

Fell CS

Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type	AUN	
Charter School	119350001	
Address 1	777 Main Street	
Address 2		
City	State	Zip Code
Simpson	PA	18407
Chief School Administrator	Chief School Administrator Email	
Mr Timothy Casey	tcasey@fellcharter.com	
Single Point of Contact Name	Timothy Casey	
Single Point of Contact Email	tcasey@fellcharter.com	
Single Point of Contact Phone Number	Single Point of Contact Extension	
5702825199		
Principal Name	Tim Casey	
Principal Email	tcasey@fellcharter.com	
Principal Phone Number	Principal Extension	
5702825199		
School Improvement Facilitator Name	School Improvement Facilitator Email	
Tim Casey	tcasey@fellcharter.com	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ashley Youells	Staff Member	Fell Charter School	AYouells@fellcharter.com
Kelsey Bingaman	Staff Member	Fell Charter School	KBingaman@fellcharter.com
Brent Pennington	Board Member	Fell Charter School	BPennington@fellcharter.com
Jeff Swartwood	Staff Member	Fell Charter School	JSwartwood@fellcharter.com
Katie Talarico	Staff Member	Fell Charter School	KTalarico@fellcharter.com
Christa Monforte	Parent	Fell Charter School	CMonforte@fellcharter.com
Kathleen Jordan	Staff Member	Fell Charter School	KJordan@fellcharter.com
Theresa Edwards	Parent	Fell Charter School	MJWalsh@fellcharter.com
Bonnie Urzen	Staff Member	Fell Charter School	BUrzen@fellcharter.com
Jon Dennis	Board Member	Fell Charter School	JDennis@fellcharter.com
Kathleen Muniz, Ed.D	Board Member	Fell Charter School	KMuniz@fellcharter.com
Felicity R. Schultz	Board Member	Fell Charter School	FSchultz@fellcharter.com
Emily Rogers	Staff Member	Fell Charter School	ERogers@fellcharter.com
Tim Casey	Administrator	Fell Charter School	tcasey@fellcharter.com

LEA Profile

Our Committee is comprised of staff, community, administrators, and board members.

OUR MISSION:

Fell Charter Elementary School is designed to provide an outstanding educational opportunity for all students, parents/guardians, educators, and community followers by offering a classical, character-based education supported by the latest technology. We provide proven, research-based learning opportunities such as creative hands-on experiences, individual, group, and class projects, community service options, and traditional "book knowledge." We use varied, research-based assessments to enable all students to demonstrate their understanding of concepts and skills, regardless of their level of ability. We design for each student with a Personalized Student Achievement Plan (PSAP); a unique, individualized learning plan encouraging individual, intrinsic competition to excel. In addition, our Board of Trustees works with the community to empower all those who wish to participate in furthering the education of our students, to become part of our learning community.

BELIEF STATEMENT:

We believe that each student and faculty member has a gift to offer to the world of education.

We believe that smaller class sizes and an overall smaller campus ensure personal attention to students as well as a safer learning environment for our school community.

We believe that we enhance the gifts of our students and teachers and create a research-based environment that is rich in innovation, creativity and a passion for learning.

We believe that parental/guardian support is crucial to the success attained in each child's performance. Therefore parents/guardians are welcome and expected to have an active role in their child's education.

VISION STATEMENT:

FCS's comprehensive, world-class educational program has been designed to provide the global society of today and tomorrow with responsible, morally sound,

well-educated citizens. (Jeffersonian Theory).

I

Mission and Vision

Mission

OUR MISSION: Fell Charter Elementary School is designed to provide an outstanding educational opportunity for all students, parents/guardians, educators, and community followers by offering a classical, character-based education supported by the latest technology. We provide proven, research-based learning opportunities such as creative hands-on experiences, individual, group and class projects, community service options and traditional "book knowledge." We use varied, research-based assessments to enable all students to demonstrate their understanding of concepts and skills, regardless of their level of ability. We design for each student with a Personalized Student Achievement Plan (PSAP); a unique, individualized learning plan encouraging individual, intrinsic competition to excel. In addition, our Board of Trustees work with the community to empower all those who wish to participate in furthering the education of our students, to become part of our learning community.

Vision

VISION STATEMENT: FCS's comprehensive, world-class educational program has been designed to provide the global society of today and tomorrow with responsible, morally sound, well-educated citizens. (Jeffersonian Theory).

Educational Values

Students

This topic is discussed at all grade levels in the beginning of the year to help formulate goals and expectations. BELIEF STATEMENT: We believe that each student and faculty member has a gift to offer to the world of education. We believe that smaller class sizes and an overall smaller campus ensure personal attention to students as well as a safer learning environment for our school community. We believe that we enhance the gifts of our students and teachers and create a research-based environment that is rich in innovation, creativity and a passion for learning. We believe that parental/guardian support is crucial to the success attained in each child's performance. Therefore parents/guardians are welcome and expected to have an active role in their child's education.

Staff

BELIEF STATEMENT: We believe that each student and faculty member has a gift to offer to the world of education. We believe that smaller class sizes and an overall smaller campus ensure personal attention to students as well as a safer learning environment for our school community. We believe that we enhance the gifts of our students and teachers and create a research-based environment that is rich in innovation, creativity and a passion for learning. We believe that parental/guardian support is crucial to the success attained in each child's performance. Therefore parents/guardians are welcome and expected to have an active role in their child's education.

Administration

BELIEF STATEMENT: We believe that each student and faculty member has a gift to offer to the world of education. We believe that smaller class sizes and an overall smaller campus ensure personal attention to students as well as a safer learning environment for our school community. We believe that we enhance the gifts of our students and teachers and create a research-based environment that is rich in innovation, creativity and a passion for learning. We believe that parental/guardian support is crucial to the success attained in each child's performance. Therefore parents/guardians are welcome and expected to have an active role in their child's education.

Parents

BELIEF STATEMENT: We believe that each student and faculty member has a gift to offer to the world of education. We believe that smaller class sizes and an overall smaller campus ensure personal attention to students as well as a safer learning environment for our school community. We believe that we enhance the gifts of our students and teachers and create a research-based environment that is rich in innovation, creativity and a passion for learning. We believe that parental/guardian support is crucial to the success attained in each child's performance. Therefore parents/guardians are welcome and expected to have an active role in their child's education.

Community

BELIEF STATEMENT: We believe that each student and faculty member has a gift to offer to the world of education. We believe that smaller class sizes and an overall smaller campus ensure personal attention to students as well as a safer learning environment for our school community. We believe that we enhance the gifts of our students and teachers and create a research-based environment that is rich in innovation, creativity and a passion for learning. We believe that parental/guardian support is crucial to the success attained in each child's performance. Therefore parents/guardians are welcome and expected to have an active role in their child's education.

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	False 9	False 10	False 11	False 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Consistent enrollment by parents/guardians (choice)	Parents/guardians choose our school and our enrollment has been consistent/stable year to year.
All new parents and students meet with the staff and administration prior to enrolling.	Parents/students get a tour, meet the staff and learn about the school, goals and expectations as well as how everyone can contribute to the mission and success of our school.
The building is new and well equipped.	Through a loan from the USDA the school is newer, clean and well appointed.
Transportation.	Local school districts provide transportation to our school.
Small Community/Family.	Because our school is designed to be small, maximum capacity of 225, our teacher get to know each child whether the child is in their homeroom or not. The small, close-knit community makes for a safe and secure learning environment for our students (Maslow's Hierarchy).
Parent/guardian Satisfaction Survey.	We do a survey at the end of every school year to reflect on the strengths and challenges of our school.
Academic supports.	We have supports via Title 1, Special Ed, SAP and our SAT team to support our students academically. Supports are also tiered.
Student Assistance Program (SAP).	We have a well run and well-used SAP Team for our students/school.
Professional Development.	We do a good job of pre-servicing our staff and continuously educating them on trends all year long.
COVID Repsonse	We were hybrid the first year back. We made sure to create a plan that was health-supported and made sure our students were offered a quality education.
School Board	The School Board works diligently to make sure that we follow our plans to ensure success for students.
Parents/Guardians	Our parents and guardians work well with us, are responsive and offer suggestions that are beneficial for all.
Volunteers	Parents/guardians and the local community often volunteer to be in our classrooms, work with our students, educate our students or just help out.

Challenges

Indicator	Comments/Notable Observations
Funding.	We receive about 80% if the tuition that the traditional public schools receive,

	therefore we operate on a smaller/tighter budget.
Misunderstanding of what a charter school is and what it is not.	Due to common misconceptions about charter schools, negative media attention and lack of Governor support of charter schools, we struggle to continuously education the community.
Staffing shortages.	We are understaffed since 2019. We struggle to find and retain quality teachers/staff. COVID has exacerbated a problem for us. Our smaller budget and unfair funding make it challenging to match the salaries of traditional schools. We have to work around those challenges.
PSSA Scores.	Over the last two years we have not seen the type of growth we expected. COVID impacted this issue as well. Additionally we are seeing that both students and parents/guardians do not seem to see a value in the testing anymore. The level of "enthusiasm" has significantly dropped of since COVID.
Growing our enrollment.	Our enrollment has been consistent, and we would like to grow it to fill the building to capacity (225). We struggle with educating the community and fighting a lack of support at the state level; negative media is a challenge.
COVID outcomes.	Students most impacted by COVID school closures are still struggling (in most cases) to rebound. They struggle not only with academic success but also with social/peer interaction as well as effective engagement in school.
PSERS	The costs have been challenging on a small budget.
State Reports.	Timelines are understandable, but with smaller staffs and shortages, it is hard to take time out to complete reports in a timely fashion. Additionally, some reports are duplicative and time consuming,
Expense of utilities.	Costs are soaring and are impacting.
Parent/guardian transportation struggles.	It is hard for our parents/guardians to make arrangements for after school events, tutoring or other.
No extracurricular/sports programs	As a small rural elementary school, we have not had school sports programs or extracurricular clubs.

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

Strengths

Indicator Quality ELA Program. ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations We have a well done ELA program. We are using various programs designed to begin at a solid phonics level, up to middle school writing and research programs. We have trained our staff to use this program effectively and with fidelity.
Indicator Wilson Reading Program ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations We use Wilson Reading to address deficits and to strengthen student's early reading skills. We use Foundations and a tier system of support.
Indicator	Comments/Notable Observations

<p>Departmentalization at middle school.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>We are departmentalized at 6/7/8 to help student's focus on content and to be better prepared for our local high schools.</p>
<p>Indicator PSSA Science Scores.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Our PSSA Science scores are generally strong. We have a quality Science program K-8, including plenty of hands on learning as well as a strong science curriculum and well-done Professional development in this area.</p>
<p>Indicator SAT Student Assistance Program (tiered support)</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged</p>	<p>Comments/Notable Observations We have standing protocols, plans, team meetings and clear expectations on how to best support our students and stay connected to parents/guardians.</p>
<p>Indicator Parent/Guardian communication</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations We do a very good job (and surveys confirm) that we have on-going, strong and continuous communication with our parents/guardians.</p>
<p>Indicator Parent/Guardian meetings</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations We offer parent/guardian meetings around parents/guardians choices. We offer virtual in person, before school and after school meetings. We work diligently to make it easier for parents/guardians to be active in our school, school plans and working with their children for success.</p>
<p>Indicator Enrollment Process</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations We meet with every family when they we enroll. We meet with the child(ren) as well. We talk about goals, expectations, we conduct baseline assessments for accurate placement and to help parents/guardians better understand their child's strengths and challenges.</p>
<p>Indicator Faculty and Staff</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations We have people who care about children. Our staff are committed to offering great opportunities for success in our school. Our staff are willing to work hard to do their best and teach with fidelity to our mission, vision and content programs.</p>

Challenges

<p>Indicator Lack of school preparation.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Over the last two years, (post COVID) we have determined that our Kindergarten students have not had many quality exposures to school, or a more traditional approach to learning (early ed programs, day care, etc.). Our students are struggling to settle in and to function in a community learning setting. We are spending a great deal of time on SEL issues.</p>
<p>Indicator</p>	<p>Comments/Notable Observations</p>

<p>Fair funding. ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>We need fair funding across the state. All students deserve the same chance at learning. The funds are for the students, not for the schools. We are just stewards of the funds.</p>
<p>Indicator Substitute Teachers ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations It is challenging to find substitute teachers. We need them both for day to day issues, as well as on-going professional development.</p>
<p>Indicator Sharing of resources with local schools ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations There are many resources that could be shared among schools. Our Charter school is frequently using resources that, if we could partner with other schools (traditional or non) ,we could all save money. Items such as shared daily transportation: We have multiple busses running past the same stops. We have teachers in multiple buildings taking the same training, rather than do a train-the-trainer approach.</p>

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.

<p>We have a well done ELA program. We are using various programs designed to begin at a solid phonics level, up to middle school writing and research programs. We have trained our staff to use this program effectively and with fidelity.</p>
<p>We use Wilson Reading to address deficits and to strengthen student's early reading skills.</p>
<p>We have standing protocols, plans, team meetings and clear expectations on how to best support our students and stay connected to parents/guardians.</p>
<p>We do a very good job (and surveys confirm) that we have on-going, strong and continuous communication with our parents/guardians.</p>
<p>We have people who care about children. Our staff are committed to offering great opportunities for success in our school. Our staff are willing to work hard to do their best and teach with fidelity to our mission, vision and content programs</p>

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.

<p>Over the last two years, (post COVID) we have determined that our Kindergarten students have not had many quality exposures to school, or a more traditional approach to learning (early ed programs, day care, etc.). Our students are struggling to settle in and to function in a community learning setting. We are spending a great deal of time on SEL issues.</p>
<p>There are many resources that could be shared among schools. Our Charter school is frequently using resources that, if we could partner with other schools (traditional or non) ,we could all save money. Items such as shared daily transportation: We have multiple busses running past the same stops. We have teachers in multiple buildings taking the same training, rather than do a train-the-trainer approach.</p>
<p>We need fair funding across the state. All students deserve the same chance at learning. The funds are for the students, not for the schools. We are just stewards of the funds.</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady	We use this now in place of Aimsweb. We find this data more accurate, timey and useful for team meetings, parent/guardian meetings and teacher planning.
Content level texts and teacher made assessments.	Useful data to align with standards and student success.
PSSP's	In-house created individualized plans (Personalized Student Success Plan) for each student; indicates goals, objectives and the supports we use for THIS student
Small group instruction	Small group work to meet students needs.
After school tutoring	Supportive work for students in small groups with one of our teachers.
Opportunities for performance	Students have an opportunity to perform once a month for the school and parent/guardian community see what they have learned.

English Language Arts Summary

Strengths

We use this now in place of Aimsweb. We find this data more accurate, timey and useful for team meetings, parent/guardian meetings and teacher planning.
In-house created individualized plans (Personalized Student Success Plan) for each student; indicates goals, objectives and the supports we use for THIS student
Supportive work for students in small groups with one of our teachers.
Students have an opportunity to perform once a month for the school and parent/guardian community see what they have learned.

Challenges

Time. Never enough time in the day to get everything done.
Better opportunities for children in our area to have preK programs available to them.
Better sharing of resources among schools in our area.

Mathematics

Data	Comments/Notable Observations
Aimsweb	Helpful when determining baseline data and progress.
iReady	We use this now in place of Aimsweb. We find this data more accurate, timey and useful for team meetings, parent/guardian meetings and teacher planning.
Content level texts and teacher made assessments.	Useful data to align with standards and student success.
PSSP's	In-house created individualized plans (Personalized Student Success Plan) for each student; indicates goals, objectives and the supports we use for THIS student
Small group instruction	Small group work to meet students needs
Iready has been a very helpful tool to determine student placement and skills. We find this data more accurate, timely and useful for team meetings, parent/guardian meetings and teacher planning.	Supportive work for students in small groups with one of our teachers.

Mathematics Summary

Strengths

We use this now in place of Aimsweb. We find this data more accurate, timey and useful for team meetings, parent/guardian meetings and teacher planning.
In-house created individualized plans (Personalized Student Success Plan) for each student; indicates goals, objectives and the supports we use for THIS student

Challenges

Time. There is never enough in the day.
Better opportunities for children in our area to have preK programs available to them.
Better sharing of resources among schools in our area.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Content level texts and teacher made assessments.	Useful data to align with standards and student success.
PSSP's	In-house created individualized plans (Personalized Student Success Plan) for each student; indicates goals, objectives and the supports we use for THIS student
Small group instruction	Small group work to meet students needs
Hands on learning oportunities	Opportunities grades K through 8 to perform/use hands on learning
PJAS	Opportunities (grades 7 & 8) for students to prepare and participate in PJAS.
Field Trips	Opportunities for on site and off site field trips for exploration and further inquiry.

Science, Technology, and Engineering Education Summary

Strengths

In-house created individualized plans (Personalized Student Success Plan) for each student; indicates goals, objectives and the supports we use for THIS student
In-house created individualized plans (Personalized Student Success Plan) for each student; indicates goals, objectives and the supports we use for THIS student
Opportunities grades K through 8 to perform/use hands on learning
Opportunities for on site and off site field trips for exploration and further inquiry.

Challenges

Time: never enough.
Maintaining funding to do off site and on site field trips for further exploration.
On-going Professional Development opportunities for our staff.

Related Academics

Career Readiness

Data	Comments/Notable Observations
We are following the 339 plan for each class.	Student data collection continues and is planned with staff.
Lesson Plans	Plans are shared with our Career Readiness Coordinator so that there are co-teaching (sharing) opportunities.
Guest Speakers	Speakers/presenters are used to help education and facilitate discussions/plans.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
School Performances in World Cultures (Warrior Night)	Our students have an opportunity to perform what they know. They do this through performances that they write, prepare back drop for, and utilize music. The students plan the entire event, incorporating arts, hunamites, music,and performance.

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
PE engagement in health and performance	Oru PE classes incorporate both learning and performance in the classroom
Health & Safety Programs	Taught by both our school nurse, guest presenters and our staff.

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

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

Data	Comments/Notable Observations
School Performances in World Cultures (Warrior Night)	Our students have an opportunity to perform what they know. They do this through performances that they write, prepare back drop for, and utilize music. The students plan the entire event, incorporating arts, hunamites, music,and performance.

Articulation Agreements

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

Summary

Strengths

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

Our students have an opportunity to perform what they know. They do this through performances that they write, prepare back drop for, and utilize music. The students plan the entire event, incorporating arts, humanities, music, and performance.
Plans are shared with our Career Readiness Coordinator so that there are co-teaching (sharing) opportunities.
Speakers/presenters are used to help education and facilitate discussions/plans.

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.

Time: never enough.
Parent/guardian education on better eating habits for families.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
iReady	Used for progress monitoring, benchmarking and a communication tool for parent/guardian meetings.
Aimsweb	Was used for progress monitoring, benchmarking and a communication tool for parent/guardian meetings.
School Psychologist	Helps us with testing, assessment and goal setting.
Parents/Guardians	They are invaluable help and sources of information for student success.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
School Psychologist	Helps us with testing, assessment and goal setting and understanding specific needs.
Parents/Guardians	They are invaluable help and sources of information for student success.

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.

Used for progress monitoring, benchmarking and a communication tool for parent/guardian meetings.

They are invaluable help and sources of information for student success.
We plan for all of our students' success regardless of the "category" they are in.

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.

Time, we always need more.
Finances: we need more equitable (fair) funding, especially for special ed students.
Finances: we need districts to stop holding back almost 20% of students funds. We need exactly what the student is entitled to.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Need fair funding to address some of these shortfalls.
Title 1 School Wide Program	We need to be placed in the Title 1 School Wide funding plan. Previously the school was placed in the wrong title 1 category.
Student Services	Transportation costs need to be shared.
K-12 Guidance Plan (339 Plan)	No need to address, working on this as best we can.
Technology Plan	Just did some upgrades and are pleased with the results.
English Language Development Programs	We are prepared. Not addressing. We have had no ELL's.

Strengths

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

Our school is small so many plans overlap as we plan to move forward.
We tend to not plan in compartments, we try to plan holistically.

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.

Fair funding needs to be addressed at the state level.
Local resources need to be better shared (state intervention would help).
Brick & Mortar Charter Schools need to be treated as equal to traditional schools. We ALL educate students.

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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

Our Charter Education Program is wonderful, student centered, parent/guardian appreciated and in the past has won awards.
Parent/Guardian Communication is well appreciated by parents/guardians.
Professional Development is well done and varies to address school-wide, and teacher needs.
The entire staff believe that children can succeed when given ample opportunities for learning and growth.

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?

Fair funding sources.
Effective use of resources in our school communities. Charter Schools need to be partnering with traditional schools to save funds for all schools.

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
We have a well done ELA program. We are using various programs designed to begin at a solid phonics level, up to middle school writing and research programs. We have trained our staff to use this program effectively and with fidelity.	True
We use Wilson Reading to address deficits and to strengthen student's early reading skills.	True
We have standing protocols, plans, team meetings and clear expectations on how to best support our students and stay connected to parents/guardians.	False
We do a very good job (and surveys confirm) that we have on-going, strong and continuous communication with our parents/guardians.	True
We have people who care about children. Our staff are committed to offering great opportunities for success in our school. Our staff are willing to work hard to do their best and teach with fidelity to our mission, vision and content programs	False
We have a well done ELA program. We are using various programs designed to begin at a solid phonics level, up to middle school writing and research programs. We have trained our staff to use this program effectively and with fidelity.	True
We use Wilson Reading to address deficits and to strengthen student's early reading skills.	True
We have standing protocols, plans, team meetings and clear expectations on how to best support our students and stay connected to parents/guardians.	False
We do a very good job (and surveys confirm) that we have on-going, strong and continuous communication with our parents/guardians.	False
We have people who care about children. Our staff are committed to offering great opportunities for success in our school. Our staff are willing to work hard to do their best and teach with fidelity to our mission, vision and content programs	False
We use this now in place of Aimsweb. We find this data more accurate, timey and useful for team meetings, parent/guardian meetings and teacher planning.	False
In-house created individualized plans (Personalized Student Success Plan) for each student; indicates goals, objectives and the supports we use for THIS student	True
Supportive work for students in small groups with one of our teachers.	False
Students have an opportunity to perform once a month for the school and parent/guardian community see what they have learned.	True
We use this now in place of Aimsweb. We find this data more accurate, timey and useful for team meetings, parent/guardian meetings and teacher planning.	False
In-house created individualized plans (Personalized Student Success Plan) for each student; indicates goals, objectives and the supports we use for THIS student	False
In-house created individualized plans (Personalized Student Success Plan) for each	False

student; indicates goals, objectives and the supports we use for THIS student	
In-house created individualized plans (Personalized Student Success Plan) for each student; indicates goals, objectives and the supports we use for THIS student	False
Opportunities grades K through 8 to perform/use hands on learning	True
Opportunities for on site and off site field trips for exploration and further inquiry.	True
Our students have an opportunity to perform what they know. They do this through performances that they write, prepare back drop for, and utilize music. The students plan the entire event, incorporating arts, hunamites, music,and performance.	False
Plans are shared with our Career Readiness Coordinator so that there are co-teaching (sharing) opportunities.	False
Speakers/presenters are used to help education and facilitate discussions/plans.	False
Used for progress monitoring, benchmarking and a communication tool for parent/guardian meetings.	False
They are invaluable help and sources of information for student success.	False
We plan for all of our students' success regardless of the "category" they are in.	False
Our school is small so many plans over lap as we plan to move forward.	False
We tend to not plan in compartments, we try to plan wholistically.	False
Our Charter Education Program is wonderful, student centered, parent/guardian appreciated and in the past has won awards.	False
Parent/Guardian Communication is well appreciated by parents/guardians.	False
Professional Development is well done and varies to address school-wide, and teacher needs.	False
The entire staff believe that children can succeed when given ample opportunities for learning and growth.	True

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
Over the last two years, (post COVID) we have determined that our Kindergarten students have not had many quality exposures to school, or a more traditional approach to learning (early ed programs, day care, etc.). Our students are struggling to settle in and to function in a community learning setting. We are spending a great deal of time on SEL issues.	False
There are many resources that could be shared among schools. Our Charter school is frequently using resources that, if we could partner with other schools (traditional or non) ,we could all save money. Items such as shared daily transportation: We have multiple busses running past the same stops. We have teachers in multiple buildings taking the same training, rather than do a train-the-trainer approach.	True
We need fair funding across the state. All students deserve the same chance at learning. The funds are for the students, not for the schools. We are just stewards of the funds.	True

Over the last two years, (post COVID) we have determined that our Kindergarten students have not had many quality exposures to school, or a more traditional approach to learning (early ed programs, day care, etc.). Our students are struggling to settle in and to function in a community learning setting. We are spending a great deal of time on SEL issues.	False
There are many resources that could be shared among schools. Our Charter school is frequently using resources that, if we could partner with other schools (traditional or non) ,we could all save money. Items such as shared daily transportation: We have multiple busses running past the same stops. We have teachers in multiple buildings taking the same training, rather than do a train-the-trainer approach.	False
We need fair funding across the state. All students deserve the same chance at learning. The funds are for the students, not for the schools. We are just stewards of the funds.	False
Time. Never enough time in the day to get everything done.	False
Better opportunities for children in our area to have preK programs available to them.	False
Better sharing of resources among schools in our area.	False
Time. There is never enough in the day.	False
Better opportunities for children in our area to have preK programs available to them.	False
Better sharing of resources among schools in our area.	False
Time: never enough.	False
Maintaining funding to do off site and on site field trips for further exploration.	False
On-going Professional Development opportunities for our staff.	False
Time: never enough.	False
Parent/guardian education on better eating habits for families.	False
Time, we always need more.	False
Finances: we need more equitable (fair) funding, especially for special ed students.	False
Finances: we need districts to stop holding back almost 20% of students funds. We need exactly what the student is entitled to.	False
Fair funding needs to be addressed at the state level.	False
Local resources need to better shared (state intervention would help).	False
Brick & Mortar Charter Schools need to be treated as equal to traditional schools. We ALL educate students.	True
Fair funding sources.	False
Effective use of resources in our school communities. Charter Schools need to be partnering with traditional schools to save funds for all schools.	False

Most Notable Observations/Patterns

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

The challenges that we are most concerned about (fair funding, shared use of resources, being treated as other traditional schools) are beyond what we can control or impact. The best we can do, is to help educate our state and local representatives to the need to efficiently and effectively educate children.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
There are many resources that could be shared among schools. Our Charter school is frequently using resources that, if we could partner with other schools (traditional or non) ,we could all save money. Items such as shared daily transportation: We have multiple busses running past the same stops. We have teachers in multiple buildings taking the same training, rather than do a train-the-trainer approach.		True
We need fair funding across the state. All students deserve the same chance at learning. The funds are for the students, not for the schools. We are just stewards of the funds.		True
Brick & Mortar Charter Schools need to be treated as equal to traditional schools. We ALL educate students.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
We have a well done ELA program. We are using various programs designed to begin at a solid phonics level, up to middle school writing and research programs. We have trained our staff to use this program effectively and with fidelity.	We use our programs with fidelity, we do professional development and we work with families to follow up at home.
We use Wilson Reading to address deficits and to strengthen student's early reading skills.	We use our programs with fidelity, we do professional development and we work with families to follow up at home.
We do a very good job (and surveys confirm) that we have on-going, strong and continuous communication with our parents/guardians.	Our surveys provide us with parent/guardian input about what is working and what is not. Our parents/guardians feel that we communicate with them well.
We have a well done ELA program. We are using various programs designed to begin at a solid phonics level, up to middle school writing and research programs. We have trained our staff to use this program effectively and with fidelity.	
We use Wilson Reading to address deficits and to strengthen student's early reading skills.	
In-house created individualized plans (Personalized Student Success Plan) for each student; indicates goals, objectives and the supports we use for THIS student	PSSP's are well done, comprehensive and a great engagement tool with parents/guardians and outside support services (and the courts).
Students have an opportunity to perform once a month for the school and parent/guardian community see what they have learned.	Warrior Nights are a great tool for meeting with parents/guardians each month and great way for students to earn grades for showing what they know.
Opportunities grades K through 8 to perform/use hands on learning	All of our programs have hands on learning opportunities.
Opportunities for on site and off site field trips for exploration and further inquiry.	Our field trips are most often academic based and tied to what our students are learning.
The entire staff believe that children can succeed when given ample opportunities for learning and growth.	Our staff are paid lower than districts around us, but they stay with us because they believe in our students and the success of our programs.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We have many schools/districts in our area. We do not share resources, bid together ,etc. We need to try; to save money.
	We need our Governor and legislature to ensure that funding is based on student need and not politics.
	We, Charter Schools are not at the same table with traditional school districts. We are not invited to all the same state meetings OR we are separated out from traditional school meetings. We are ALL teaching students and need the same information and opportunities. For example, we are not invited to the same IU meetings as traditional schools. We don't have a Super but I need that same info/opportunities.

Goal Setting

Priority: We have many schools/districts in our area. We do not share resources, bid together ,etc. We need to try; to save money.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
Work with local school districts to share resources more effectively. Ie: Transportation, bidding for goods and services, etc.			
Measurable Goal Nickname (35 Character Max)			
Establish at least 2 working relationships to begin to cost share.			
Target Year 1	Target Year 2	Target Year 3	
Begin meeting with administrators to start the conversation.	Begin making purchases together and/or work wo establish better transportation routes.	Work with local school districts to share resources more effectively. Ie: Transportation, bidding for goods and services, etc.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Outcome Category			
School Safety			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target Year 1	Target Year 2	Target Year 3	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: We need our Governor and legislature to ensure that funding is based on student need and not politics.

Outcome Category			
Other			
Measurable Goal Statement (Smart Goal)			
Fair funding payments to schools need to be just and tied to the education of the student, not politics.			
Measurable Goal Nickname (35 Character Max)			
Funding			
Target Year 1	Target Year 2	Target Year 3	
Continue to work to educate local legislators to help them understand the	To continue to educate the local communities on the importance of the	Fair funding payments to schools need to be just and tied to the education of the	

need for fair funding.	need for fair funding.	student, not politics.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: We, Charter Schools are not at the same table with traditional school districts. We are not invited to all the same state meetings OR we are separated out from traditional school meetings. We are ALL teaching students and need the same information and opportunities. For example, we are not invited to the same IU meetings as traditional schools. We don't have a Super but I need that same info/opportunities.

Outcome Category			
School Safety			
Measurable Goal Statement (Smart Goal)			
Charter School (Brick & Mortar) need to be at the same meetings as traditional administrators. We need the same information at the same time The delay due to creating separate meetings for us delay our knowing important information/opportunities for our families, students and staff.			
Measurable Goal Nickname (35 Character Max)			
At the Table			
Target Year 1	Target Year 2	Target Year 3	
Continue to work with our local IU to get invited to the table. Continue to stress this need to people at the state level.	Be an active participant in the meetings.	Charter School (Brick & Mortar) need to be at the same meetings as traditional administrators. We need the same information at the same time The delay due to creating separate meetings for us delay our knowing important information/opportunities for our families, students and staff.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Action Plan

Measurable Goals

Establish at least 2 working relationships to begin to cost share.	
Funding	At the Table

Action Plan For: Utilize local and state data, as well as survey results.

Measurable Goals:
<ul style="list-style-type: none"> Work with local school districts to share resources more effectively. ie: Transportation, bidding for goods and services, etc.

Action Step	Anticipated Start/Completion Date		
Meet with local administrators to discuss the opportunities to share costs	2024-06-03	2025-03-03	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tim Casey/Principal;	Time: opportunities for meetings.	No	Yes
Action Step	Anticipated Start/Completion Date		
Continue to work with legislators and communities to educate about funding.	2024-03-21	2027-06-07	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tim Casey/Principal;	PCPCS dues, time and collecting on-going school data.	No	Yes
Action Step	Anticipated Start/Completion Date		
Get invited to IU (local) and state meetings with traditional public schools	2024-03-21	2025-06-11	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tim Casey/Principal;	Time, data and survey results.	No	Yes
Action Step	Anticipated Start/Completion Date		
Ensure all staff are adequately trained on Trauma; Provide PD that deeps faculty and staff understanding of Trauma Informed Approach	2024-08-21	2027-07-07	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tim Casey/Principal;	IU support, guest lectures, presentations, articles, NEA	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Better connectedness for safety, cost saving, and better understanding of legislators and communities that we are education all students justly. A staff better prepared to meet the challenges of students impacted by trauma. A staff better prepared to instruct students of diverse learning abilities. A staff committed to implementing the Structured Literacy Approach for English Language Arts.	Monthly, discussed at School Board meetings, staff meetings and at monthly parent/guardian meetings. Surveys from faculty and staff, professional workshops and professional development meetings.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	<ul style="list-style-type: none">Utilize local and state data, as well as survey results.	curriculum coordinator and Title 1 reading teacher partial salary	27131.75
Other Expenditures	<ul style="list-style-type: none">Utilize local and state data, as well as survey results.	curriculum coordinator and Title 1 reading teacher partial benefits	11300.37
Instruction	<ul style="list-style-type: none">Utilize local and state data, as well as survey results.	tutoring program salary and support	758.88
Other Expenditures	<ul style="list-style-type: none">Utilize local and state data, as well as survey results.	renewal of Aristotle K12 license	2163
Other Expenditures	<ul style="list-style-type: none">Utilize local and state data, as well as survey results.	homeless student set aside	100
Total Expenditures	41454		

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Utilize local and state data, as well as survey results.	Ensure all staff are adequately trained on Trauma; Provide PD that deepens faculty and staff understanding of Trauma Informed Approach

Trauma Informed Approach

Action Step		
<ul style="list-style-type: none"> Ensure all staff are adequately trained on Trauma; Provide PD that deepens faculty and staff understanding of Trauma Informed Approach 		
Audience		
all faculty and staff		
Topics to be Included		
triggers, growth mindset, restorative practices, recognizing red flags, safety, trust, choice, collaboration, empowerment and cultural consideration.		
Evidence of Learning		
informal and formal meetings, small and large group dialogue, opportunities for reflection and sharing		
Lead Person/Position	Anticipated Start	Anticipated Completion
Tim Casey/Principal	2025-01-06	2027-01-07

Learning Format

Type of Activities	Frequency
Workshop(s)	2 times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3a: Communicating with Students 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications Activities

Cost share					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Meet with local administrators to discuss the opportunities to share costs 	Local principals, Superintendents, UI director, Non-public administrators, CTC Directors and Alternative/Special Ed Directors	Purchasing of goods and services, transportations routes, PD training for staff, trainings to be offered for parents/guardians. How can we share not only costs, but time? We all struggle with staffing issues, how can we use a train the trainer model for instructional fidelity with PD, cost savings and increase student engagement and benefits of a quality education?	Tim Casey/Principal	06/03/2024	06/30/2025
Communications					
Type of Communication	Frequency				
Presentation	Monthly				
Other	Monthly at IU meetings (if allowed).				
Email	Map out details of request to gain willingness to meet.				
Other	One on one meetings that also need to include the Business Manger and/or Purchasing Director.				

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">• Comp Plan Affirm.pdf

Chief School Administrator	Date
Timothy Casey	2025-02-24
Building Principal Signature	Date
Timothy Casey	2025-02-24
School Improvement Facilitator Signature	Date
Timothy Casey	2025-02-24