

Lincoln Leadership Academy CS

Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Charter School		175390169
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Address 2		
City	State	Zip Code
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Steering Committee

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LEA Profile

Lincoln Leadership Academy Charter School (LLACS) has completed its fifteenth (15th) year of service to the Allentown and Lehigh Valley communities. LLACS served over 950 students K-12 last year from 17 different school districts.

LLACS has been successful as determined by the school's implementation of the programs defined in the Charter; our children continue to make substantial and measurable gains as evidenced by the Study Island Benchmarks; AYP years one and two, received twelve (12) Unqualified Reports from the Fiscal Audit, commended for successful Title I, Federal School Lunch Program and Special Education Monitoring/Audits. LLACS remains programmatically, organizationally and fiscally healthy.

This particular report will summarize LLACS' school implementation, describe the students LLACS serves, provide specific data on the educational achievement and outline the goals for future years.

At school, the student body was 76% Latino, 18% African American, 1.2% Multi-Racial, 0.17% American Indian, 0.17% Asian and 4.96% White. The student body lives in a high incidence of poverty calculated at 91% with 100% free lunch.

Lincoln Leadership Academy Charter School has just completed its 14th year of operation. We opened on September 8, 2009. LLACS encourages excellence through an intense focus on reading, writing, mathematics, social studies and science. Each teacher is state certified, Highly Qualified and trained in his/her specific subject area. In 2023-2024 school year, LLACS ended the year with approximately 950 K-12 students and 140 full time/part time faculty and staff. The teaching staff includes full time regular and Special Education teachers, FT Certified School Nurse, Academic Advisors (School Counselors) and 3 FT Social Workers (LSW, MSW, BSW), STEAM Coordinator, Instructional Coaches and Academic Specialists with specific areas of expertise.

LLACS works to provide a dynamic place where teachers, families, staff, students and community partners work together in the pursuit of excellence and in the cultivation of creativity, collaboration and building community. LLACS provides an extensive support system to both parents and students through our "Parent Academy." Parent Academy (PA) bridges the gap between families, students and school and is staffed with a Parent Liaison who works closely with the parent/guardian, administration, teachers and students. The Parent Academy is essential for bridging the language barrier gap as most families are non-English speaking and are proficient in Spanish. Home visits are conducted on a regular basis to discuss issues impacting student achievement such as behavior, attendance and academic and personal issues. In addition, monthly networking opportunities are provided through various events, training and outings allowing the entire school community to maintain open communication and build effective and caring relationships.

Strong community partnerships have been established for the benefit of our students and families. LLACS works closely with institutions of higher learning and community based organizations. LLACS has a strong Dual Enrollment Program and over 70% of our HS students are enrolled. Last year 70% of the graduates were dually enrolled and had earned between 3-60 fully transferable college credits. Since 2017, Lincoln has graduated 30 students who have earned an Associate Degree from a local community college while enrolled in High School. As of 2023-24, we have 39 Distinguished Scholars who earned 30-59 college credits in High School.

The team at LLACS is united in purpose as we share common values and philosophical beliefs concerning our students. Lincoln Leadership Academy Charter School is committed to creating a culturally sensitive-values oriented community that exists to equip children to live successfully today and effectively tomorrow. In this community, children are taught in an environment that fosters and nurtures the innate human values of brotherhood, equality, justice, compassion and peace. It is our fundamental belief that...**ALL CHILDREN CAN AND WILL LEARN TO BE SUCCESSFUL!!**

Lincoln is built on a strong foundation of values and core beliefs. These core values are the guiding force behind all that we do as a school. The values are taught as part of a character development program to all students. Each month the entire school community focuses on one of the traits and incorporates it across the content area.

Teachers, Administrators and support staff are intentional in modeling the core values through teaching and their interaction with others. The staff has developed a common language which is heard in their communication with students and each other. This shared belief system is part of what makes LLACS a unique, vibrant and successful learning community.

Mission and Vision

Mission

Lincoln Leadership Academy Charter School (LLACS) is committed to providing a holistic learning community dedicated to the academic, emotional, social and spiritual success of each student.

Vision

Lincoln Leadership Academy Charter School will prepare children and youth to become critical thinkers, socially capable, spiritually sensitive and culturally competent leaders equipped with the essential skills needed to compete in the world of work and become productive, purpose-driven citizens of character and integrity.

Educational Values

Students

The culture of LLACS allows a new child to embrace the values and attitudes of being part of something larger than themselves, a sense of family. Each child, a Lincoln Lion, soon learns that they will be held accountable for their actions and choices. They are reminded each day that they are created with a mighty purpose and destiny, and neither the staff nor the senior student body will accept anything short of their mighty purpose. Each child learns that they are educable. They understand that Lincoln Lions believe skill and academic knowledge can be developed through effort and practice. Through practice and discipline, they experience success both in the classroom and on the playing field. Through teamwork and collaboration, each child learns they are more efficient and successful together than alone. Every child learns they carry within themselves unique qualities and attributes, and with the backing of the entire Lincoln family, they can love, lead, and serve their generation.

Staff

Every Lincoln Leadership Academy staff believes every child is precious and created with a purpose. Every staff member aims to provide "at-risk" children with the tools needed to live and achieve their full potential in an "at-risk" world. Each staff member is part of a dedicated and committed team that allows children to become successful, well-rounded individuals with character and integrity. They are purposed to:

- Use a "Relational Approach" to teaching and learning
- Create covenant relationships with families
- Build an educational community that offers caring educators and mentors a safe building and learning environment
- Provide opportunities for every student to serve others.

Administration

Lincoln Leadership Academy Charter School (LLACS) administration is committed to providing a holistic learning community for every stakeholder, from staff to students and parents. The administration provides the collaborative space, professional learning, and emotional and mentorship support needed so every staff member is dedicated to every student's academic, emotional, social, and spiritual success.

Parents

Parents of LLACS participate in the Parent Academy, which provides resources and support to our parents at Lincoln. Parents participate in parent workshops, family activities, and school-wide events. LLACS has a Parent Liaison to serve as a resource and assist in creating opportunities to build strong and trusting relationships with our parents and LLACS staff. LLACS actively engages with parents in the process of gaining trust. Parental trust is a foundational principle for LLACS. With parental trust, it is possible to discipline a child in some situations. Without discipline, that child is not ready to learn. We earn parental support when we develop trusting relationships. At that point, students know they have no alternative but to cooperate with their education. Parents have always been part of the Leadership group and are informed of LLACS developments and essential dates via the website, email blasts, surveys, home visits, and parent academy. Since the school's inception, parents have been on the Board of Trustees. The Leadership team comprises instructional leaders, teachers, students, parents, board members, and community partners.

Community

LLACS Board members are active community members and have been very involved in educational initiatives. Also, a student representative for Student Government will present monthly updates to the Board on the state of the school and student body. LLACS has developed partnerships and has had interactions with the community, including the following community organizations: Touchstone Theater, Banana Factory, Lehigh University, Lehigh Carbon Community College, Northampton Community College, Career Link, Lehigh County Probation, Allentown Police, Charter Partners Institute, DeSales, Lifechurch, Lehigh Valley Hospital, and others.

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
The PVAAS growth scores	Math Performance: Particularly strong growth in 5th, 7th, and 8th-grade math, with scores well above the growth standard. Economically Disadvantaged Students: Notable growth in math across multiple grades. Hispanic Students: Strong growth in 5th-grade math, performing well above expectations.
Standardized assessments	Consistent Improvement: LLACS has shown consistent improvement in standardized assessment scores across various subjects, reflecting the effectiveness of their instructional strategies and curriculum. Targeted Support: The school's ability to identify areas needing improvement and implement targeted support has led to better performance on standardized tests, particularly in key subjects like math and reading. Diverse Learner Success: The school's inclusive approach has enabled students from diverse backgrounds, including economically disadvantaged students, to perform well on standardized assessments.
Attendance	High Attendance Rates: LLACS maintains strong attendance rates, which contribute positively to student performance and engagement. Consistent attendance is a key factor in the academic success of students, helping ensure they receive the instruction and support needed to excel. Focused Intervention: The school has effective intervention programs in place to address any attendance issues quickly, ensuring that students remain engaged and reducing the risk of chronic absenteeism.
Graduation Rate	Strong Graduation Rate: LLACS achieved a 100% graduation rate in the 2022/2023 academic year, with all 55 eligible students successfully graduating. Diverse Graduation Pathways: Students utilized various pathways to graduate, including Keystone Proficiency, Keystone Composite, Alternative Assessment, and Evidence-Based Pathways, showing adaptability in meeting diverse student needs. Commitment to Student Success: The school's ability to guide all students to graduation through multiple pathways reflects a strong commitment to ensuring that each student can achieve their educational goals.
Post Secondary Transition	Strong College Enrollment Initiative: LLACS has committed to ensuring that 100% of its seniors enroll and graduate from a postsecondary program. This highlights the school's dedication to creating a clear path from high school to higher education. Holistic Approach: The school's focus on holistic development prepares students not only

	academically but also for life after graduation, supporting their transition to adult life and post-secondary education or careers.
PSSA Math (Grades 7 and 8)	Both 7th and 8th grades show strong growth, indicated by a "Well Above" growth indicator and positive growth indices (2.33 and 2.02, respectively).
PSSA English Language Arts (Grades 6 and 7):	Both 6th and 7th grades meet growth expectations, showing steady progress.
Across Grades in Math	Overall, across grades, the school demonstrates positive growth in Math, with a combined growth index of 2.72, indicating effective instruction and student performance in this subject.

Challenges

Indicator	Comments/Notable Observations
PVASS	Inconsistent Growth in Core Subjects: Some grade levels show less than expected growth in key areas like math and reading, indicating a need for targeted intervention. All student subgroups, except for Black students, performed below the interim goal/improvement target.
Future Ready	Proficiency Challenges: LLACS faces challenges in achieving high proficiency rates on standardized assessments, with some subject areas needing targeted improvement. College and Career Readiness: There may be gaps in meeting benchmarks for career readiness, indicating a need for stronger programs to prepare students for post-secondary success.
PVASS: Mathematics	Lower-than-Expected Growth: Certain grade levels may not be meeting growth expectations in math, indicating a need for focused instructional strategies and support. Achievement Gaps: There may be disparities in math achievement among different student subgroups, suggesting that some students are not receiving the support they need to succeed at the same rate as their peers.
PVASS: Language Arts	Inconsistent student growth across grade levels suggests that some students are not progressing as expected, indicating a need for enhanced instructional strategies and targeted support to improve overall performance in Language Arts.

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

Strengths

Indicator State Assessment Measures ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Economically Disadvantaged Students: This subgroup shows resilience and strong academic growth, reflecting effective support strategies tailored to their needs. English Language Learners (ELL): ELL students demonstrate significant progress, indicating successful language acquisition and academic integration programs. Students with Disabilities: This group benefits from targeted interventions, resulting in measurable academic improvements.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator	Comments/Notable Observations

<p>PVASS SCIENCE ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners</p>	<p>This subgroup has shown steady growth in science, reflecting the effectiveness of targeted support programs. English Learners: English Learners have demonstrated significant improvement in science scores, highlighting successful integration and language support strategies. Hispanic: Hispanic students have exhibited consistent growth in science, contributing to overall school progress in this subject.</p>
<p>Indicator PVAAS LANGUAGE ARTS ESSA Student Subgroups Hispanic, English Learners</p>	<p>Comments/Notable Observations Economically Disadvantaged: This subgroup has met growth expectations in Language Arts, indicating the effectiveness of targeted literacy programs. English Learners: English Learners have shown measurable progress in Language Arts, suggesting successful implementation of language acquisition strategies. Hispanic: Hispanic students have demonstrated consistent performance in Language Arts, contributing positively to the overall growth metrics for this subject.</p>

Challenges

<p>Indicator PVAAS \ Language Arts ESSA Student Subgroups Hispanic, English Learners</p>	<p>Comments/Notable Observations This subgroup faces challenges in achieving expected growth in Language Arts, indicating a need for enhanced instructional strategies and additional support. English Learners: English Learners are struggling to meet growth expectations in Language Arts, suggesting that more targeted interventions and language support are necessary. Hispanic: Hispanic students show below-expected growth in Language Arts, highlighting the need for focused efforts to address these gaps and improve overall performance in this area.</p>
<p>Indicator PVAAS / Science ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners</p>	<p>Comments/Notable Observations Economically Disadvantaged: This subgroup is struggling to meet expected growth in Science, indicating a need for more tailored support and resources to address these challenges. English Learners: English Learners are showing below-expected growth in Science, suggesting that additional language and content-specific interventions are necessary. Hispanic: Hispanic students are facing difficulties in achieving growth in Science, highlighting the need for targeted instructional strategies to improve outcomes in this subject.</p>
<p>Indicator PVAAS Mathematics ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners</p>	<p>Comments/Notable Observations Economically Disadvantaged: This subgroup is showing inconsistent growth in Math, with some grades falling below expectations, indicating a need for focused math interventions. English Learners: English Learners are struggling with Math proficiency, highlighting the necessity for additional math-specific language support. Hispanic: Hispanic students have not met growth expectations in Math across several grades, underscoring the need for targeted instructional improvements in this area.</p>
<p>Indicator Keystone Algebra I ESSA Student Subgroups</p>	<p>Comments/Notable Observations Economically Disadvantaged: This subgroup has significant challenges in achieving growth in Algebra I, suggesting a need for more comprehensive support structures. English Learners: English Learners are performing well below expectations in Algebra I, indicating that current strategies are not meeting their needs. Hispanic: Hispanic</p>

Hispanic, Economically Disadvantaged, English Learners	students are experiencing difficulties in Algebra I, failing to meet growth benchmarks, which calls for enhanced instructional focus in this subject.
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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.

High School Graduation Rate: The high graduation rates for both African American/Black and Hispanic student groups indicate a strength in ensuring students successfully complete high school, which can address challenges related to dropout rates and educational attainment.
Career Standards Benchmark: The achievement of high percentages in meeting the Career Standards Benchmark by both African American/Black and Hispanic student groups suggests a strength in preparing students for career readiness and aligning with industry standards. This can help address challenges related to workforce readiness and post-secondary transition.
It is important to note that a large population of students in 11th grade fall into a Historically Underperforming category according to the State. Notwithstanding, 11th-grade students continue to demonstrate individualized advancement toward meeting or exceeding Pennsylvania State Standards.
Lincoln students continue to excel in the Keystone Literature assessment with an overall increase to 67% proficiency/advanced in the class of 2019 and 73% for the class of 2020, compared to 55% in the class of 2018.
PVAAS data shows that All student groups have increased from previous years. 2018-2019 for science in Grades 3-12 showed 26% growth from the previous year.

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.

English Language Arts/Literature: The percentage of students achieving proficiency or advanced level in English Language Arts/Literature falls below the statewide average and the statewide goal, indicating a challenge in literacy skills and language development.
Mathematics/Algebra: The percentage of students achieving proficiency or advanced level in Mathematics/Algebra falls significantly below the statewide average and the statewide goal, highlighting a challenge in mathematical skills and conceptual understanding.
Regular Attendance: The attendance rate for the economically disadvantaged student group is lower than the statewide average, impacting student engagement and academic progress.
Comparing math score data from precovid and this year shows a significant decline in math scores. All non-IEP students scoring below or below basic in grades 4th-12th on the PSSA or Keystone in Mathematics will have written individual goals and will be placed on a data folder for continuous monitoring using SAS.
The Biology test showed a decrease to 28% for class of 2019 and to 23% in the class of 2020.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Percent Proficient or Advanced in English Language Arts/Literature (All Student Group): Data Point: 27.8%	This is a 14.5% increase from the Study Island BOY PSSA Benchmark, 14% were Advanced or Proficient.
Percent Advanced or Proficient in English Language Arts (2023-2024): Data Point: Study Island EOY PSSA Benchmark (All Students) – 28.5%	This is a 4% increase from the Percent Advanced or Proficient in English Language Arts (2022-2023), Study Island EOY PSSA Benchmark (All Students) – 24%
Percent Advanced or Proficient in English Language Arts (2023-2024): Data Point: Study Island EOY PSSA Benchmark (All Students) – 28.5%	The Average Score on the Study Island EOY PSSA Benchmark (All Students) increased from 46.7% (2022-2023) to 49.3% (2023-2024).

English Language Arts Summary

Strengths

Consistent performance in ELA (English Language Arts) at the proficient and advanced levels: Looking at the PSSA ELA (English Language Arts) benchmarks across different grade levels, there are instances where a significant percentage of students scored at the proficient and advanced levels. For example, in the 8th-grade ELA Benchmark 1, 35% of students were proficient, and 26% were advanced. This indicates a strength in ELA, suggesting that the school may have effective teaching strategies or resources in place for English language arts.
Consistent proficiency levels across multiple benchmarks: When comparing the proficiency levels across different PSSA ELA benchmarks, there is a pattern of consistent performance. This suggests that LLACS has established a strong foundation in language arts instruction and maintains a consistent level of proficiency throughout the school year. This strength can be further leveraged by identifying and sharing best practices, creating a collaborative environment for teachers to exchange effective instructional strategies, and providing targeted support to maintain or improve proficiency levels.
Growth in proficiency levels from benchmark to benchmark: While the proficiency levels may vary across benchmarks, there is evidence of growth in student performance from one benchmark to another. This demonstrates that LLACS is effective in facilitating student progress and continuous improvement in language arts skills over time. To capitalize on this strength, LLACS can implement data-driven instructional practices, personalized learning approaches, and ongoing assessments to track individual student growth and provide targeted interventions where needed.

Challenges

Below Basic proficiency levels in PSSA ELA Benchmarks: In several PSSA ELA Benchmark assessments, a significant percentage of students are scoring at the Below Basic proficiency level. This indicates a challenge in meeting the desired level of proficiency in language arts. Improving this challenge would greatly impact LLACS's progress in achieving its mission and vision by ensuring that students have strong reading, writing, and
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communication skills necessary for academic success and future endeavors. It would also positively impact the Future Ready PA Index interim targets by improving performance in state assessment measures.

Proficiency Levels in English Language Arts/Literature: The percentage of students achieving proficiency or advanced levels in English Language Arts/Literature falls below the statewide average and interim targets. This highlights the need to improve language and literacy skills among student groups to meet academic standards and improve overall achievement.

Proficiency Levels: The percentage of students achieving proficiency or advanced levels in Language Arts may fall below the desired target or the statewide average. This indicates a challenge in ensuring students meet the academic standards for language and literacy skills.

Achievement Gap: There may be an achievement gap observed between different student subgroups in Language Arts. It's important to address disparities in performance among student groups, such as economically disadvantaged students, English language learners, or students with disabilities, to ensure equitable access to quality education.

Mathematics

Data	Comments/Notable Observations
Percent Advanced or Proficient in Math (2023-2024): Data Point: Study Island EOY PSSA Benchmark (All Students) – 21.9%	This is a 19.3% increase from the Study Island BOY PSSA Benchmark, 2.6% were Advanced or Proficient.
Percent Advanced or Proficient in Math (2023-2024): Data Point: Study Island EOY PSSA Benchmark (All Students) – 21.9%	This is a 10.3% increase from the Percent Advanced or Proficient in Math (2022-2023), Study Island EOY PSSA Benchmark (All Students) – 11.6%
Percent Advanced or Proficient in Math (2023-2024): Data Point: Study Island EOY PSSA Benchmark (All Students) – 21.9%	The Average Score on the Study Island EOY PSSA Benchmark (All Students) increased from 44.1% (2022-2023) to 45.0% (2023-2024).

Mathematics Summary

Strengths

A high percentage of proficient students in specific math benchmarks: While the overall proficiency levels in mathematics, as indicated by the PSSA Math benchmarks, are relatively low, there are instances where a notable percentage of students demonstrate proficiency. For example, in Math Benchmark 1 for 3rd grade, 98.7% of students scored at the proficient level. This suggests strength in mathematics instruction for that particular benchmark and grade level. LLACS can further investigate and analyze the instructional strategies, curriculum materials, or teaching methods utilized in this specific benchmark and replicate them in other grade levels or benchmarks to improve overall math performance.

Consistent performance at basic proficiency level: Across multiple math benchmarks, many students consistently fall into the basic proficiency level. While this may not indicate exceptional performance, it does suggest a certain level of understanding and competency in mathematics. LLACS can leverage this consistency by implementing targeted interventions or instructional approaches to bridge the gap between basic and proficient levels. LLACS can enhance their math skills and raise proficiency levels by building upon the foundational understanding already demonstrated by students.

The relatively low percentage of below-basic students in specific math benchmarks: While there may be challenges in achieving proficiency, the data shows that students scoring below the basic level could be higher in specific math benchmarks. For example, no students scored below basic in Math Benchmark 1 for 4th grade. This indicates that LLACS may have effective strategies or interventions to support students at risk of

falling behind in mathematics. Understanding and replicating these strategies across other benchmarks and grade levels can help address the most pressing challenges and further improve math performance.

Challenges

Disproportionate distribution of proficiency levels: The data reveals a consistent pattern where most students fall into the basic proficiency level, with a smaller percentage in the below-basic level. This indicates a challenge in achieving a balanced distribution of proficiency levels across the student population. Addressing this challenge and improving the distribution of proficiency levels would significantly impact LLACS's progress in achieving its mission, vision, and Future Ready PA Index interim targets. It would demonstrate a more comprehensive understanding and mastery of mathematical concepts among students, leading to improved performance in state assessments and college and career readiness measures.

Inconsistencies in proficiency levels across grade levels and benchmarks: The data also shows inconsistent proficiency levels across different grade levels and benchmarks. For example, specific benchmarks and grade levels demonstrate higher proficiency levels than others. This highlights a challenge in maintaining consistent performance and progress in mathematics throughout the school. Improving these inconsistencies and ensuring a uniform distribution of proficiency levels across grade levels and benchmarks would significantly impact LLACS's progress in achieving its mission, vision, and Future Ready PA Index interim targets. It would indicate a cohesive and practical approach to mathematics instruction, resulting in improved overall performance in state assessments and college and career measures.

Low percentage of students scoring at proficient and advanced levels: Across multiple math benchmarks, the percentage of students scoring at proficient and advanced levels is relatively low. This indicates a challenge in achieving the desired levels of proficiency and mastery in mathematics. Improving this challenge would significantly impact LLACS's progress in achieving its mission and vision by ensuring that students have the necessary mathematical skills and knowledge to succeed academically and in their future careers. It would also positively impact the Future Ready PA Index interim targets by improving the overall performance in state assessment measures.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Percent Advanced or Proficient in Science (2023-2024): Data Point: Study Island EOY PSSA Benchmark (All Students) – 38.2%	This is a 1.4% increase from the Study Island BOY PSSA Benchmark, 36.8% were Advanced or Proficient.
Percent Advanced or Proficient in Science (2023-2024): Data Point: Study Island EOY PSSA Benchmark (All Students) – 38.2%	This is a 1.3% decrease from the Percent Advanced or Proficient in Science (2022-2023), Study Island EOY PSSA Benchmark (All Students) – 39.5%

Science, Technology, and Engineering Education Summary

Strengths

Looking at the PSSA Science Benchmark assessments, there is a trend of increasing proficiency levels across the benchmark tests. For example, in Benchmark 1, the percentage of students in the Proficient and Advanced categories may be lower compared to the Below Basic and Basic categories. However, in subsequent benchmarks (Benchmark 2 and Benchmark 3), there seems to be an improvement in proficiency levels, with a higher percentage of students reaching Proficient and Advanced levels.

Another potential trend is a decrease in the percentage of students in the Below Basic category over the benchmark assessments. This indicates that more students are progressing and moving out of the Below Basic level in science.

The Basic performance category may show relatively consistent percentages across the benchmark assessments. This suggests that a significant portion of students is maintaining a basic level of understanding and knowledge in science throughout the benchmark tests.

The percentage of students in the Advanced category may fluctuate across different benchmark assessments. This variability could be due to the specific content or skills covered in each benchmark, as well as variations in student performance and preparation.

Challenges

Below Basic Performance: One significant challenge is the percentage of students categorized as Below Basic across the PSSA Science Benchmark assessments. In Benchmark 1, there is a notable proportion of students in the Below Basic category, indicating that they are struggling to meet the desired proficiency level in science. This pattern may persist or even increase in subsequent benchmarks, suggesting a persistent challenge in improving science understanding and skills among these students.

Inconsistent Proficiency: The data reveals fluctuations in proficiency levels across different benchmark assessments. This inconsistency can present a challenge as it indicates that student performance in science is not consistently improving or declining. This variability could be influenced by various factors, including curriculum coverage, teaching methods, and student engagement.

Limited Advanced Performance: The proportion of students classified as Advanced in science is relatively low compared to other performance levels. This suggests a challenge in fostering higher-level thinking skills, critical analysis, and application of scientific knowledge among students. Encouraging students to reach the Advanced level and pushing them beyond the Proficient category can be an area for improvement.

Potential Content-specific Challenges: The data does not provide specific insights into the content areas or topics where students face challenges. Understanding the specific scientific concepts or skills that students find particularly difficult can guide targeted interventions and curriculum adjustments. Analyzing additional data or conducting formative assessments aligned with specific science standards can help identify and address these content-specific challenges.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark: Percent Career Standards Benchmark: 94.9% Statewide Average: 88.3% Statewide 2030 Goal: 98.0%	The school has achieved a high percentage (94.9%) of students meeting the performance standard for career readiness, surpassing the statewide average. This indicates that the school is effectively preparing students with the necessary skills and knowledge for future careers.
Industry-Based Learning: Percent Industry-Based Learning: 2.0% Statewide Average: 28.8% Statewide Performance Standard: 30.7%	The school has a lower percentage (2.0%) of students participating in industry-based learning compared to the statewide average. This suggests a potential area for improvement in providing students with practical experiences and exposure to real-world industries and careers.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Marywood University

Agreement Type

Local Articulation

Program/Course Area

Social Work Education

Uploaded Files

MARYWOOD U.pdf

Partnering Institution

Allentown Police Department

Agreement Type

Local Articulation

Program/Course Area

School Safety

Uploaded Files

ALLENTOWN POLICE-1.pdf

ALLENTOWN POLICE.pdf

Partnering Institution

Eastern University

Agreement Type

Local Articulation

Program/Course Area

Future Course Offerings

Uploaded Files

EASTERN U MOU-2014 SIGNED.pdf

Eastern University and Lincoln.pdf

Partnering Institution

Kutztown University

Agreement Type

Local Articulation

Program/Course Area

Internship Agreement

Uploaded Files

KUTZTOWN UNIVERSITY of Pennsylvania.pdf

KUTZTOWN.pdf

Partnering Institution

LCCC

Agreement Type

Program/Course Area

Uploaded Files

LCCC MOU.pdf

Summary

Strengths

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

LLACS has shown strength in helping students meet the performance standard for career readiness, with a high percentage of students (94.9%) meeting the Career Standards Benchmark. This indicates that the school's emphasis on preparing students for future careers has been effective and impactful in addressing the challenge of career readiness.
LLACS has demonstrated strength in academic growth in mathematics/algebra, with a growth score of 79.3%. This indicates that the school's instructional strategies and interventions have positively influenced students' learning and progress in this subject area, addressing the challenge of academic growth and proficiency in mathematics.
Data-Informed Instruction: Regularly Analyzing Data to Inform Instructional Practices - One strength of LLACS is its commitment to data-informed instruction. The Data Wise process has allowed the school to regularly analyze student data, including proficiency levels, growth scores, and subgroup performance, in order to gain insights into student learning and inform instructional practices. By closely examining the data, teachers and administrators can identify areas of improvement, track progress, and tailor their instructional strategies to address the specific needs of students. This data-driven approach has had a positive impact on improving student performance by ensuring that instruction is targeted and responsive to individual and group needs.
Differentiated Instruction and Targeted Support: Meeting Diverse Learning Needs: The Implementation of the Data Wise process will empower LLACS to provide differentiated instruction and targeted support to meet the diverse learning needs of students. By analyzing student data, the school can identify students who are below proficiency or struggling in specific subject areas. This information will allow teachers to design personalized interventions and provide additional support to help these students catch up and succeed academically. Through the use of data, LLACS can identify instructional gaps and implement targeted interventions that address the specific challenges faced by students, leading to improved student performance and academic growth.

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.

Science/Biology Performance: All Student Group Did Not Meet Interim Goal/Improvement Target (28.7%) Another challenge for LLacs is students' English language arts/literature performance. The data shows that the percentage of students meeting the interim goal or improvement target in this subject area is below the desired level. Enhancing students' proficiency in English language arts is essential for achieving LLACS's mission and vision, as it is a fundamental skill that supports communication, critical thinking, and overall academic success.
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English Language Arts/Literature Performance: All Student Group Did Not Meet Interim Goal/Improvement Target (29.7%) Another challenge for LLacs lies in the performance of students in English language arts/literature. The data shows that the percentage of students meeting the interim goal or improvement target in this subject area is below the desired level. Enhancing students' proficiency in English language arts is essential for achieving LLACS's mission and vision, as it is a fundamental skill that supports communication, critical thinking, and overall academic success.

Achievement Gap among Student Subgroups: One challenge highlighted in the data is the achievement gap among student subgroups, such as low Economically Disadvantaged Student Group compared to their counterparts. Addressing this challenge is crucial to ensure equity and equal opportunities for all students. The Data Wise process can be used to delve deeper into the performance data of these subgroups, identify the root causes of the achievement gap, and develop targeted interventions and instructional strategies to close the gap. By analyzing subgroup data and implementing data-informed interventions, LLACS can work towards reducing the disparities and ensuring that all students, regardless of their backgrounds, have equal access to high-quality education and opportunities for success.

Low Proficiency Rates in Science: Another challenge highlighted in the data is the low proficiency rates in science, with a significant percentage of students failing to meet the interim goal or improvement targets. Improving student performance in science is essential to achieve LLacs' mission and vision. The Data Wise process can help analyze the specific areas where students are struggling and identify instructional gaps. Using data to inform instructional practices, LLacs can implement targeted strategies, such as professional development for teachers, curriculum enhancements, and hands-on learning experiences, to improve science education and increase proficiency rates. Enhancing the science curriculum, providing additional resources, and adopting evidence-based instructional approaches can improve student outcomes in this subject area.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
English Learners in LLACS are making progress in achieving English language proficiency, with 45% of students reaching proficiency.	However, this percentage is lower than the statewide average of 60% and falls short of the 2030 goal of 80%. There is a need to focus on providing effective English language instruction and support to further enhance language acquisition for these students.
In terms of academic performance in English Language Arts, 50% of English Learners in LLACS are meeting or exceeding proficiency.	While this shows some progress, it is below the statewide average of 65% and falls short of the 2030 goal of 85%. Efforts should be made to implement targeted instructional strategies and interventions to support English Learners in developing strong literacy skills.
The graduation rate for English Learners within the 4-year cohort is 75%, indicating a positive trend in high school completion.	However, this rate is slightly lower than the statewide average of 80% and falls short of the 2030 goal of 90%. LLACS should focus on providing comprehensive support services, personalized counseling, and academic interventions to ensure English Learners have the necessary resources and guidance to successfully complete their high school education.

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
Proficiency on Pennsylvania State Assessments: Percent of Economically Disadvantaged students achieving proficiency: 28.9% Statewide average for Economically Disadvantaged students achieving proficiency: 35.0% Statewide 2030 goal for Economically Disadvantaged students achieving proficiency: 50.0%	The data shows that economically disadvantaged students in LLACS are facing significant challenges in achieving proficiency on state assessments. The proficiency rate of 28.9% is notably lower than both the statewide average and the 2030 goal. This indicates a need for targeted interventions and support to bridge the achievement gap and improve academic outcomes for economically disadvantaged students.

<p>The lower regular attendance rate among economically disadvantaged students in LLacs, compared to the statewide average and the 2030 goal, is a concerning observation.</p>	<p>Low attendance can hinder student engagement and academic progress, impacting their overall success. LLACS should focus on identifying and addressing the underlying factors contributing to low attendance, such as transportation barriers or socio-economic challenges, to improve student attendance rates.</p>
<p>While LLacs has shown some positive outcomes in terms of economically disadvantaged graduates entering the PA workforce, the percentage of 45.5% is still lower than the statewide average and falls short of the 2030 goal.</p>	<p>This observation suggests the need to further enhance career readiness initiatives and expand opportunities for economically disadvantaged students to successfully transition into the workforce. Strengthening partnerships with local employers and providing comprehensive career counseling and job placement support can help improve post-graduation outcomes for these students.</p>

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

<p>Targeted Instructional Support: LLacs has implemented targeted instructional support programs and interventions specifically designed to meet the needs of English Learners. These programs focus on language development, academic vocabulary, and cultural integration, helping English Learners improve their language proficiency and academic performance.</p>
<p>Bilingual Staff and Resources: LLACS has dedicated bilingual staff members who provide language support and resources to English Learners. This ensures that students have access to appropriate instructional materials, receive language assistance, and feel supported in their educational journey.</p>
<p>Collaborative Partnerships: LLacs has established collaborative partnerships with community organizations and resources that specialize in supporting English Learners. These partnerships provide additional resources, tutoring, and mentoring opportunities to help English Learners thrive academically and socio-culturally.</p>
<p>Wraparound Support Services: LLacs offers wraparound support services, including access to social workers, counselors, and community resources, to address the unique needs of economically disadvantaged students. These services help create a supportive environment that fosters academic success and overall well-being.</p>

Targeted Academic Interventions: LLacs has implemented targeted academic interventions tailored to the specific needs of economically disadvantaged students. These interventions focus on addressing skill gaps, providing extra academic support, and promoting equitable access to resources and opportunities.

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.

Language Proficiency and Academic Vocabulary: English Learners face challenges in developing their language proficiency and acquiring academic vocabulary necessary for success in content areas. Improving language instruction and providing targeted vocabulary development strategies can help address this challenge.

Cultural Integration and Social-emotional Support: English Learners may face difficulties in cultural integration and adapting to a new educational environment. Providing social-emotional support programs, fostering inclusive classrooms, and promoting cultural understanding can help create a supportive environment for English Learners to thrive.

Access to Language Resources and Materials: English Learners require access to appropriate language resources and materials to support their language acquisition and academic progress. Ensuring that English Learners have access to high-quality bilingual resources, technology tools, and language support services can help address this challenge.

Achievement Gap and Resource Equity: Economically disadvantaged students may face an achievement gap due to limited access to educational resources, including quality instruction, instructional materials, and extracurricular activities. Addressing resource inequities and providing equal opportunities for all students can help narrow the achievement gap.

Socioeconomic Barriers to Learning: Economically disadvantaged students may face external factors such as unstable housing, food insecurity, or lack of healthcare, which can impact their ability to fully engage in their education. Implementing support systems, such as social services, mentorship programs, and wraparound support, can help address these barriers and support student success.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
The PVAAS growth scores	The PVAAS growth scores show an upward trend across all subjects, which suggests that students have a higher probability to achieve proficiency or above on their Keystones by 11th grade.
Performance on standardized assessments	Performance on standardized assessments continues to demonstrate examples of maintaining meeting growth targets.
All student groups met regular attendance performance standards.	While the goal of 95% was not met, attendance rates remained consistently higher than local schools serving similar populations.
Graduation Rate	Since our first graduating class in 2013, Lincoln has maintained 100% 5-year cohort graduation rates. Teachers, Academic Advisors, Support Staff and Administration monitor student success very closely. This process is holistic, comprehensive and has many layers of support. Presently, based on data and completion of credits, 100% of our Senior Class of 2022 is on course for graduation in June 2022.
Post Secondary Transition	Post Secondary Transition is 86.9% which is above statewide average.
College-readiness	LLACS has established and intentionally nurtured a strong “college-going” and “college-readiness” culture starting in Kindergarten. This is evidenced by the 23 students who have earned an Associate in Arts degree while still in high school and the Distinguished Scholars who have earned between 30-59 college credits in high school.

Strengths

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

Collaborative Approach: The collaboration and ongoing professional learning among special education teachers, ESL specialists, and regular education teachers have been instrumental in providing tailored support to students with special needs, English Learners, and those at risk of failure. This collaborative effort ensures that individualized learning plans and IEPs are executed with fidelity and progress is diligently monitored.
Comprehensive Needs Assessment: Conducting a comprehensive needs assessment and developing strategies to offer strong academic programming to each student enrolled at LLACS demonstrates a proactive approach to addressing student needs. This assessment allows the school to identify specific challenges and develop targeted interventions to support students effectively.
Multi-Tiered Support System: LLACS employs a tiered approach to supporting students, including the implementation of programs such as the "Leader in Me" program, mental health services, and having a dedicated social worker on staff in addition to guidance counselors. This multi-tiered support system ensures that students with diverse needs receive appropriate interventions and support to help them achieve their academic goals.
Wide Range of Strategies: LLACS utilizes a wide range of strategies to support students with special needs, English Learners, those at risk of failure, and those not making reasonable progress. These strategies include frequent assessment, individualized attention and plans, small class sizes, direct instruction, tutoring, parent/guardian communication, mentoring programs, intervention meetings, professional development,

progress monitoring updates, and more. The comprehensive approach ensures that various avenues of support are available to meet the diverse needs of students.

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.

Communication and Coordination: Ensuring effective communication and coordination between special education teachers, ESL specialists, and regular education teachers remains a challenge. Enhancing these aspects would further enhance the collaborative approach and ensure that students with special needs, English Learners, and those at risk of failure receive seamless support and targeted interventions.

Individualization and Differentiation: While LLACS employs individualized learning plans and IEPs, ensuring consistent execution and differentiation in the general education classroom can be a challenge. Addressing this challenge would require providing ongoing professional development to teachers to strengthen their skills in meeting the diverse needs of students and adapting instruction accordingly.

Resource Allocation: LLACS may face challenges related to resource allocation, including the availability of qualified staff, instructional materials, and technology to support student engagement and digital literacy. Addressing these challenges would involve strategic planning, securing necessary resources, and ensuring equitable access to technology and other learning materials for all students.

Progress Monitoring and Data Analysis: Despite frequent progress monitoring updates, there may be challenges in effectively analyzing and utilizing the data to inform instructional decisions and interventions. Enhancing the capacity to analyze and interpret data would enable LLACS to make more informed decisions, identify trends, and implement targeted strategies to support student success.

Engaging and Empowering Parents/Guardians: While LLACS maintains frequent parent or guardian contact, there may be challenges in fully engaging and empowering parents/guardians in their child's education. Strengthening the partnership between school and home, providing clear communication channels, and offering parent/guardian workshops or training opportunities could help address this challenge.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
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?

Align curricular materials and lessons to the PA standards
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
Foster a culture of high expectations for success for all students, educators, families, and community members

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?

Identify professional learning needs through analysis of a variety of data * LLACS participated with PDE and SAS in the Educator Effectiveness Evaluation Model Pilot. Administration and staff attended a SAS Training Institute, which focused on learning and practicing implementation of the Danielson Framework. The team greatly benefitted and increased capacity by implementing the instrument and participating in the training modules. Thereafter, the administrative team and House Leads continued professional learning opportunities on the Educator Effectiveness Evaluation Model in order to maintain high quality observations. Such training served to improve instructional planning and execution, which had a direct impact on instructional quality and student success. While traditional models of evaluation focus solely on observations, LLACS is building a multidimensional model that gives weight to the teacher's personal reflections, peer observation, student feedback, and extensive quantitative data in addition to administrative formal and informal observations. Peer observations are organized schoolwide with a particular emphasis on pairing new and mentor teachers. New teachers visit approved teacher mentor classrooms and then meet to discuss lessons. Teachers follow the Danielson Framework, which allows them to use the rubric and focus on areas that the new teacher feels they want to grow in. Teacher mentors also go in and observe a lesson taught by a new teacher and focus on what was agreed to in the previous meeting. The Danielson Framework serves as the common language for discussing and improving upon expectations for teaching at LLACS. Students are invited to give feedback on teachers through formal and informal methods. Administrators review the quantitative data of a teachers' grades, standardized test scores, and other factors as a part of the overall evaluation process. a tiered professional learning system was created to support teachers based on their individual needs. Through this tiered system, teachers and instructional staff are able to participate in assigned cyclical instructional modules as well as self-select from an extensive list of learning modules. Assigned professional learning opportunities are based on data gathered from the observation process as well as meetings with teachers. The process identifies areas where teachers may need additional support to improve instruction and edify themselves as professionals. This information is then used to plan professional learning for teaching staff. Through rigorous, focused, and individualized professional development, the quality of teaching has improved significantly. As evidenced in the PA-ESEP data, LLACS has watched the quality of its teaching staff become more effective and increase in quality. Based on Growth and Strength Reports and Component Rating Reports, outcomes of teacher evaluations demonstrate a high percentage of satisfactory and proficient ratings.
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Use multiple professional learning designs to support the learning needs of staff
Monitor and evaluate the impact of professional learning on staff practices and student learning *
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
High School Graduation Rate: The high graduation rates for both African American/Black and Hispanic student groups indicate a strength in ensuring students successfully complete high school, which can address challenges related to dropout rates and educational attainment.	False
Career Standards Benchmark: The achievement of high percentages in meeting the Career Standards Benchmark by both African American/Black and Hispanic student groups suggests a strength in preparing students for career readiness and aligning with industry standards. This can help address challenges related to workforce readiness and post-secondary transition.	False
It is important to note that a large population of students in 11th grade fall into a Historically Underperforming category according to the State. Notwithstanding, 11th-grade students continue to demonstrate individualized advancement toward meeting or exceeding Pennsylvania State Standards.	False
Lincoln students continue to excel in the Keystone Literature assessment with an overall increase to 67% proficiency/advanced in the class of 2019 and 73% for the class of 2020, compared to 55% in the class of 2018.	False
PVAAS data shows that All student groups have increased from previous years. 2018-2019 for science in Grades 3-12 showed 26% growth from the previous year.	False
Consistent performance in ELA (English Language Arts) at the proficient and advanced levels: Looking at the PSSA ELA (English Language Arts) benchmarks across different grade levels, there are instances where a significant percentage of students scored at the proficient and advanced levels. For example, in the 8th-grade ELA Benchmark 1, 35% of students were proficient, and 26% were advanced. This indicates a strength in ELA, suggesting that the school may have effective teaching strategies or resources in place for English language arts.	False
Consistent proficiency levels across multiple benchmarks: When comparing the proficiency levels across different PSSA ELA benchmarks, there is a pattern of consistent performance. This suggests that LLACS has established a strong foundation in language arts instruction and maintains a consistent level of proficiency throughout the school year. This strength can be further leveraged by identifying and sharing best practices, creating a collaborative environment for teachers to exchange effective instructional strategies, and providing targeted support to maintain or improve proficiency levels.	False
Growth in proficiency levels from benchmark to benchmark: While the proficiency levels may vary across benchmarks, there is evidence of growth in student performance from one benchmark to another. This demonstrates that LLACS is effective in facilitating student progress and continuous improvement in language arts	True

skills over time. To capitalize on this strength, LLACS can implement data-driven instructional practices, personalized learning approaches, and ongoing assessments to track individual student growth and provide targeted interventions where needed.	
Looking at the PSSA Science Benchmark assessments, there is a trend of increasing proficiency levels across the benchmark tests. For example, in Benchmark 1, the percentage of students in the Proficient and Advanced categories may be lower compared to the Below Basic and Basic categories. However, in subsequent benchmarks (Benchmark 2 and Benchmark 3), there seems to be an improvement in proficiency levels, with a higher percentage of students reaching Proficient and Advanced levels.	False
The relatively low percentage of below-basic students in specific math benchmarks: While there may be challenges in achieving proficiency, the data shows that students scoring below the basic level could be higher in specific math benchmarks. For example, no students scored below basic in Math Benchmark 1 for 4th grade. This indicates that LLACS may have effective strategies or interventions to support students at risk of falling behind in mathematics. Understanding and replicating these strategies across other benchmarks and grade levels can help address the most pressing challenges and further improve math performance.	False
A high percentage of proficient students in specific math benchmarks: While the overall proficiency levels in mathematics, as indicated by the PSSA Math benchmarks, are relatively low, there are instances where a notable percentage of students demonstrate proficiency. For example, in Math Benchmark 1 for 3rd grade, 98.7% of students scored at the proficient level. This suggests strength in mathematics instruction for that particular benchmark and grade level. LLACS can further investigate and analyze the instructional strategies, curriculum materials, or teaching methods utilized in this specific benchmark and replicate them in other grade levels or benchmarks to improve overall math performance.	False
Consistent performance at basic proficiency level: Across multiple math benchmarks, many students consistently fall into the basic proficiency level. While this may not indicate exceptional performance, it does suggest a certain level of understanding and competency in mathematics. LLACS can leverage this consistency by implementing targeted interventions or instructional approaches to bridge the gap between basic and proficient levels. LLACS can enhance their math skills and raise proficiency levels by building upon the foundational understanding already demonstrated by students.	False
It is important to note that a large population of students in 11th grade fall into a Historically Underperforming category according to the State. Notwithstanding, 11th-grade students continue to demonstrate individualized advancement toward meeting or exceeding Pennsylvania State Standards.	False
Lincoln students continue to excel in the Keystone Literature assessment with an overall increase to 67% proficiency/advanced in the class of 2019 and 73% for the class of 2020, compared to 55% in the class of 2018.	False
PVAAS data shows that All student groups have increased from previous years. 2018-2019 for science in Grades 3-12 showed 26% growth from the previous year.	False

Another potential trend is a decrease in the percentage of students in the Below Basic category over the benchmark assessments. This indicates that more students are progressing and moving out of the Below Basic level in science.	False
The Basic performance category may show relatively consistent percentages across the benchmark assessments. This suggests that a significant portion of students is maintaining a basic level of understanding and knowledge in science throughout the benchmark tests.	False
The percentage of students in the Advanced category may fluctuate across different benchmark assessments. This variability could be due to the specific content or skills covered in each benchmark, as well as variations in student performance and preparation.	False
LLACS has shown strength in helping students meet the performance standard for career readiness, with a high percentage of students (94.9%) meeting the Career Standards Benchmark. This indicates that the school's emphasis on preparing students for future careers has been effective and impactful in addressing the challenge of career readiness.	False
Data-Informed Instruction: Regularly Analyzing Data to Inform Instructional Practices - One strength of LLACS is its commitment to data-informed instruction. The Data Wise process has allowed the school to regularly analyze student data, including proficiency levels, growth scores, and subgroup performance, in order to gain insights into student learning and inform instructional practices. By closely examining the data, teachers and administrators can identify areas of improvement, track progress, and tailor their instructional strategies to address the specific needs of students. This data-driven approach has had a positive impact on improving student performance by ensuring that instruction is targeted and responsive to individual and group needs.	True
Differentiated Instruction and Targeted Support: Meeting Diverse Learning Needs: The Implementation of the Data Wise process will empower LLACS to provide differentiated instruction and targeted support to meet the diverse learning needs of students. By analyzing student data, the school can identify students who are below proficiency or struggling in specific subject areas. This information will allow teachers to design personalized interventions and provide additional support to help these students catch up and succeed academically. Through the use of data, LLACS can identify instructional gaps and implement targeted interventions that address the specific challenges faced by students, leading to improved student performance and academic growth.	True
Targeted Instructional Support: LLacs has implemented targeted instructional support programs and interventions specifically designed to meet the needs of English Learners. These programs focus on language development, academic vocabulary, and cultural integration, helping English Learners improve their language proficiency and academic performance.	False
Bilingual Staff and Resources: LLACS has dedicated bilingual staff members who provide language support and resources to English Learners. This ensures that students have access to appropriate instructional materials, receive language assistance, and feel supported in their educational journey.	False

Collaborative Partnerships: LLacs has established collaborative partnerships with community organizations and resources that specialize in supporting English Learners. These partnerships provide additional resources, tutoring, and mentoring opportunities to help English Learners thrive academically and socio-culturally.	True
Wraparound Support Services: LLacs offers wraparound support services, including access to social workers, counselors, and community resources, to address the unique needs of economically disadvantaged students. These services help create a supportive environment that fosters academic success and overall well-being.	False
Targeted Academic Interventions: LLacs has implemented targeted academic interventions tailored to the specific needs of economically disadvantaged students. These interventions focus on addressing skill gaps, providing extra academic support, and promoting equitable access to resources and opportunities.	True
Collaborative Approach: The collaboration and ongoing professional learning among special education teachers, ESL specialists, and regular education teachers have been instrumental in providing tailored support to students with special needs, English Learners, and those at risk of failure. This collaborative effort ensures that individualized learning plans and IEPs are executed with fidelity and progress is diligently monitored.	False
Comprehensive Needs Assessment: Conducting a comprehensive needs assessment and developing strategies to offer strong academic programming to each student enrolled at LLACS demonstrates a proactive approach to addressing student needs. This assessment allows the school to identify specific challenges and develop targeted interventions to support students effectively.	True
Multi-Tiered Support System: LLACS employs a tiered approach to supporting students, including the implementation of programs such as the "Leader in Me" program, mental health services, and having a dedicated social worker on staff in addition to guidance counselors. This multi-tiered support system ensures that students with diverse needs receive appropriate interventions and support to help them achieve their academic goals.	False
Wide Range of Strategies: LLACS utilizes a wide range of strategies to support students with special needs, English Learners, those at risk of failure, and those not making reasonable progress. These strategies include frequent assessment, individualized attention and plans, small class sizes, direct instruction, tutoring, parent/guardian communication, mentoring programs, intervention meetings, professional development, progress monitoring updates, and more. The comprehensive approach ensures that various avenues of support are available to meet the diverse needs of students.	True
LLACS has demonstrated strength in academic growth in mathematics/algebra, with a growth score of 79.3%. This indicates that the school's instructional strategies and interventions have positively influenced students' learning and progress in this subject area, addressing the challenge of academic growth and proficiency in mathematics.	False
Align curricular materials and lessons to the PA standards	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	False
Foster a culture of high expectations for success for all students, educators, families, and community members	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 Arts/Literature: The percentage of students achieving proficiency or advanced level in English Language Arts/Literature falls below the statewide average and the statewide goal, indicating a challenge in literacy skills and language development.	False
Mathematics/Algebra: The percentage of students achieving proficiency or advanced level in Mathematics/Algebra falls significantly below the statewide average and the statewide goal, highlighting a challenge in mathematical skills and conceptual understanding.	False
Regular Attendance: The attendance rate for the economically disadvantaged student group is lower than the statewide average, impacting student engagement and academic progress.	True
Comparing math score data from precovid and this year shows a significant decline in math scores. All non-IEP students scoring below or below basic in grades 4th-12th on the PSSA or Keystone in Mathematics will have written individual goals and will be placed on a data folder for continuous monitoring using SAS.	False
The Biology test showed a decrease to 28% for class of 2019 and to 23% in the class of 2020.	False
Below Basic proficiency levels in PSSA ELA Benchmarks: In several PSSA ELA Benchmark assessments, a significant percentage of students are scoring at the Below Basic proficiency level. This indicates a challenge in meeting the desired level of proficiency in language arts. Improving this challenge would greatly impact LLACS's progress in achieving its mission and vision by ensuring that students have strong reading, writing, and communication skills necessary for academic success and future endeavors. It would also positively impact the Future Ready PA Index interim targets by improving performance in state assessment measures.	False
Proficiency Levels in English Language Arts/Literature: The percentage of students achieving proficiency or advanced levels in English Language Arts/Literature falls below the statewide average and interim targets. This highlights the need to improve language and literacy skills among student groups to meet academic standards and improve overall achievement.	False
Proficiency Levels: The percentage of students achieving proficiency or advanced levels in Language Arts may fall below the desired target or the statewide average. This indicates a challenge in ensuring students meet the academic standards for language and literacy skills.	False
Achievement Gap: There may be an achievement gap observed between different student subgroups in Language Arts. It's important to address disparities in performance among student groups, such as economically disadvantaged students, English language learners, or students with disabilities, to ensure equitable access to quality education.	True

<p>Disproportionate distribution of proficiency levels: The data reveals a consistent pattern where most students fall into the basic proficiency level, with a smaller percentage in the below-basic level. This indicates a challenge in achieving a balanced distribution of proficiency levels across the student population. Addressing this challenge and improving the distribution of proficiency levels would significantly impact LLACS's progress in achieving its mission, vision, and Future Ready PA Index interim targets. It would demonstrate a more comprehensive understanding and mastery of mathematical concepts among students, leading to improved performance in state assessments and college and career readiness measures.</p>	<p>True</p>
<p>Below Basic Performance: One significant challenge is the percentage of students categorized as Below Basic across the PSSA Science Benchmark assessments. In Benchmark 1, there is a notable proportion of students in the Below Basic category, indicating that they are struggling to meet the desired proficiency level in science. This pattern may persist or even increase in subsequent benchmarks, suggesting a persistent challenge in improving science understanding and skills among these students.</p>	<p>False</p>
<p>Inconsistencies in proficiency levels across grade levels and benchmarks: The data also shows inconsistent proficiency levels across different grade levels and benchmarks. For example, specific benchmarks and grade levels demonstrate higher proficiency levels than others. This highlights a challenge in maintaining consistent performance and progress in mathematics throughout the school. Improving these inconsistencies and ensuring a uniform distribution of proficiency levels across grade levels and benchmarks would significantly impact LLACS's progress in achieving its mission, vision, and Future Ready PA Index interim targets. It would indicate a cohesive and practical approach to mathematics instruction, resulting in improved overall performance in state assessments and college and career measures.</p>	<p>False</p>
<p>Low percentage of students scoring at proficient and advanced levels: Across multiple math benchmarks, the percentage of students scoring at proficient and advanced levels is relatively low. This indicates a challenge in achieving the desired levels of proficiency and mastery in mathematics. Improving this challenge would significantly impact LLACS's progress in achieving its mission and vision by ensuring that students have the necessary mathematical skills and knowledge to succeed academically and in their future careers. It would also positively impact the Future Ready PA Index interim targets by improving the overall performance in state assessment measures.</p>	<p>False</p>
<p>Comparing math score data from precovid and this year shows a significant decline in math scores. All non-IEP students scoring below or below basic in grades 4th-12th on the PSSA or Keystone in Mathematics will have written individual goals and will be placed on a data folder for continuous monitoring using SAS.</p>	<p>False</p>
<p>The Biology test showed a decrease to 28% for class of 2019 and to 23% in the class of 2020.</p>	<p>False</p>
<p>Inconsistent Proficiency: The data reveals fluctuations in proficiency levels across different benchmark assessments. This inconsistency can present a challenge as it indicates that student performance in science is not consistently improving or declining. This variability could be influenced by various factors, including curriculum coverage, teaching methods, and student engagement.</p>	<p>True</p>

Limited Advanced Performance: The proportion of students classified as Advanced in science is relatively low compared to other performance levels. This suggests a challenge in fostering higher-level thinking skills, critical analysis, and application of scientific knowledge among students. Encouraging students to reach the Advanced level and pushing them beyond the Proficient category can be an area for improvement.	False
Potential Content-specific Challenges: The data does not provide specific insights into the content areas or topics where students face challenges. Understanding the specific scientific concepts or skills that students find particularly difficult can guide targeted interventions and curriculum adjustments. Analyzing additional data or conducting formative assessments aligned with specific science standards can help identify and address these content-specific challenges.	False
Science/Biology Performance: All Student Group Did Not Meet Interim Goal/Improvement Target (28.7%) Another challenge for LLacs is students' English language arts/literature performance. The data shows that the percentage of students meeting the interim goal or improvement target in this subject area is below the desired level. Enhancing students' proficiency in English language arts is essential for achieving LLACS's mission and vision, as it is a fundamental skill that supports communication, critical thinking, and overall academic success.	False
English Language Arts/Literature Performance: All Student Group Did Not Meet Interim Goal/Improvement Target (29.7%) Another challenge for LLacs lies in the performance of students in English language arts/literature. The data shows that the percentage of students meeting the interim goal or improvement target in this subject area is below the desired level. Enhancing students' proficiency in English language arts is essential for achieving LLACS's mission and vision, as it is a fundamental skill that supports communication, critical thinking, and overall academic success.	False
Achievement Gap among Student Subgroups: One challenge highlighted in the data is the achievement gap among student subgroups, such as low Economically Disadvantaged Student Group compared to their counterparts. Addressing this challenge is crucial to ensure equity and equal opportunities for all students. The Data Wise process can be used to delve deeper into the performance data of these subgroups, identify the root causes of the achievement gap, and develop targeted interventions and instructional strategies to close the gap. By analyzing subgroup data and implementing data-informed interventions, LLACS can work towards reducing the disparities and ensuring that all students, regardless of their backgrounds, have equal access to high-quality education and opportunities for success.	True
Language Proficiency and Academic Vocabulary: English Learners face challenges in developing their language proficiency and acquiring academic vocabulary necessary for success in content areas. Improving language instruction and providing targeted vocabulary development strategies can help address this challenge.	False
Cultural Integration and Social-emotional Support: English Learners may face difficulties in cultural integration and adapting to a new educational environment. Providing social-emotional support programs, fostering inclusive classrooms, and promoting cultural understanding can help create a supportive environment for English Learners to thrive.	False

<p>Access to Language Resources and Materials: English Learners require access to appropriate language resources and materials to support their language acquisition and academic progress. Ensuring that English Learners have access to high-quality bilingual resources, technology tools, and language support services can help address this challenge.</p>	<p>True</p>
<p>Achievement Gap and Resource Equity: Economically disadvantaged students may face an achievement gap due to limited access to educational resources, including quality instruction, instructional materials, and extracurricular activities. Addressing resource inequities and providing equal opportunities for all students can help narrow the achievement gap.</p>	<p>True</p>
<p>Socioeconomic Barriers to Learning: Economically disadvantaged students may face external factors such as unstable housing, food insecurity, or lack of healthcare, which can impact their ability to fully engage in their education. Implementing support systems, such as social services, mentorship programs, and wraparound support, can help address these barriers and support student success.</p>	<p>False</p>
<p>Individualization and Differentiation: While LLACS employs individualized learning plans and IEPs, ensuring consistent execution and differentiation in the general education classroom can be a challenge. Addressing this challenge would require providing ongoing professional development to teachers to strengthen their skills in meeting the diverse needs of students and adapting instruction accordingly.</p>	<p>True</p>
<p>Resource Allocation: LLACS may face challenges related to resource allocation, including the availability of qualified staff, instructional materials, and technology to support student engagement and digital literacy. Addressing these challenges would involve strategic planning, securing necessary resources, and ensuring equitable access to technology and other learning materials for all students.</p>	<p>True</p>
<p>Progress Monitoring and Data Analysis: Despite frequent progress monitoring updates, there may be challenges in effectively analyzing and utilizing the data to inform instructional decisions and interventions. Enhancing the capacity to analyze and interpret data would enable LLACS to make more informed decisions, identify trends, and implement targeted strategies to support student success.</p>	<p>True</p>
<p>Engaging and Empowering Parents/Guardians: While LLACS maintains frequent parent or guardian contact, there may be challenges in fully engaging and empowering parents/guardians in their child's education. Strengthening the partnership between school and home, providing clear communication channels, and offering parent/guardian workshops or training opportunities could help address this challenge.</p>	<p>False</p>
<p>Low Proficiency Rates in Science: Another challenge highlighted in the data is the low proficiency rates in science, with a significant percentage of students failing to meet the interim goal or improvement targets. Improving student performance in science is essential to achieve LLacs' mission and vision. The Data Wise process can help analyze the specific areas where students are struggling and identify instructional gaps. Using data to inform instructional practices, LLacs can implement targeted strategies, such as professional development for teachers, curriculum enhancements, and hands-on learning experiences, to improve science education and increase</p>	<p>False</p>

proficiency rates. Enhancing the science curriculum, providing additional resources, and adopting evidence-based instructional approaches can improve student outcomes in this subject area.	
Communication and Coordination: Ensuring effective communication and coordination between special education teachers, ESL specialists, and regular education teachers remains a challenge. Enhancing these aspects would further enhance the collaborative approach and ensure that students with special needs, English Learners, and those at risk of failure receive seamless support and targeted interventions.	False
Identify professional learning needs through analysis of a variety of data * LLACS participated with PDE and SAS in the Educator Effectiveness Evaluation Model Pilot. Administration and staff attended a SAS Training Institute, which focused on learning and practicing implementation of the Danielson Framework. The team greatly benefitted and increased capacity by implementing the instrument and participating in the training modules. Thereafter, the administrative team and House Leads continued professional learning opportunities on the Educator Effectiveness Evaluation Model in order to maintain high quality observations. Such training served to improve instructional planning and execution, which had a direct impact on instructional quality and student success. While traditional models of evaluation focus solely on observations, LLACS is building a multidimensional model that gives weight to the teacher's personal reflections, peer observation, student feedback, and extensive quantitative data in addition to administrative formal and informal observations. Peer observations are organized schoolwide with a particular emphasis on pairing new and mentor teachers. New teachers visit approved teacher mentor classrooms and then meet to discuss lessons. Teachers follow the Danielson Framework, which allows them to use the rubric and focus on areas that the new teacher feels they want to grow in. Teacher mentors also go in and observe a lesson taught by a new teacher and focus on what was agreed to in the previous meeting. The Danielson Framework serves as the common language for discussing and improving upon expectations for teaching at LLACS. Students are invited to give feedback on teachers through formal and informal methods. Administrators review the quantitative data of a teachers' grades, standardized test scores, and other factors as a part of the overall evaluation process. a tiered professional learning system was created to support teachers based on their individual needs. Through this tiered system, teachers and instructional staff are able to participate in assigned cyclical instructional modules as well as self-select from an extensive list of learning modules. Assigned professional learning opportunities are based on data gathered from the observation process as well as meetings with teachers. The process identifies areas where teachers may need additional support to improve instruction and edify themselves as professionals. This information is then used to plan professional learning for teaching staff. Through rigorous, focused, and individualized professional development, the quality of teaching has improved significantly. As evidenced in the PA-ETEP data, LLACS has watched the quality of its teaching staff become more effective and increase in quality. Based on Growth and Strength Reports and Component Rating Reports, outcomes of teacher evaluations demonstrate a high percentage of satisfactory and proficient ratings.	False
Use multiple professional learning designs to support the learning needs of staff	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *	False

Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
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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.

As an institution, we have made significant strides in developing our technology plan and establishing a robust Data-Wise structure. However, our current focus must shift from merely having these frameworks in place to actively implementing and integrating them into our teaching and learning processes. The next critical step is to transform our existing Data-Wise structure into a true Data-Wise culture. Consistency and Proficiency: We recognize that consistency is key to student success. Teacher turnover has shown to negatively impact classroom performance as students adjust to new teaching styles. Conversely, students who remain with us demonstrate consistent improvement in their Keystone scores, moving closer to proficiency with each assessment. Despite this progress, a disconnect remains between state standards and school expectations, as students often advance with reasonable grades but lack the necessary proficiency. Purposeful Technology Integration: Our comprehensive technology plan now needs to be purposefully and effectively implemented to enhance student engagement, digital literacy, and overall learning experiences. By integrating technology into the curriculum, we can provide students with better access to information, foster collaboration, and create interactive learning opportunities that build critical digital skills. The plan must ensure that teachers have the resources, training, and support to incorporate technology into their instruction, promoting active and personalized learning experiences. From Data-Wise Structure to Culture: It is essential that we move beyond using data simply to inform decisions and start embedding data-driven practices into the very culture of our institution. This shift will empower educators to consistently leverage data to tailor instruction to the needs of each student, ultimately enhancing learning outcomes. A Data-Wise culture, coupled with strategic technology integration, will enable us to create a more personalized and engaging learning environment. This environment will not only meet the diverse needs of our students but also drive significant improvements in academic achievement and overall success. In summary, our growth as an institution has brought us to a point where we must focus on the implementation of our technology plan and the evolution of our Data-Wise structure into a pervasive culture. This transformation will ensure that data and technology are at the heart of our instructional practices, leading to a more effective, personalized, and successful educational experience for all students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance: The attendance rate for the economically disadvantaged student group is lower than the statewide average, impacting student engagement and academic progress.		False
Achievement Gap: There may be an achievement gap observed between different student subgroups in Language Arts. It's important to address disparities in performance among student groups, such as economically disadvantaged students, English language learners, or students with disabilities, to ensure equitable access to quality education.		False
Disproportionate distribution of proficiency levels: The data reveals a consistent pattern where most students fall into the basic proficiency level, with a smaller percentage in the below-basic level. This indicates a challenge in achieving a balanced distribution of proficiency levels across the student population. Addressing this challenge and improving the distribution of proficiency levels would significantly impact LLACS's progress in achieving its mission, vision, and Future Ready PA Index interim targets. It would demonstrate a more comprehensive understanding and mastery of mathematical concepts among students, leading to improved performance in state assessments and college and career readiness measures.		False
Inconsistent Proficiency: The data reveals fluctuations in proficiency levels across different benchmark assessments. This inconsistency can present a challenge as it indicates that student performance in science is not consistently improving or declining. This variability could be influenced by various factors, including curriculum coverage, teaching methods, and student engagement.		False
Achievement Gap among Student Subgroups: One challenge highlighted in the data is the achievement gap among student subgroups, such as low Economically Disadvantaged Student Group compared to their counterparts. Addressing this challenge is crucial to ensure equity and		False

<p>equal opportunities for all students. The Data Wise process can be used to delve deeper into the performance data of these subgroups, identify the root causes of the achievement gap, and develop targeted interventions and instructional strategies to close the gap. By analyzing subgroup data and implementing data-informed interventions, LLACS can work towards reducing the disparities and ensuring that all students, regardless of their backgrounds, have equal access to high-quality education and opportunities for success.</p>		
<p>Access to Language Resources and Materials: English Learners require access to appropriate language resources and materials to support their language acquisition and academic progress. Ensuring that English Learners have access to high-quality bilingual resources, technology tools, and language support services can help address this challenge.</p>		False
<p>Achievement Gap and Resource Equity: Economically disadvantaged students may face an achievement gap due to limited access to educational resources, including quality instruction, instructional materials, and extracurricular activities. Addressing resource inequities and providing equal opportunities for all students can help narrow the achievement gap.</p>		False
<p>Individualization and Differentiation: While LLACS employs individualized learning plans and IEPs, ensuring consistent execution and differentiation in the general education classroom can be a challenge. Addressing this challenge would require providing ongoing professional development to teachers to strengthen their skills in meeting the diverse needs of students and adapting instruction accordingly.</p>	<p>Enhancing teacher skills in meeting diverse student needs through ongoing professional development.</p>	True
<p>Resource Allocation: LLACS may face challenges related to resource allocation, including the availability of qualified staff, instructional materials, and technology to support student engagement and digital literacy. Addressing these challenges would involve strategic planning, securing necessary resources, and ensuring equitable access to technology and other learning materials for all students.</p>	<p>LLACS must engage in strategic planning and integrate technology purposefully to ensure that all students have equitable access to resources, thereby enhancing digital literacy and increasing student engagement across the board.</p>	True
<p>Progress Monitoring and Data Analysis: Despite frequent progress monitoring updates, there may be challenges in effectively analyzing and utilizing the data to inform instructional decisions and interventions. Enhancing the capacity to analyze and interpret data would enable LLACS</p>	<p>Improving the ability to analyze and utilize data to make informed instructional decisions and implement targeted interventions.</p>	True

to make more informed decisions, identify trends, and implement targeted strategies to support student success.		
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Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>Growth in proficiency levels from benchmark to benchmark: While the proficiency levels may vary across benchmarks, there is evidence of growth in student performance from one benchmark to another. This demonstrates that LLACS is effective in facilitating student progress and continuous improvement in language arts skills over time. To capitalize on this strength, LLACS can implement data-driven instructional practices, personalized learning approaches, and ongoing assessments to track individual student growth and provide targeted interventions where needed.</p>	
<p>Data-Informed Instruction: Regularly Analyzing Data to Inform Instructional Practices - One strength of LLACS is its commitment to data-informed instruction. The Data Wise process has allowed the school to regularly analyze student data, including proficiency levels, growth scores, and subgroup performance, in order to gain insights into student learning and inform instructional practices. By closely examining the data, teachers and administrators can identify areas of improvement, track progress, and tailor their instructional strategies to address the specific needs of students. This data-driven approach has had a positive impact on improving student performance by ensuring that instruction is targeted and responsive to individual and group needs.</p>	<p>Collaborative Analysis and Action Planning: Fostering a culture of collaborative data analysis among educators can drive more actionable insights. Teachers coming together in regular Data Wise meetings can pool their observations, identify common trends, and brainstorm collective strategies that benefit a larger student population.</p>
<p>Differentiated Instruction and Targeted Support: Meeting Diverse Learning Needs: The Implementation of the Data Wise process will empower LLACS to provide differentiated instruction and targeted support to meet the diverse learning needs of students. By analyzing student data, the school can identify students who are below proficiency or struggling in specific subject areas. This information will allow teachers to design personalized interventions and provide additional support to help these students catch up and succeed academically. Through the use of data, LLACS can identify instructional</p>	<p>Ensuring alignment in curriculum and assessment practices across all levels is critical to maintaining consistent student performance and meeting proficiency standards.</p>

gaps and implement targeted interventions that address the specific challenges faced by students, leading to improved student performance and academic growth.	
Collaborative Partnerships: LLacs has established collaborative partnerships with community organizations and resources that specialize in supporting English Learners. These partnerships provide additional resources, tutoring, and mentoring opportunities to help English Learners thrive academically and socio-culturally.	
Targeted Academic Interventions: LLacs has implemented targeted academic interventions tailored to the specific needs of economically disadvantaged students. These interventions focus on addressing skill gaps, providing extra academic support, and promoting equitable access to resources and opportunities.	The success of targeted interventions relies on effective data use to identify and address skill gaps. This experience can be leveraged to improve broader data analysis processes, ensuring that interventions are data-driven and targeted to maximize impact.
Comprehensive Needs Assessment: Conducting a comprehensive needs assessment and developing strategies to offer strong academic programming to each student enrolled at LLACS demonstrates a proactive approach to addressing student needs. This assessment allows the school to identify specific challenges and develop targeted interventions to support students effectively.	
Wide Range of Strategies: LLACS utilizes a wide range of strategies to support students with special needs, English Learners, those at risk of failure, and those not making reasonable progress. These strategies include frequent assessment, individualized attention and plans, small class sizes, direct instruction, tutoring, parent/guardian communication, mentoring programs, intervention meetings, professional development, progress monitoring updates, and more. The comprehensive approach ensures that various avenues of support are available to meet the diverse needs of students.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To foster a Data-Wise culture, we must empower educators through professional development that enhances their ability to use data to differentiate instruction, ensuring each student's unique needs are met effectively.

	Strategic planning and purposeful technology integration are crucial to ensure equitable access to resources, enabling all students to benefit from enhanced digital literacy and engagement opportunities.
	Embedding data-driven practices into our institution's culture will enhance our ability to analyze and utilize data, driving targeted interventions that improve academic outcomes.

Goal Setting

Priority: To foster a Data-Wise culture, we must empower educators through professional development that enhances their ability to use data to differentiate instruction, ensuring each student's unique needs are met effectively.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Fully embed a Data-Wise culture in the school, with all teachers consistently using data to tailor instruction and improve student outcomes by Year 3.			
Measurable Goal Nickname (35 Character Max)			
Data-Wise Culture Establishing Culture Year 1			
Target Year 1	Target Year 2	Target Year 3	
50% of teachers trained in data usage with initial implementation in 30% of classrooms.	75% of classrooms using data-driven instruction.	Fully embed a Data-Wise culture in the school, with all teachers consistently using data to tailor instruction and improve student outcomes by Year 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete needs assessment and develop training plan.	Begin training sessions; initial data implementation in 10% of classrooms.	Mid-year evaluation of data practices in 25% of classrooms.	50% of teachers and 30% of classrooms using data-informed practices.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Fully embed a Data-Wise culture in the school, with all teachers consistently using data to tailor instruction and improve student outcomes by Year 3.			
Measurable Goal Nickname (35 Character Max)			
Data-Wise Culture Using Data Year 2			
Target Year 1	Target Year 2	Target Year 3	
50% of teachers trained in data usage with initial implementation in 30% of classrooms.	75% of classrooms using data-driven instruction.	Fully embed a Data-Wise culture in the school, with all teachers consistently using data to tailor instruction and improve student outcomes by Year 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Expand data-driven instruction to 50% of classrooms. Review and refine the data collection and analysis processes based on Year 1 feedback.	Conduct mid-year assessment of data usage across classrooms. Provide additional support and resources to ensure consistent implementation.	Increase the number of classrooms using data-driven instruction to 65%. Offer targeted professional development for teachers needing additional support.	75% of classrooms using data-driven instruction.
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Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Fully embed a Data-Wise culture in the school, with all teachers consistently using data to tailor instruction and improve student outcomes by Year 3.			
Measurable Goal Nickname (35 Character Max)			
Data-Wise Culture Closing the Gap Year 3			
Target Year 1	Target Year 2	Target Year 3	
50% of teachers trained in data usage with initial implementation in 30% of classrooms.	75% of classrooms using data-driven instruction.	Fully embed a Data-Wise culture in the school, with all teachers consistently using data to tailor instruction and improve student outcomes by Year 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Increase engagement in data-driven instruction to 85% of classrooms. Conduct workshops to fine-tune data usage techniques.	Reach 90% of classrooms using data to inform instruction. Begin final assessment preparations to ensure full implementation.	Ensure 95% of classrooms are fully implementing data-driven practices. Offer last round of professional support for any remaining gaps.	Achieve the goal of 100% data-driven instruction across all classrooms. Conduct a comprehensive review to sustain and build on the success.

Priority: Embedding data-driven practices into our institution's culture will enhance our ability to analyze and utilize data, driving targeted interventions that improve academic outcomes.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Achieve comprehensive technology integration across the curriculum, enhancing student engagement and digital literacy in most classrooms by Year 3.			
Measurable Goal Nickname (35 Character Max)			
Technology Tech-Enhanced Learning Year 1			

Target Year 1	Target Year 2	Target Year 3	
30% of teachers trained in technology integration, with 20% of classrooms utilizing tech-enhanced learning.	50% of classrooms incorporating technology regularly.	Achieve comprehensive technology integration across the curriculum, enhancing student engagement and digital literacy in most classrooms by Year 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify technology needs and develop a professional development plan.	Initiate teacher training on technology tools.	Implement technology in 10% of classrooms with feedback collection.	Evaluate and adjust; aim for 20% classroom tech integration.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Achieve comprehensive technology integration across the curriculum, enhancing student engagement and digital literacy in most classrooms by Year 3.			
Measurable Goal Nickname (35 Character Max)			
Technology Tech Integration Year 2			
Target Year 1	Target Year 2	Target Year 3	
30% of teachers trained in technology integration, with 20% of classrooms utilizing tech-enhanced learning.	50% of classrooms incorporating technology regularly.	Achieve comprehensive technology integration across the curriculum, enhancing student engagement and digital literacy in most classrooms by Year 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Expand technology-enhanced learning to 30% of classrooms. Provide ongoing support for teachers.	Conduct a mid-year assessment of tech integration. Address any gaps in training or resources.	Increase the number of classrooms using technology to 40%. Offer additional workshops for advanced integration techniques.	50% of classrooms incorporating technology regularly.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Achieve comprehensive technology integration across the curriculum, enhancing student engagement and digital literacy in most classrooms by Year 3.			
Measurable Goal Nickname (35 Character Max)			
Technology Tech Integration Year 3			

Target Year 1	Target Year 2	Target Year 3	
30% of teachers trained in technology integration, with 20% of classrooms utilizing tech-enhanced learning.	50% of classrooms incorporating technology regularly.	Achieve comprehensive technology integration across the curriculum, enhancing student engagement and digital literacy in most classrooms by Year 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Increase technology integration to 55% of classrooms. Provide advanced training sessions to refine practices.	Reach 60% of classrooms using technology daily. Begin assessment of long-term impact on student engagement.	Achieve 65% technology integration across classrooms. Prepare for implementation review.	Achieve 75% technology integration in all classrooms. Conduct a comprehensive evaluation of the impact on student engagement and digital literacy.

Priority: Strategic planning and purposeful technology integration are crucial to ensure equitable access to resources, enabling all students to benefit from enhanced digital literacy and engagement opportunities.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Ensure equitable access to educational resources, resulting in improved student engagement and reducing disparities in achievement by Year 3.			
Measurable Goal Nickname (35 Character Max)			
Equitable Engagement Equitable Access Year 3			
Target Year 1	Target Year 2	Target Year 3	
Conduct a resource audit and develop a strategic allocation plan to ensure 50% of students have equitable access to necessary educational resources.	Increase equitable resource access to 75% of students, with a focus on supporting economically disadvantaged students.	Ensure equitable access to educational resources, resulting in improved student engagement and reducing disparities in achievement by Year 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete a comprehensive audit of existing educational resources and identify gaps in access.	Develop and finalize a strategic resource allocation plan, prioritizing areas with the most significant needs.	Begin the implementation of the resource allocation plan, ensuring 25% of identified needs are met.	Evaluate progress and adjust the plan as necessary to ensure 50% of students have equitable access to educational resources.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Ensure equitable access to educational resources, resulting in improved student engagement and reducing disparities in achievement by Year 3.			
Measurable Goal Nickname (35 Character Max)			
Equitable Engagement Mid-year Assessment Year 2			
Target Year 1	Target Year 2	Target Year 3	
Conduct a resource audit and develop a strategic allocation plan to ensure 50% of students have equitable access to necessary educational resources.	Increase equitable resource access to 75% of students, with a focus on supporting economically disadvantaged students.	Ensure equitable access to educational resources, resulting in improved student engagement and reducing disparities in achievement by Year 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Expand resource distribution to cover 60% of identified needs, focusing on areas with the most significant equity gaps.	Conduct a mid-year assessment of resource allocation impact on student engagement and attendance. Address any emerging gaps or challenges.	Increase equitable resource access to 70% of students, with targeted interventions for students identified as at-risk.	Ensure that 75% of students are benefiting from the resource allocation plan. Prepare a report summarizing the year's progress and areas for improvement.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Ensure equitable access to educational resources, resulting in improved student engagement and reducing disparities in achievement by Year 3.			
Measurable Goal Nickname (35 Character Max)			
Equitable Engagement Closing Equity Gap Year 3			
Target Year 1	Target Year 2	Target Year 3	
Conduct a resource audit and develop a strategic allocation plan to ensure 50% of students have equitable access to necessary educational resources.	Increase equitable resource access to 75% of students, with a focus on supporting economically disadvantaged students.	Ensure equitable access to educational resources, resulting in improved student engagement and reducing disparities in achievement by Year 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Expand resource access to 85% of students, ensuring integration into daily classroom practices.	Assess and refine the resource allocation processes to ensure any remaining equity gaps are addressed.	Ensure that 95% of students have access to all necessary resources, with a focus on sustaining engagement levels.	Achieve 100% equitable access to resources, fully integrated into instructional practices, with

			measurable improvements in student engagement and attendance.
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Action Plan

Measurable Goals

Data-Wise Culture Establishing Culture Year 1	Data-Wise Culture Using Data Year 2
Data-Wise Culture Closing the Gap Year 3	Technology Tech-Enhanced Learning Year 1
Technology Tech Integration Year 2	Technology Tech Integration Year 3
Equitable Engagement Equitable Access Year 3	Equitable Engagement Mid-year Assessment Year 2
Equitable Engagement Closing Equity Gap Year 3	

Action Plan For: Data Wise Process Implementation

Measurable Goals:
<ul style="list-style-type: none"> Fully embed a Data-Wise culture in the school, with all teachers consistently using data to tailor instruction and improve student outcomes by Year 3.

Action Step		Anticipated Start/Completion Date	
<p>*Conduct a Needs Assessment: Assess current data usage practices and identify gaps in teachers' understanding of data-driven instruction. *Develop a Training Plan: Create a comprehensive training plan based on the needs assessment, focusing on data analysis and interpretation. *Initial Teacher Training: Organize and deliver training sessions for teachers on data interpretation, focusing on how to integrate data into instructional planning. *Support Classroom Implementation: Provide ongoing support and resources to help teachers implement data-driven practices in their classrooms.</p>		2024-10-04	2024-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Data Wise Team, Data Specialist, Leadership Team Frequency: Quarterly evaluations, ongoing classroom observations Method: Review of teacher feedback, observation logs, and classroom data usage reports	Needs Assessment: Data collection tools, time allocation for assessment, support from data specialists, Teacher Training: Professional development sessions, training manuals,, a venue for training (or virtual platform), guest trainers or facilitators. Classroom Implementation Support: Ongoing access to data tools, classroom observation schedules, mentoring resources, follow-up support from data specialists. Mid-Year Review: Review templates, teacher feedback forms, meeting space or virtual platform, time allocation for review sessions.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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<p>Needs assessment report, identification of key gaps in data usage, recommendations for training. Trained teachers, increased teacher proficiency in data interpretation, initial integration of data into lesson planning. Data-driven instruction observed in 30% of classrooms, regular teacher collaboration on data usage, improved student outcomes in participating classrooms. Mid-year review report, adjustments made to the training and implementation plan, documentation of lessons learned.</p>	<p>People: Leadership Team, Data Wise Team, Mr. Sawyer Frequency: Quarterly evaluations, ongoing classroom observations Method: Review of teacher feedback, observation logs, and classroom data usage reports</p>
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Action Plan For: Data Utilization

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Fully embed a Data-Wise culture in the school, with all teachers consistently using data to tailor instruction and improve student outcomes by Year 3.
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Action Step		Anticipated Start/Completion Date	
<p>Expand Classroom Data Practices: Increase the implementation of data-driven instruction from 30% to 50% of classrooms by providing targeted support and resources. Conduct Mid-Year Assessment: Evaluate the effectiveness of data-driven practices in classrooms, gathering feedback from teachers and students. Refine Data Usage Strategies: Based on the mid-year assessment, refine data analysis strategies and provide additional training where needed. Ongoing Teacher Support: Offer continuous support, including coaching and mentoring, to ensure teachers are effectively using data to drive instruction. End-of-Year Evaluation: Review the progress made toward expanding data-driven practices and plan for further improvements in the following year.</p>		2025-10-03	2026-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>Data Wise Team, Data Specialist, Leadership Team</p>	<p>Expand Data Practices:, additional training materials, peer collaboration sessions, classroom support schedules. Mid-Year Assessment: Assessment tools (surveys, observation checklists), time allocation for assessments, data analysis software, meeting space for feedback sessions. Refining Data Strategies: Updated training resources, collaboration tools, consultation with data experts, revision of data usage protocols. Ongoing Support: Access to mentoring programs, follow-up training sessions, resource libraries, collaboration with instructional coaches. End-of-Year Evaluation: Evaluation templates, student performance data, meeting space for review, time allocation for comprehensive review sessions.</p>	<p>Yes</p>	<p>No</p>

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>Expansion of data-driven practices to 50% of classrooms, increased frequency of data-informed instructional decisions, documented case studies of success. Mid-year assessment report, identification of areas needing improvement, teacher feedback on data usage effectiveness. Revised data usage protocols, updated training materials, improved teacher confidence in data-driven instruction. Continuous improvement in data usage, increased collaboration among teachers, positive impact on student achievement in data-driven classrooms. End-of-year evaluation report, summary of progress towards data utilization goals, recommendations for Year 3.</p>	<p>People: Leadership Team, Data Wise Team, Mr. Sawyer Frequency: Bi-annual assessments, ongoing classroom observations Method: Review of mid-year and end-of-year reports, teacher feedback, and student performance data</p>

Action Plan For: Targeted Data-Driven Interventions

Measurable Goals:
<ul style="list-style-type: none"> Fully embed a Data-Wise culture in the school, with all teachers consistently using data to tailor instruction and improve student outcomes by Year 3.

Action Step		Anticipated Start/Completion Date	
<p>Identify Achievement Gaps: Use existing data to identify achievement gaps among student groups. Develop Targeted Interventions: Create tailored interventions aimed at addressing the identified achievement gaps, using data to inform the approach. Implement Interventions: Roll out the targeted interventions in classrooms, focusing on students who need the most support. Monitor Progress: Regularly monitor the impact of the interventions on student outcomes, using data to track progress. Adjust Interventions as Needed: Make adjustments to the interventions based on ongoing data analysis and teacher feedback to ensure they are effective.</p>		2027-10-01	2028-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Data Wise Team, Data Specialist, Leadership Team	<p>Identify Gaps: Student data reports, data analysis tools, time allocation for data review, collaboration with student support teams. Develop Interventions: Intervention design templates, access to evidence-based intervention resources, collaboration with instructional experts, resource materials for teachers. Implement Interventions: Classroom resources, training sessions for teachers, instructional materials tailored to the interventions, ongoing</p>	Yes	No

	support from instructional coaches. Monitor Progress: Progress monitoring tools (e.g., assessment software, tracking spreadsheets), time allocation for regular check-ins, feedback forms, collaboration with data teams. Adjust Interventions: Data review templates, additional resources for adjusting interventions, consultation with intervention specialists, follow-up training.		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Identification of specific achievement gaps, detailed reports highlighting areas of concern, baseline data for targeted interventions. Tailored intervention plans, resources distributed to teachers, targeted instructional strategies developed. Implementation of interventions in identified classrooms, observable improvements in student performance in targeted areas, increased teacher engagement with intervention strategies. Regular progress reports, adjustments to interventions as needed, documentation of student improvement. Final adjustments to intervention strategies, end-of-year report documenting the closing of achievement gaps, best practices identified for future use.	People: Leadership Team, Data Wise Team, Data Specialist, Student Support Teams. Frequency: Ongoing monitoring throughout the year, regular check-ins with teachers and support staff Method: Review of progress reports, student performance data, teacher and student feedback

Action Plan For: Technology Integration Framework

Measurable Goals:
<ul style="list-style-type: none"> Achieve comprehensive technology integration across the curriculum, enhancing student engagement and digital literacy in most classrooms by Year 3.

Action Step	Anticipated Start/Completion Date	
Assess Technology Needs: Conduct a comprehensive assessment of current technology resources and identify gaps in technology access and usage. Develop a Professional Development (PD) Plan: Create a PD plan focused on technology integration, including tools and best practices for using technology in the classroom. Initial Teacher Training: Deliver initial training sessions on technology tools and strategies for integrating technology into lessons. Classroom Implementation: Support teachers in implementing tech-enhanced learning in their classrooms, providing resources and guidance as needed. Evaluate and Adjust: Conduct a mid-year evaluation of technology integration, making adjustments to the implementation plan based on feedback and classroom observations.	2024-11-01	2025-05-02

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Technology Team, Leadership Team	Initial Teacher Training: Technology tools (e.g., laptops, tablets, software licenses), training manuals, virtual or physical training space, tech support during training sessions. Classroom Implementation: Classroom technology (e.g., projectors, interactive whiteboards), instructional tech resources, ongoing tech support, mentoring from tech-savvy teachers. Evaluate and Adjust: Evaluation tools, feedback forms, collaboration software for teacher input, time allocation for review meetings.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Technology needs assessment report, identification of gaps, and recommendations for addressing them. Comprehensive PD plan, including a schedule of training sessions and prepared training materials. Trained teachers with increased proficiency in using technology for instructional purposes, initial implementation of tech-enhanced lessons. Tech-enhanced learning observed in 20% of classrooms, documented improvements in student engagement and learning outcomes. Mid-year review report with adjustments to the technology integration plan based on observed outcomes and teacher feedback.	People: Technology Team, Leadership Team Frequency: Quarterly evaluations, ongoing classroom observations Method: Review of teacher feedback, observation logs, and technology usage reports in classrooms

Action Plan For: Advanced Technology Integration

Measurable Goals:
<ul style="list-style-type: none"> Achieve comprehensive technology integration across the curriculum, enhancing student engagement and digital literacy in most classrooms by Year 3.

Action Step	Anticipated Start/Completion Date	
Expand Technology Integration: Increase the number of classrooms utilizing technology from 20% to 50%, providing advanced training and resources as needed. Conduct Mid-Year Assessment: Evaluate the effectiveness of the technology integration, gathering feedback from teachers and students. Provide Advanced Training: Offer additional training sessions focused on advanced technology integration techniques and tools. Ongoing Support: Provide continuous support and troubleshooting assistance to teachers as they integrate technology into their teaching practices. End-of-	2024-11-01	2025-06-06

Year Review: Review the impact of technology integration on student engagement and learning, planning for further improvements in the following year.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Technology Team, Leadership Team	Expand Technology Integration: Additional technology tools, advanced training materials, collaboration time for teachers, tech integration guides. Mid-Year Assessment: Assessment software, feedback collection tools, time allocation for assessments, meeting space or virtual platform for discussions. Provide Advanced Training: Access to advanced tech tools, training materials, guest speakers or trainers, ongoing PD resources. Ongoing Support: Continuous access to tech support, peer mentoring resources, troubleshooting guides, collaboration time for teacher teams. End-of-Year Review: Review templates, student performance and engagement data, evaluation software, meeting space for review sessions.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Expansion of technology usage to 50% of classrooms, increased teacher proficiency in advanced technology integration, observable improvements in student engagement. Mid-year assessment report, identification of areas needing improvement, teacher and student feedback on the effectiveness of technology integration. Advanced training sessions completed, increased teacher confidence in using advanced technology tools in instruction. End-of-year review report with recommendations for further integration and refinement of technology use in the classroom.	People: Technology Team, Leadership Team Frequency: Quarterly evaluations, ongoing classroom observations Method: Review of teacher feedback, observation logs, and technology usage reports in classrooms

Action Plan For: Advanced Technology Integration & Expansion

Measurable Goals:
<ul style="list-style-type: none"> Achieve comprehensive technology integration across the curriculum, enhancing student engagement and digital literacy in most classrooms by Year 3.

Action Step	Anticipated Start/Completion Date	
Deepen Technology Integration: Expand technology integration to 80% of classrooms, focusing on refining teaching practices and incorporating emerging technologies. Develop Personalized Learning Plans: Implement technology-based	2026-10-02	2027-05-07

<p>personalized learning plans, allowing students to work at their own pace and level using adaptive learning tools. Facilitate Teacher Collaboration: Establish technology-focused Professional Learning Communities (PLCs) where teachers share best practices, troubleshoot challenges, and develop innovative instructional strategies. Conduct Mid-Year Assessment: Evaluate the effectiveness of personalized learning plans and technology integration, gathering comprehensive feedback from teachers, students, and parents. Offer Specialized Training: Provide specialized training sessions focused on emerging technologies, data-driven instruction, and differentiated learning using tech tools. Ongoing Support and Evaluation: Continue offering tech support, mentoring, and regular evaluations to ensure sustained and effective technology integration in classrooms. End-of-Year Review and Planning: Review the overall impact of technology on student outcomes, and prepare a strategic plan for the next phase of tech integration.</p>			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Technology Team, Leadership Team	<p>Develop Personalized Learning Plans: Access to adaptive learning software, training on personalized learning strategies, data analysis tools, student assessment platforms. Facilitate Teacher Collaboration: Online collaboration platforms, access to case studies and best practice resources, scheduled PLC meeting times, expert consultants. Conduct Mid-Year Assessment: Comprehensive assessment tools, data collection software, feedback platforms, time allocation for thorough assessments and review meetings. Offer Specialized Training: Emerging technology tools, access to experts in the field, advanced training materials, virtual or in-person training spaces. Ongoing Support and Evaluation: Continuous tech support, updated troubleshooting guides, mentoring resources, data tracking software, time for regular evaluations. End-of-Year Review and Planning: Review templates, student performance data, stakeholder feedback forms, strategic planning tools, meeting spaces for discussions.</p>	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>Deepen Technology Integration: Technology integration expanded to 80% of classrooms, with teachers utilizing advanced tech tools and strategies to enhance student learning. Develop Personalized Learning Plans: Implementation of personalized learning plans for students, leading to improved learning outcomes and greater student autonomy. Facilitate Teacher Collaboration: Stronger collaboration among teachers, with shared best practices leading to innovative uses of technology in the classroom. Conduct Mid-Year Assessment: Comprehensive mid-year assessment report identifying successes and areas for improvement in tech integration and personalized learning. Offer Specialized Training: Teachers equipped</p>	<p>People: School leadership team, tech integration specialists, teachers, students, and parents. Frequency: Quarterly evaluations, mid-year assessment, and end-of-year review. Method: Review of teacher and student feedback, observation logs, technology usage data, personalized learning progress reports, and collaborative PLC outcomes.</p>

with advanced skills in using emerging technologies, data-driven instruction, and differentiated learning strategies. Ongoing Support and Evaluation: Sustained technology integration with ongoing support, leading to continuous improvement in teaching practices and student engagement. End-of-Year Review and Planning: Detailed end-of-year review report with actionable recommendations for the next phase of technology integration, aligning with overall school goals.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Wise Process Implementation	<p>*Conduct a Needs Assessment: Assess current data usage practices and identify gaps in teachers' understanding of data-driven instruction. *Develop a Training Plan: Create a comprehensive training plan based on the needs assessment, focusing on data analysis and interpretation. *Initial Teacher Training: Organize and deliver training sessions for teachers on data interpretation, focusing on how to integrate data into instructional planning. *Support Classroom Implementation: Provide ongoing support and resources to help teachers implement data-driven practices in their classrooms.</p>
Data Utilization	<p>Expand Classroom Data Practices: Increase the implementation of data-driven instruction from 30% to 50% of classrooms by providing targeted support and resources. Conduct Mid-Year Assessment: Evaluate the effectiveness of data-driven practices in classrooms, gathering feedback from teachers and students. Refine Data Usage Strategies: Based on the mid-year assessment, refine data analysis strategies and provide additional training where needed. Ongoing Teacher Support: Offer continuous support, including coaching and mentoring, to ensure teachers are effectively using data to drive instruction. End-of-Year Evaluation: Review the progress made toward expanding data-driven practices and plan for further improvements in the following year.</p>
Targeted Data-Driven Interventions	<p>Identify Achievement Gaps: Use existing data to identify achievement gaps among student groups. Develop Targeted Interventions: Create tailored interventions aimed at addressing the identified achievement gaps, using data to inform the approach. Implement Interventions: Roll out the targeted interventions in classrooms, focusing on students who need the most support. Monitor Progress: Regularly monitor the impact of the interventions on student outcomes, using data to track progress. Adjust Interventions as Needed: Make adjustments to the interventions based on ongoing data analysis and teacher feedback to ensure they are effective.</p>
Technology Integration Framework	<p>Assess Technology Needs: Conduct a comprehensive assessment of current technology resources and identify gaps in technology access and usage. Develop a Professional Development (PD) Plan: Create a PD plan focused on technology integration, including tools and best practices for using technology in the classroom. Initial Teacher Training: Deliver initial training sessions on technology tools and strategies for integrating technology into lessons. Classroom Implementation: Support teachers in implementing tech-enhanced learning in their classrooms, providing resources and guidance as needed. Evaluate and Adjust: Conduct a mid-year evaluation of technology integration, making adjustments to the implementation plan based on feedback and classroom observations.</p>
Advanced Technology Integration	<p>Expand Technology Integration: Increase the number of classrooms utilizing technology from 20% to 50%, providing advanced training and resources as needed. Conduct Mid-Year Assessment: Evaluate the effectiveness of the technology integration, gathering feedback from teachers and students. Provide Advanced Training: Offer additional training sessions focused on advanced technology integration techniques and tools. Ongoing Support: Provide continuous support and troubleshooting assistance to teachers as they integrate technology into their teaching</p>

	practices. End-of-Year Review: Review the impact of technology integration on student engagement and learning, planning for further improvements in the following year.
Advanced Technology Integration & Expansion	<p>Deepen Technology Integration: Expand technology integration to 80% of classrooms, focusing on refining teaching practices and incorporating emerging technologies. Develop Personalized Learning Plans: Implement technology-based personalized learning plans, allowing students to work at their own pace and level using adaptive learning tools. Facilitate Teacher Collaboration: Establish technology-focused Professional Learning Communities (PLCs) where teachers share best practices, troubleshoot challenges, and develop innovative instructional strategies. Conduct Mid-Year Assessment: Evaluate the effectiveness of personalized learning plans and technology integration, gathering comprehensive feedback from teachers, students, and parents. Offer Specialized Training: Provide specialized training sessions focused on emerging technologies, data-driven instruction, and differentiated learning using tech tools. Ongoing Support and Evaluation: Continue offering tech support, mentoring, and regular evaluations to ensure sustained and effective technology integration in classrooms. End-of-Year Review and Planning: Review the overall impact of technology on student outcomes, and prepare a strategic plan for the next phase of tech integration.</p>

Data-Driven Culture via Data Wise

Action Step
<ul style="list-style-type: none"> Assess Technology Needs: Conduct a comprehensive assessment of current technology resources and identify gaps in technology access and usage. Develop a Professional Development (PD) Plan: Create a PD plan focused on technology integration, including tools and best practices for using technology in the classroom. Initial Teacher Training: Deliver initial training sessions on technology tools and strategies for integrating technology into lessons. Classroom Implementation: Support teachers in implementing tech-enhanced learning in their classrooms, providing resources and guidance as needed. Evaluate and Adjust: Conduct a mid-year evaluation of technology integration, making adjustments to the implementation plan based on feedback and classroom observations. *Conduct a Needs Assessment: Assess current data usage practices and identify gaps in teachers' understanding of data-driven instruction. *Develop a Training Plan: Create a comprehensive training plan based on the needs assessment, focusing on data analysis and interpretation. *Initial Teacher Training: Organize and deliver training sessions for teachers on data interpretation, focusing on how to integrate data into instructional planning. *Support Classroom Implementation: Provide ongoing support and resources to help teachers implement data-driven practices in their classrooms.
Audience
Teachers, instructional staff, and school leadership.
Topics to be Included
Data collection and analysis techniques. Strategies for using data to inform instruction and interventions. Methods for integrating data into daily classroom practices.
Evidence of Learning

Teachers will develop and present data-driven lesson plans. Implementation of data-informed instructional strategies in the classroom. Regular data meetings and feedback sessions will be conducted to assess progress.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Leadership Team, Data Wise Team, Data Specialist	2024-10-04	2025-02-07

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly workshops with weekly follow-up sessions.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Data-Driven Instructional Practices

Action Step
<ul style="list-style-type: none"> • Expand Classroom Data Practices: Increase the implementation of data-driven instruction from 30% to 50% of classrooms by providing targeted support and resources. Conduct Mid-Year Assessment: Evaluate the effectiveness of data-driven practices in classrooms, gathering feedback from teachers and students. Refine Data Usage Strategies: Based on the mid-year assessment, refine data analysis strategies and provide additional training where needed. Ongoing Teacher Support: Offer continuous support, including coaching and mentoring, to ensure teachers are effectively using data to drive instruction. End-of-Year Evaluation: Review the progress made toward expanding data-driven practices and plan for further improvements in the following year. • Expand Technology Integration: Increase the number of classrooms utilizing technology from 20% to 50%, providing advanced training and resources as needed. Conduct Mid-Year Assessment: Evaluate the effectiveness of the technology integration, gathering feedback from teachers and students. Provide Advanced Training: Offer additional training sessions focused on advanced technology integration techniques and tools. Ongoing Support: Provide continuous support and troubleshooting assistance to teachers as they integrate technology into their teaching practices. End-of-Year Review: Review the impact of technology integration on student engagement and learning, planning for further improvements in the following year.
Audience
Teachers, instructional staff, and school leadership.
Topics to be Included
Advanced data collection and analysis. Integration of data into lesson planning and differentiated instruction. Strategies for effective use of data in classroom practice.
Evidence of Learning

Teachers will demonstrate their ability to create and present data-driven lesson plans. Implementation of data-informed instructional strategies will be observed in classroom practice.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Leadership Team, Data Wise Team, Data Specialist	2025-02-07	2025-04-04

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly workshops with weekly follow-up sessions.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction • 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Technology Integration

Action Step
<ul style="list-style-type: none"> • Expand Technology Integration: Increase the number of classrooms utilizing technology from 20% to 50%, providing advanced training and resources as needed. Conduct Mid-Year Assessment: Evaluate the effectiveness of the technology integration, gathering feedback from teachers and students. Provide Advanced Training: Offer additional training sessions focused on advanced technology integration techniques and tools. Ongoing Support: Provide continuous support and troubleshooting assistance to teachers as they integrate technology into their teaching practices. End-of-Year Review: Review the impact of technology integration on student engagement and learning, planning for further improvements in the following year. • Identify Achievement Gaps: Use existing data to identify achievement gaps among student groups. Develop Targeted Interventions: Create tailored interventions aimed at addressing the identified achievement gaps, using data to inform the approach. Implement Interventions: Roll out the targeted interventions in classrooms, focusing on students who need the most support. Monitor Progress: Regularly monitor the impact of the interventions on student outcomes, using data to track progress. Adjust Interventions as Needed: Make adjustments to the interventions based on ongoing data analysis and teacher feedback to ensure they are effective.
Audience
Teachers, technology staff, and instructional support teams.
Topics to be Included
Current technology inventory and identification of gaps. Best practices for technology usage in education. Professional development focused on effective technology integration.
Evidence of Learning
Completion of a technology audit report with identified gaps and recommendations. Increased teacher proficiency in technology usage, as evidenced by pre- and post-training assessments. Observable integration of technology in classroom instruction.

Lead Person/Position	Anticipated Start	Anticipated Completion
Technology Staff, School Leadership, IT Department.	2024-09-01	2024-11-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Quarterly evaluations and ongoing classroom observations
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments 	
This Step Meets the Requirements of State Required Trainings	
Nontraditional (equity) Regional Workshops	

Communications Activities

Share the LEA 3 to 5 year technology plan					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Assess Technology Needs: Conduct a comprehensive assessment of current technology resources and identify gaps in technology access and usage. Develop a Professional Development (PD) Plan: Create a PD plan focused on technology integration, including tools and best practices for using technology in the classroom. Initial Teacher Training: Deliver initial training sessions on technology tools and strategies for integrating technology into lessons. Classroom Implementation: Support teachers in implementing tech-enhanced learning in their classrooms, providing resources and guidance as needed. Evaluate and Adjust: Conduct a mid-year evaluation of technology integration, making adjustments to the implementation plan based on feedback and classroom observations. 	LEA Staff, Faculty, Students, and Stakeholders.	Comprehensive Tech Plan: Outline the 3 to 5 year technology strategy, including objectives and resources required. ISTE Standards: Highlight the alignment with International Society for Technology in Education (ISTE) standards. Tech Vision: Communicate the broader vision for technology use in education.	Admin, Tech Department	07/25/2022	06/28/2025
Communications					
Type of Communication			Frequency		
Presentation			1 Presentation per stakeholder group		
Presentation			Periodic Updates on Progress		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">affirmation_statement_compschool-SIGNED.docx

Chief School Administrator	Date
Sandra Figueroa	2024-08-19
Building Principal Signature	Date
Sandra Figueroa	2024-08-19
School Improvement Facilitator Signature	Date