA Workshops- Research based best practices on data interpretation and classroom leadership. | 9400 |
| Other Expenditures | <ul style="list-style-type: none"> Content-focused specific professional development | PAFPC Conference- Administrator registration | 450 |
| Other Expenditures | <ul style="list-style-type: none"> Content-focused specific professional development | Data Summit Conference (Hershey)- Administrator registration | 350 |
| Other Expenditures | <ul style="list-style-type: none"> Content-focused specific professional development | PAFPC Conference- Mileage/hotel/meals per school travel policies | 1000 |
| Other Expenditures | <ul style="list-style-type: none"> Content-focused specific professional development | Data Summit Conference (Hershey)- Mileage/ hotel/meals per school travel policies | 1000 |
| Other Expenditures | <ul style="list-style-type: none"> Content-focused specific professional development | Homeless Set Aside- school uniforms and physical education attire | 1500 |
| Other Expenditures | <ul style="list-style-type: none"> Content-focused specific professional development | Homeless Set Aside- student supplies for class | 500 |
| Total Expenditures | | | 459145 |

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content-focused specific professional development | Teachers will be provided with training related to designing coherent instruction that promotes the growth of all students including English learners and students with disabilities. |
| Content-focused specific professional development | Teachers will participate in professional learning communities and common planning time to promote professional collaboration, instructional consistency, and data analysis. |

Professional Learning Communities & Common Planning Time

| Action Step | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| <ul style="list-style-type: none"> Teachers will be provided with training related to designing coherent instruction that promotes the growth of all students including English learners and students with disabilities. Teachers will participate in professional learning communities and common planning time to promote professional collaboration, instructional consistency, and data analysis. | | |
| Audience | | |
| K-12 Teachers and administrators | | |
| Topics to be Included | | |
| instructional practices, goal setting, data analysis, asynchronous webinars and training, instructional coaching | | |
| Evidence of Learning | | |
| Instructional walkthroughs, formal observations, goal-setting tools, data analysis, student achievement scores | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| CEO and building principals | 2025-07-01 | 2028-06-30 |

Learning Format

| Type of Activities | Frequency |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Professional Learning Community (PLC) | At least once per month |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 4e: Growing and Developing Professionally 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes | |

| |
|-------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • 1f: Designing Student Assessments • 1d: Demonstrating Knowledge of Resources |
| This Step Meets the Requirements of State Required Trainings |
| Teaching Diverse Learners in Inclusive Settings |

Learning Format

| Type of Activities | Frequency |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Collaborative curriculum development | At least once per month |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 4a: Reflecting on Teaching • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 4d: Participating in a Professional Community | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

Communications Activities

| PLC and Common Planning Time Schedule | | | | | |
|---------------------------------------|----------------------------------|-----------------------------------|--------------------------------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | K-12 Teachers and Administrators | meeting dates/times and locations | Building Principals | 07/01/2025 | 06/30/2028 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Email | | | Throughout the school year | | |
| Other | | | Google calendar events to reflect schedule | | |

Approvals & Signatures

| Uploaded Files |
|----------------|
| |

| | |
|-------------------------------------------------|-------------|
| Chief School Administrator | Date |
| Alyssa Mace | 2024-08-30 |
| Building Principal Signature | Date |
| Cory Snyder | 2024-08-30 |
| School Improvement Facilitator Signature | Date |
| | |