



THE LABORATORY CHARTER SCHOOL

# Schoolwide Title 1 Comprehensive Plan

## LEA Profile

Laboratory Charter School is comprised of students in Kindergarten to Eighth Grade. The Elementary Campus is nestled around Temple University Hospital and serves as the school for K-5th grade as well as the Central Administration Building. The Middle School Campus is located in the East Falls Area, serving students in grades 6th-8th. With two campuses, it is LAB's priority that the K-8 School Community remains connected and all stakeholders have a sense of belonging at all times.

LAB fully embraces a Restorative Practices approach. This school-wide culture system is built around strengthening and repairing respectful and trusting relationships both in the classroom and across the school community. Students and staff are expected to demonstrate positive behavior, pro-social thinking, and social-emotional competencies. Students and Staff acknowledge when harm is done and opportunities are provided to give back to the community they harmed and repair relationships they have damaged. This concept of honoring the community and the relationships within our community is a foundation of LAB.

***Restorative practices (RP)* is an approach and set of tools for building, improving and repairing relationships.** It is a community-centered, needs-based framework for cultivating healthy home, school, neighborhood and workplace communities. The faithful implementation of RP increases social and emotional intelligence, decreases high-risk behavior, and addresses harm effectively. RP strives to honor all voices (including and especially those voices that are traditionally and systematically silenced, like children's), to hold people accountable for their words, behaviors and actions, and to contribute to the repair of new and existing trauma. The consistent, school-wide use of restorative practices significantly reduces classroom disruptions, suspensions, and violence by centering the good of the community and its relationships, promoting social-emotional competence, encouraging trauma-informed decisions, and promoting cultural competency.

***Social and emotional learning (SEL)*** is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. ***Schoolwide SEL* is a systemic approach to integrating academic, social, and emotional learning across classrooms and the school building in collaboration with families and community partners.** The schoolwide use of SEL fosters learning and promotes equitable outcomes for all students.

RP and Schoolwide SEL are distinct approaches to creating and sustaining connected communities, but are grounded in similar principles and often complement and fortify one another. Lab Charter recognizes the importance of both RP and Schoolwide SEL and is therefore committed to cultivating a connected community through the faithful implementation of both.

The implementation process is planned for and led by key stakeholders, including administrators, teachers, parents and community members. Each year, specific goals are developed and customized for each campus, but in general, a restorative school cultivates a strong sense of community through the consistent use of the following tools and processes:

- Community-building or proactive dialogue circles
- Responsive dialogue circles
- Affective statements
- Restorative questions and conversations
- Formal conferences

These tools and processes provide pathways to relationship-building and to repairing harm. They allow members of the school community to learn about one another and to resolve issues and conflict.

Developing student agency within LAB Charter Students is critical in preparing them to overcome adversities and gather the needed skills and knowledge to have positive relationships leading to collective agency within their learning environment and community. Through the integration of social emotional learning and providing opportunities for students to feel safe in asking questions, making mistakes and including their interest in learning; LAB's staff create classrooms that allow students to have opportunities to practice social, moral, economic and creative agency. This doesn't just happen within the walls of the classrooms but there are many opportunities provided during school and after school for students to engage and for adults to empower their use of positive voice throughout the school community and in decision making of school programming.

Knowing that to successfully prepare LAB Students to be able to compete when they matriculate to high school, technology is embedded in teaching and learning. Prior to the use of computers for each school year students learn what it means to be a digital citizen and the importance of using technology to help strengthen their access to educational tools and materials that will benefit and aid in their learning. They also learn the responsibility that comes with using social media platforms within the confines of the school and in their personal lives. Technology has given LAB Students the power to access and be exposed to a wealth of information and it is the responsibility of the staff to facilitate the integration and use of technology.

## Mission and Vision

### Mission

All Laboratory Charter School Students, from all backgrounds deserve and will have a quality public education. This includes equal and equitable access to academics, restorative practices and social-emotional learning; a safe and supportive learning environment for all learners to listen, learn and ask for help; access to technology and the implementation of technology in teaching and learning; and the ability and the will to positively influence their own lives and the world around them through student agency.

### Vision

Laboratory Charter School will develop well-rounded students by not only providing the necessary course material and skills to mastery grade level standards but they will prepare them for life. Students will have developed conflict resolution skills, self regulation skills and will be prepared to lead in their school, their neighborhood and the greater society with a positive voice and through the creation of co-agency (mutually supportive relationships).

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## Educational Value Statements

### Students

LAB Students are empowered to embrace intrinsic motivation over extrinsic motivation in all that they do. This allows them to embrace character as an identity and not as compliance. This helps create a greater sense of belonging in the school community. Students are expected to take ownership over their learning and the communication of their goals, learning and needs to staff and their families. As an empowered and active student in their learning LAB Students embrace self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills are just as important as their core academic skills. LAB Students have an understanding that their teachers are there as facilitators of their learning and will help scaffold them with a gradual release allowing for productive struggle to happen.

### Staff

All LAB Staff have the responsibility to ensure that every student in the school is practicing and developing in the core competencies around restorative practices, social emotional learning, technology and student agency. Staff not only provide meaningful real world opportunities but also support students in various ways through a comprehensive system of support. Staff hold each other accountable to ensure there is a common language around the core values and that the values are being integrated in the adult culture. Staff make it a priority to create caring attachments to students and help students create caring attachments to their peers.

### Administration

School Leaders are champions of the shared values, vision and mission of Laboratory Charter School. It is the responsibility of school leaders to ensure that the vision and mission of LAB are visible in every aspect of the school and greater school community. School leaders in partnership with staff identify ways students can show leadership and take on new initiatives. Because students come to school with diverse skills, interests, backgrounds, and learning needs, an academic program that helps all students succeed will be one in which the content and pedagogy engage all learners and meet their individual needs. It is the responsibility of the school leaders to support staff and provide opportunities for collaboration. School leaders have the responsibility to continually reach out and engage parents and families to build greater trust and stronger relationships.

### Parents

Parents and Families of Laboratory Charter School Students are encouraged to be active participants in their student's lives. This includes embracing the shared values and beliefs of LAB

as well as utilizing workshops and trainings to strengthen the relationship between home and school.

### Community

As a school community, it is important that LAB stays connected and that everyone has a sense of belonging. If anyone is affected by harm done by anyone within the school community or within the community as a whole LAB creates a space for restoration and healing. The wider school community must be committed to LAB's values around restorative practices', social emotional learning, technology and student agency and must integrate within their partnerships. LAB's community stakeholders have a responsibility to vigorously recruit stakeholders from the wider community.

### Other (Optional)

Laboratory Charter School believes: 1) Through positive parental involvement, a collaborative staff, academically enriched student engagement and administrative support, LAB students can become anything that they aspire to be. 2) Education takes a village. 3) Accountability is for EVERYONE (staff, students, teachers, parents, and the community). 4) We should provide a consistent, fair, and nurturing environment for LAB's school community. 5) With proper planning, and a positive attitude, anything is possible.



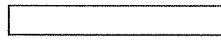
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Ready, Set, Go Plan Monitoring Plan Communications

READY

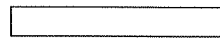
Prepare for Planning

READY: Prepare for Planning



100.0%

SET: Complete a Needs Assessment



100.0%

GO: Develop the Plan



100.0%

SET

Complete a Needs Assessment

Future Ready PA Index

Student Performance Data

Local Assessment

Related Academics

Equity Considerations

Supplemental LEA Plans

Conditions for Leadership, Teaching, and Learning

Summary of Strengths and

Challenges from the Needs Assessment

GO

Develop the Plan

OTHER REQUIRED REPORTS

State Required Reports

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Summary Checklist & Submission

Future Ready PA Index

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

Set: Complete a Needs Assessment

Conducting a thorough needs assessment is essential to establishing a successful improvement plan. A needs assessment is a systematic process that is used to identify strengths and challenges within the context and constraints of the organization and digs deeper into root causes of these challenges. The needs assessment goes beyond student data to include data on the prevalence of effective practices. It includes a thorough examination of practices, processes, and routines that impact teaching and learning. Through the needs assessment, the LEA should establish a deep understanding of the LEA's context, including internal community (e.g., teachers, student groups) and external community (e.g., parents, local area) and how these internal and external factors impact achievement of your vision and attainment of your long-term goals for students.

In the SET section, LEAs will conduct a thorough needs assessment by reviewing, analyzing and discussing a variety of relevant data sources. Throughout the needs assessment process, LEA strengths and challenges will be collected for review and prioritizing prior to completion of this section.

Guiding Questions for LEAs:

- What data will allow us to assess student academic achievement, student engagement and readiness to learn, instructional quality, and LEA climate?
• Who will be responsible for collecting and organizing the data for the committee to use in the needs assessment?
• Do we need support facilitating a comprehensive needs assessment?

The Future Ready PA Index is Pennsylvania's public-facing school progress report that illustrates student and school success in three categories: academic performance, student progress, and college and career readiness.

Steps to Complete this Section:

- 1. Review the Future Ready PA Index for your LEA/schools.
2. Based on the overall school(s) level performance:
a. Which indicator(s) do you consider to be a strength?
b. Which indicator(s) do you consider to be a challenge?
c. Please enter one statement on each line.
3. Based on the individual student group's or grade level's performance:
a. Which indicator(s) do you consider to be a strength?
b. Which indicator(s) do you consider to be a challenge?
c. Please enter one statement on each line.
4. Enter a list of 2-5 strengths and 2-5 challenges in the summary section.

An eligible school operating a schoolwide program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency as required under ESSA 1114(b)(6).

2033 School Goals (/Set/DownloadFRPAFile/126513110.xls)

File of the School/Student Group interim targets used to determine indicator color on the individual Future Ready PA Index

Fields with asterisks (\*) are required.

Select the grade levels served by your school. Select all that apply.

- K     1     2     3     4     5     6  
 7     8     9     10     11     12

Review of the School(s) Level Performance

Strengths



Indicator \*

Comments/Notable Observations

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

The attendance rate for 21-22 was 80.9%. This rate for LAB was 2.2% away from the state average.

English Language Arts Growth Measure

The growth for English Language Arts from 21-22 was 75.0%. This rate was 1% away from the statewide

Add a Strength Loading...

Challenges

Indicator \*

Comments/Notable Observations

College and Career Measures

The goal was not met for 5th and 8th grade for this measure. LAB had 13.6% which was 74/4% away from

Proficiency Goal for English Language Arts, Math and Science

Proficiency was not met for any of these subject areas on the PSSA.

Add a Challenge

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

Strengths

Indicator \*

Comments/Notable Observations

Regular Attendance

For all three of these subgroups their attendance rate for 21-22 met or exceeded the interim target expectation.

ESSA Student Subgroups \*

3 items selected

Indicator

Comments/Notable Observations

English Language Arts Growth according to PVAAS

Both subgroups for 21-22 met or exceeded the interim target expectation.

ESSA Student Subgroups

2 items selected

Add a Strength

Challenges

**Indicator \***

English Language Arts Performance on the PSSA

**Comments/Notable Observations**

This subgroup maintained their performance from the previous year and did not meet the goal for performance or for growth.

**ESSA Student Subgroups \***

10 items selected

**Indicator**

Mathematics Performance

**Comments/Notable Observations**

This subgroup did not show growth and did not meet the goal for performance or for growth.

**ESSA Student Subgroups**

10 items selected

Add a Challenge

**Summary**

**Strengths \***

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Regular Attendance: The attendance rate for 21-22 was 80.9%. This rate for LAB was 2.2% away from the state average.

English Language Arts Growth according to PVAAS: Both subgroups for 21-22 met or exceeded the interim target expectation.

**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 Performance on the PSSA for all subgroups

Mathematics Performance on the PSSA for all subgroups

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Ready, Set, Go Plan Monitoring Plan Communications

READY: Prepare for Planning 100.0% SET: Complete a Needs Assessment 100.0% GO: Develop the Plan 100.0%

READY Prepare for Planning

SET Complete a Needs Assessment

- Future Ready PA Index
Student Performance Data
Local Assessment
Related Academics
Equity Considerations
Supplemental LEA Plans
Conditions for Leadership, Teaching, and Learning
Summary of Strengths and Challenges from the Needs Assessment

GO Develop the Plan

OTHER REQUIRED REPORTS State Required Reports

- Approvals & Signatures
Plan Communications
Summary Checklist & Submission

Student Performance Data

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Set: Complete a Needs Assessment

In addition to reviewing data on the Future Ready PA Index, other state-sponsored and local formative data sources should be reviewed in order to better understand your schools' performance on the Future Ready PA Index metrics. In this section, review local assessment data to gain a deeper understanding of patterns in student performance, such as, CDTs, Study Island, DIBELS, AIMSweb, etc. List the specific formative data source examined for each area and document your steering committee's comments and notable observations for each data source.

Steps to Complete this Section:

- 1. For each content area:
- Determine the data source.
- Review data to determine strengths, challenges, and notable observations.
- Record strengths, challenges, and notable observations in the designated space.

Fields with asterisks (\*) are required.

Table with 3 columns: Local Assessment, Related Academics, Equity Considerations. Row 1: English Language Arts. Content: We do not offer this academic content (part-time CTC only). Headers: Data \*, Comments/Notable Observations \*. Data: DIBELS, Exact Path. Comments: Students in the most intensive tier moved to a least intensive tier by the end of the year. The usage on the learning paths increased from the mid point to the end of the year which allowed for a...

Add a Data Source

English Language Arts Summary

Strengths \*

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

There is a Schoolwide Intervention Block that all students receive using evidence based programs.

English Language Arts blocks are 90 minutes which allows for small groups to happen.

**Challenges \***

Identify which challenges noted in your analysis, 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.  
This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

Attendance of scholars would help to improve our score. With bus transportation being unreliable at times, if a child isn't able to catch the bus then they will miss a day of instruction.

Teachers need more training on interventions to help with progress monitoring during intervention block as well as designing individualized learning paths with Exact Path.

Loading...

**Mathematics**

We do not offer this academic content (part-time CTC only).

**Data \***

**Comments/Notable Observations \***

Exact Path

The usage on the learning paths increased from the mid point to the end of the year which allowed for a

Add a Data Source

**Mathematics Summary**

**Strengths \***

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

Students like the learning path lessons and practice. Teachers have extended time to work with students in small groups to ensure they have the proper skills.

**Challenges \***

Identify which challenges noted in your analysis, 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.

We need to train teachers on the math intervention program to help students who are referred to MTSS. Also we need to see how to align the Math Intervention Block to see better growth of all students.	✕
A more structured and guided framework of math needs to be established to ensure there is equity in math blocks and instruction to scholars.	✕
	✕
	✕

**Science, Technology, and Engineering Education**

We do not offer this academic content (part-time CTC only).

**Data \***

**Comments/Notable Observations \***

School Benchmarks Using SAS	Students performed well on the teacher made SAS assessments.	✕
		✕
		✕

[+ Add a Data Source](#)

**Science, Technology, and Engineering Education Summary**

**Strengths \***

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

There were no observable strengths.	✕
	✕
	✕
	✕

**Challenges \***

Identify which challenges noted in your analysis, 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.

We need to look at using STEEL in every grade. That might help anchor a more deeper knowledge and understanding of Science since they are not tested on it every year as well as ensuring there is alignment to	✕
	✕

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Ready, Set, Go Plan Monitoring Plan Communications

**READY**  
Prepare for Planning

READY: Prepare for Planning  
 100.0%

SET: Complete a Needs Assessment  
 100.0%

GO: Develop the Plan  
 100.0%

**SET**  
Complete a Needs Assessment

- [Future Ready PA Index](#)
- [Student Performance Data](#)
- [Local Assessment](#)
- [Related Academics](#)
- [Equity Considerations](#)
- [Supplemental LEA Plans](#)
- [Conditions for Leadership, Teaching, and Learning](#)
- [Summary of Strengths and Challenges from the Needs Assessment](#)

**GO**  
Develop the Plan

**OTHER REQUIRED REPORTS**  
State Required Reports

- [Approvals & Signatures](#)
- [Plan Communications](#)
- [Summary Checklist & Submission](#)

## Student Performance Data

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

Set: Complete a Needs Assessment

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### Local Assessment

### Related Academics

### Equity Considerations

#### English Language Arts

We do not offer this academic content (part-time CTC only).

Data \*

Comments/Notable Observations \*

DIBELS

Students in the most intensive tier moved to a least intensive tier by the end of the year.

Exact Path

The usage on the learning paths increased from the mid point to the end of the year which allowed for a

[Add a Data Source](#)

#### English Language Arts Summary

### Strengths \*

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

There is a Schoolwide Intervention Block that all students receive using evidence based programs.



English Language Arts blocks are 90 minutes which allows for small groups to happen.



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Loading...



**Mathematics**

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**Data \***

**Comments/Notable Observations \***

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Add a Data Source

**Mathematics Summary**

**Strengths \***

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**Challenges \***

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	✖
	✖

Science, Technology, and Engineering Education

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**Data \***

**Comments/Notable Observations \***

School Benchmarks Using SAS	Students performed well on the teacher made SAS assessments.	✖
		✖
		✖

[Add a Data Source](#)

Science, Technology, and Engineering Education Summary

**Strengths \***

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

There were no observable strengths.	✖
	✖
	✖
	✖

**Challenges \***

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We need to look at using STEEL in every grade. That might help anchor a more deeper knowledge and understanding of Science since they are not tested on it every year as well as ensuring there is alignment to	✖
	✖

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Ready, Set, Go

Plan Monitoring

Plan Communications

refresh the page or navigate away from the page while the page is saving.

READY

Prepare for Planning

READY: Prepare for Planning

100.0%

Loading...

SET: Complete a Needs Assessment

100.0%

GO: Develop the Plan

100.0%

SET

Complete a Needs Assessment

Future Ready PA Index

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# Student Performance Data

## Set: Complete a Needs Assessment

In this section, review other content areas in order to better understand your schools' performance in related subjects and skill areas.

### Steps to Complete this Section:

1. Determine Data Source.
2. Review data to determine strengths, challenges, and notable observations.
3. Record strengths, challenges, and notable observations in the designated space.
4. Act 76 requires all articulation agreements to be shared with the public. Upload all articulation agreements unless they are uploaded in your CATS plan.

Fields with asterisks (\*) are required.

Local Assessment

Related Academics

Equity Considerations

### Career Readiness

#### Data \*

XELLO

SEL Instruction

Scholar Agency

#### Comments/Notable Observations

Students in K-5 utilized the program. Students in 6-8 need to get on the

Strategic Social Emotional Learning Classes have been established to teach

Scholars are given the opportunity to use their voice and lead within the school.


Add a Data Source

^ Career and Technical Education (CTE) Programs

We do not offer any PDE approved CTE Programs.

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

Check if PDE Approved Program

Data	Comments/Notable Observations
	

Loading...	
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+ Add a Data Source

^ Arts and Humanities

This content area is not a focus in this plan.

Data \*

Comments/Notable Observations

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+ Add a Data Source

^ Environment and Ecology

This content area is not a focus in this plan.

Data \*

Comments/Notable Observations

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+ Add a Data Source

Family and Consumer Sciences

This content area is not a focus in this plan.

This page takes time to save. Please do not refresh the page or navigate away from the page

Data \* while the page is saving.

Comments/Notable Observations



Loading...



Add a Data Source

Health, Safety, and Physical Education

This content area is not a focus in this plan.

Data \*

Comments/Notable Observations

Decrease in the number of behavior referrals and increase in the amount of

Stakeholders are using the tools established from Restorative Practices and



Add a Data Source

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

This content area is not a focus in this plan.

Data \*

Comments/Notable Observations



Add a Data Source

^ Articulation Agreements

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

[Empty text box]

Agreement Type

Select One

Program/Course Area

[Empty text box]

Upload Articulation Agreement

Choose File | No file chosen

+ Insert Additional Articulation Agreement

^ 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.

Decrease in the number of behavior referrals and increase in the amount of Restorative Conversations and teachers, scholars and parents using Restorative and //



Student Agency earning through activities that are meaningful and relevant to learners, driven by //



Restorative Practices (RP) are used in schools to foster an equitable and positive school culture. //



Social Emotional Learning (SEL) is a strengths-based, developmental process that begins at birth //



[Empty text box] //



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.

Increase training and use of Social Emotional Learning Tools across all stakeholders with fidelity //



Increased training and use of Restorative Practices Tools across all stakeholders with fidelity //



**READY**  
Prepare for Planning

**READY:** Prepare for Planning  
100.0%

**SET:** Complete a Needs Assessment  
100.0%

**GO:** Develop the Plan  
100.0%

**SET**  
Complete a Needs Assessment

- Future Ready PA Index
- Student Performance Data**
  - Local Assessment
  - Related Academics
  - Equity Considerations**
- Supplemental LEA Plans
- Conditions for Leadership, Teaching, and Learning
- Summary of Strengths and Challenges from the Needs Assessment

**GO**  
Develop the Plan

**OTHER REQUIRED REPORTS**  
State Required Reports

- Approvals & Signatures
- Plan Communications
- Summary Checklist & Submission

## Student Performance Data

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

### Set: Complete a Needs Assessment

ESSA requires states to disaggregate achievement and other data by student group, including economically disadvantaged, English Learners, students receiving special education services, and major racial and ethnic groups. Pennsylvania's accountability system follows this facet of the law to ensure maximum transparency around student group performance. In each Future Ready PA Index metric where your LEA noted that one or more student groups is not currently meeting the interim target(s) or 2030 goal(s), examine other state-sponsored and local formative data sources in order to better understand each student group(s)'s needs.

#### Steps to Complete this Section:

1. List the specific formative data source examined for each relevant student group.
2. Review data to determine strengths, challenges, and notable observations.
3. Record strengths, challenges, and notable observations in the designated space.

Fields with asterisks (\*) are required.

#### Local Assessment

#### Related Academics

#### Equity Considerations

##### English Learners

Student group is already accounted for within the needs assessment.

##### Data \*

##### Comments/Notable Observations

Math PSSA

There needs to be an increase of the proficient and advanced students as well as the growth rate for

ELA PSSA

There needs to be an increase of the proficient and advanced students as well as the growth rate for

Science PSSA

There needs to be an increase of the proficient and advanced students as well as the growth rate for

##### Students with Disabilities

Student group is already accounted for within the needs assessment.

##### Data \*

##### Comments/Notable Observations

ELA PSSA

There needs to be an increase of the proficient and advanced students as well as the growth rate for

**Data \***

**Comments/Notable Observations**

Math PSSA

There needs to be an increase of the proficient and advanced students as well as the growth rate for



Science PSSA

There needs to be an increase of the proficient and advanced students as well as the growth rate for



Add a Data Source

**Students Considered Economically Disadvantaged**

Student group is already accounted for within the needs assessment.

**Data \***

**Comments/Notable Observations**

ELA PSSA

There needs to be an increase of the proficient and advanced students as well as the growth rate for



Math PSSA

There needs to be an increase of the proficient and advanced students as well as the growth rate for



Science PSSA

There needs to be an increase of the proficient and advanced students as well as the growth rate for



Add a Data Source

**Student Groups by Race/Ethnicity**

Student group is already accounted for within the needs assessment.

**Student Groups**

**Comments/Notable Observations**

White



American Indian/Alaskan Native



Hawaiian/Pacific Islander



Add a Student Group

**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.

The attendance rates for these subgroups is improving.








All subgroups meet the statewide growth goal.



### 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.

Math, ELA and Science Performance scores need to increase for all subgroups and tested grades.	
Math, ELA and Science Growth scores need to increase for all subgroups and tested grades.	
	
	
	


 Save


### Resources


 **Data Sources Document**  
(<https://drive.google.com/file/d/1Cx6mS5d9Bp5yL60WpAKH8q7Df-gov/K-Qk/view>)


 **Statewide 2030 Goals and Interim Targets**  
(<https://www.pde.pa.gov/ESSA/ESSAReportCard/Goals/Pages/default.aspx>)

 **Support Request Form**  
(<https://forms.gle/11SGggem3F3XAHhr>)

 **Pennsylvania Continuous Improvement Resource Site**  
(<https://www.iu13.org/school-improvement/pa-continuous-improvement/>)

 **Preparing for the needs assessment**  
(<https://www.iu13.org/school-improvement/pa-continuous-improvement/set/preparing-for-needs-assessment/>)

 **Accessing the FRCPP-LEA Level Reports**  
(</Home/HomeDownloadResource?filepk=31627>)

 **Using PVAAS to Inform Your Comprehensive Plan**  
(<https://www.pa.gov/content/dam/cop:pagov/en/education/documents/instru-and-accountability/pvaas/usingpvaas/usingpvaas>)

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**Laboratory CS** | Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

[Ready, Set, Go](#)

[Plan Monitoring](#)

[Plan Communications](#)

**READY**

Prepare for Planning

**READY:** Prepare for Planning

**100.0%**

**SET:** Complete a Needs Assessment

**100.0%**

**GO:** Develop the Plan

**100.0**

**SET**

Complete a Needs Assessment

## Supplemental LEA Plans <sup>i</sup>

**Set: Complete a Needs Assessment**

LEA's have many program-specific plans. Examine other plans and programs to understand the most pressing needs of the LEA, to align priorities across plans, and to identify and resolve conflicts or redundancies. Comment on any notable observations for each program or plan that your LEA deems important to consider as you prepare to write a new comprehensive plan.

Enter NA in the comments/notable observations space for each program or plan not used in this comprehensive plan.

**Fields with asterisks (\*) are required.**

**Programs and Plans**

**Comments/Notable Observations**

Special Education Plan

There is always is a need for teachers to have more training on how to deliver

Title 1 Program

LAB will now be entering back into Schoolwide Focus for Title I. Currently

Student Services

MTSS needs to be further developed as well as teachers receiving more training

**GO**

Develop the Plan

- [Future Ready PA Index](#)
- [Student Performance Data](#)
- [Local Assessment](#)
- [Related Academics](#)
- [Equity Considerations](#)
- [Supplemental LEA Plans](#)
- [Conditions for Leadership, Teaching, and Learning](#)
- [Summary of Strengths and Challenges from the Needs Assessment](#)

**OTHER REQUIRED REPORTS**

State Required Reports

- ✓ **Approvals & Signatures**
- ✓ **Plan Communications**
- ✓ **Summary Checklist & Submission**

**Programs and Plans**

K-12 Guidance Plan (339 Plan) //

Technology Plan //

English Language Development Programs //

**Comments/Notable Observations**

LAB Stakeholders would like for there to continue to be SEL Classes //

Staff will continue to build capacity on utilizing the school's technology, online //

LAB Teachers will contine training on utilizing their instructional block and //

⊕ Add a Plan

^ **Summary**

**Strengths**

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

All of the plans pay special attention to closing the skills gap for the subgroups mentioned in this plan. //



//



//



//



//



**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.**

MTSS needs to be further developed as well as teachers recieivng more training on new interventions and how to use the interventions effectively. //



Staff will continue to build capacity on utilizing the school's technology, online instruction as well as online intervention block materials. //



There is always a need for teachers to have more training on how to deliver accommodations and modifications. There needs to be continuous //



LAB Stakeholders would like for there to continue to be SEL Classes embedded into their kids schedules. Teachers will need to be trained to //



LAB Teachers will continue training on utilizing their instructional block and framework for structured literacy. //



Save

## Resources



<https://forms.gle/11SGgem3F3X4Ht9>



</Home/HomeDownloadResource?filepk=31627>

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**Laboratory CS** | Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

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[Plan Communications](#)

**READY**

Prepare for Planning

**READY:** Prepare for Planning

100.0%

**SET:** Complete a Needs Assessment

100.0%

**GO:** Develop the Plan

100.0%

**SET**

Complete a Needs Assessment

## Supplemental LEA Plans <sup>i</sup>

- [Future Ready PA Index](#)
- [Student Performance Data](#)
- [Local Assessment](#)
- [Related Academics](#)
- [Equity Considerations](#)

**Set: Complete a Needs Assessment**

LEA's have many program-specific plans. Examine other plans and programs to understand the most pressing needs of the LEA, to align priorities across plans, and to identify and resolve conflicts or redundancies. Comment on any notable observations for each program or plan that your LEA deems important to consider as you prepare to write a new comprehensive plan.

Enter NA in the comments/notable observations space for each program or plan not used in this comprehensive plan.

**Fields with asterisks (\*) are required.**

- [Supplemental LEA Plans](#)
- [Conditions for Leadership, Teaching, and Learning](#)
- [Summary of Strengths and Challenges from the Needs Assessment](#)

**Programs and Plans**

**Comments/Notable Observations**

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Title 1 Program

LAB will now be entering back into Schoolwide Focus for Title I. Currently

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MTSS needs to be further developed as well as teachers recieivng more training

**GO**

Develop the Plan

# OTHER REQUIRED REPORTS

State Required Reports



**Approvals & Signatures**




**Plan Communications**




**Summary Checklist & Submission**

## Programs and Plans

K-12 Guidance Plan (339 Plan) 


## Comments/Notable Observations


LAB Stakeholders would like for there to continue to be SEL Classes 

Technology Plan 

Staff will continue to build capacity on utilizing the school's technology, online 

English Language Development Programs 


LAB Teachers will contine training on utilizing their instructional block and 

 Add a Plan

## Summary

### Strengths

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

All of the plans pay special attention to closing the skills gap for the subgroups mentioned in this plan. 





















### 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.

MTSS needs to be further developed as well as teachers recieivng more training on new interventions and how to use the interventions effectively. 




Staff will continue to build capacity on utilizing the school's technology, online instruction as well as online intervention block materials. 




There is always a need for teachers to have more training on how to deliver accommodations and modifications. There needs to be continuous 



LAB Stakeholders would like for there to continue to be SEL Classes embedded into their kids schedules. Teachers will need to be trained to 



LAB Teachers will continue training on utilizing their instructional block and framework for structured literacy. 



 Save

## Resources



<https://forms.gle/11SGggem3F3XkVtR9>



</Home/HomeDownloadResource?filepk=31627>

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Laboratory CS | Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

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[Plan Communications](#)

**READY:** Prepare for Planning

**SET:** Complete a Needs Assessment

**GO:** Develop the Plan

**READY**

Prepare for Planning

100.0%

100.0%

100.C

**SET**

Complete a Needs Assessment

# Conditions for Leadership, Teaching and Learning <sup>i</sup>

[Future Ready PA Index](#)

[Student Performance Data](#)

[Local Assessment](#)

[Related Academics](#)

[Equity Considerations](#)

[Supplemental LEA Plans](#)

**Conditions for**

**Leadership, Teaching, and Learning**

[Summary of Strengths and](#)

[Challenges from the Needs Assessment](#)

**Set: Complete a Needs Assessment**

There is a substantive evidence base identifying explicit conditions and practices that are most critical for improved teaching and learning for all students. The PA Essential Practices for Schools is divided into four core conditions necessary for school-level improvement efforts to flourish: (1) Focus on Continuous Improvement of Instruction, (2) Empower Leadership, (3) Provide Student-Centered Support Systems, and (4) Foster Quality Professional Learning. Within each of the four conditions, discrete practices are defined to provide a clear playbook for schools in their efforts to establish and maintain these core conditions for continuous improvement of student achievement.

**Steps to Complete this Section:**

1. Form a Self-Assessment Team.
2. Gather and Analyze Multiple Sources of Data to Prepare for the Self-Assessment.
3. Self-Assess Current Implementation Using the Essential Practices for Schools Rubric.
4. Mark the column that best describes where your LEA is functioning currently in implementing each Essential Practice - Not Yet Evident, Emerging, Operational or Exemplary.
5. Determine School Priorities for Improvement.

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

Fields with asterisks (\*) are required.

**GO**

Develop the Plan

**OTHER REQUIRED REPORTS**

State Required Reports

**Approvals & Signatures**

**Plan Communications**

**Summary Checklist & Submission**

**Pennsylvania Essential Practices for Schools**

Loading...

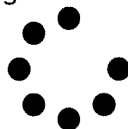
**Focus on Continuous improvement of Instruction**

	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards *				
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *				
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *				
Identify and address individual student learning needs *				
Provide frequent, timely, and systematic feedback and support on instructional practices *				

**Empower Leadership**

	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members *				

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.





Loading...

Not Yet Evident

Emerging

Operational

Exemplary

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school \*



Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community \*



Continuously monitor implementation of the school improvement plan and adjust as needed \*



▲ Provide Student-Centered Support Systems

Not Yet Evident

Emerging

Operational

Exemplary

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



Implement an evidence-based system of schoolwide positive behavior interventions and supports \*



Implement a multi-tiered system of supports for academics and behavior \*



This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

Implement evidence-based strategies to engage families to support learning \*



Loading...

Not Yet Evident

Emerging

Operational

Exemplary

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

Not Yet Evident Emerging Operational Exemplary

^ Foster Quality Professional Learning

Not Yet Evident

Emerging

Operational

Exemplary

Identify professional learning needs through analysis of a variety of data \*

Not Yet Evident Emerging Operational Exemplary

Use multiple professional learning designs to support the learning needs of staff \*

Not Yet Evident Emerging Operational Exemplary

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

Not Yet Evident Emerging Operational Exemplary

^ Summary

**Strengths \***

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and



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



### 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 and address individual student learning needs

Foster a culture of high expectations for success for all students, educators, families, and community members

Use multiple professional learning designs to support the learning needs of staff

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


Implement a multi-tiered system of supports for academics and behavior

 Save

## Resources

 Support Request Form

(<https://forms.gle/11SGggem3F3XWph09>)

 Pennsylvania Continuous Improvement Resource Site

(<https://www.iu13.org/school-improvement/pa-continuous-improvement/>)

 PA Essential Practices Self-Assessment

(<https://www.iu13.org/school-improvement/set/pa-essential-practices-self-assessment/>)



Laboratory CS | Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

[Ready, Set, Go](#)

[Plan Monitoring](#)

[Plan Communications](#)

**READY**

Prepare for Planning

**READY:** Prepare for Planning

**100.0%** Assessment

**SET:** Complete a Needs

**100.0%**

**GO:** Develop the Plan

**100.0**

**SET**

Complete a Needs Assessment

## Summary of Strengths and Challenges from the Needs Assessment <sup>i</sup>

[Future Ready PA Index](#)

[Student Performance Data](#)

[Local Assessment](#)

[Related Academics](#)

[Equity Considerations](#)

[Supplemental LEA Plans](#)

[Conditions for](#)

[Leadership, Teaching, and Learning](#)

[Summary of Strengths and](#)

[Challenges from the Needs Assessment](#)

**GO**

Develop the Plan

**Set: Complete a Needs Assessment**

Listed below is a comprehensive list of the most significant strengths and most pressing challenges highlighted as you completed the comprehensive needs assessment. Review these summaries and confirm that they accurately reflect your LEA's most notable strengths and challenges. If revisions are required, return to the respective section of the needs assessment and make the revisions directly within that summary section. These tables will automatically update to reflect your revisions.

**Steps to Complete this Section:**

1. Examine the Summary of Strengths.
2. Examine the Summary of Challenges.
3. Indicate which strengths and which challenges are most notable and should be considered as you develop your comprehensive plan.

Fields with asterisks (\*) are required.

**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).

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

**OTHER REQUIRED REPORTS**

State Required Reports

- Approvals & Signatures**
- Plan Communications**
- Summary Checklist & Submission**

Check for Consideration in Plan



Regular Attendance: The attendance rate for 21-22 was 80.9%. This rate for LAB was 2.2% away from Loading



English Language Arts Growth according to PVAAS: Both subgroups for 21-22 met or



There is a Schoolwide Intervention Block that all students receive using evidence based programs



English Language Arts blocks are 90 minutes which allows for small groups to happen.



Students like the learning path lessons and practice. Teachers have extended time to work



There were no observable strengths.



Decrease in the number of behavior referrals and increase in the amount of Restorative



Student Agency earning through activities that are meaningful and relevant to learners, driven by



The attendance rates for these subgroups is improving.



Use a variety of assessments (including diagnostic, formative, and summative) to monitor student



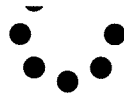
Monitor and evaluate the impact of professional learning on staff practices and student learning



All subgroups meet the statewide growth goal.



This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.



Check for Consideration in Plan



All of the plans pay special attention to closing the Loading... skills gap for the subgroups mentioned in this



Restorative Practices (RP) are used in schools to foster an equitable and positive school culture.



Social Emotional Learning (SEL) is a strengths-based, developmental process that begins at birth



^ 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).

Check for Consideration in Plan



English Language Arts Performance on the PSSA for all subgroups



Mathematics Performance on the PSSA for all subgroups



Attendance of scholars would help to improve our score. With bus transportation being unreliable at



Teachers need more training on interventions to help with progress monitoring during intervention



We need to train teachers on the math intervention program to help students who are



This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.



Check for  
Consideration in Plan



We need to look at using STEEL in every grade.  
Loading...  
That might help anchor a more deeper knowledge



Increase training and use of Social Emotional  
Learning Tools across all stakeholders with fidelity



Increased training and use of Restorative  
Practices Tools across all stakeholders with fidelity



Math, ELA and Science Performance scores need  
to increase for all subgroups and tested grades.



Identify and address individual student learning  
needs



A more structured and guided framework of math  
needs to be established to ensure there is equity



Staff will continue to build capacity on utilizing the  
school's technology, online instruction as well as



Math, ELA and Science Growth scores need to  
increase for all subgroups and tested grades.



MTSS needs to be further developed as well as  
teachers receiving more training on new



Foster a culture of high expectations for success  
for all students, educators, families, and



There is always a need for teachers to have more  
training on how to deliver accommodations and



LAB Stakeholders would like for there to continue  
to be SEL Classes embedded into their kids



Check for  
Consideration in Plan



LAB Teachers will continue training on utilizing their instructional block and framework for structured



Use multiple professional learning designs to support the learning needs of staff



Promote and sustain a positive school environment where all members feel welcomed,



Implement a multi-tiered system of supports for academics and behavior



^ 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.

Professional learning for teachers needs to be more developed with a focus on planning and preparation as well as instruction by grade and grade ban. This will

Export to Word

Save

## Resources



Support Request  
Form

(<https://forms.gle/11SGgem3F3XAnp9>)



Pennsylvania  
Continuous  
Improvement  
Resource Site

(<https://www.iu13.org/school-improvement/pa-continuous-improvement/>)



Accessing the  
FRCPP- LEA  
Level Reports

([/Home/HomeDownloadRe filepk=31627](#))



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while the page is saving.



**READY:** Prepare for Planning

100.0%

Loading...

**SET:** Complete a Needs

Assessment

100.0%

**GO:** Develop the Plan

100.0%

Laboratory CS | Schoolwide Title 1 Comprehensive Plan 2021-2029

[Ready, Set, Go](#)

[Plan Monitoring](#)

[Plan Communications](#)

**READY**

Prepare for Planning

**SET**

Complete a Needs Assessment

**GO**

Develop the Plan

**Analyzing (Strengths and Challenges)**

[Goal Setting](#)

[Action Plan](#)

[Expenditure Tables](#)

[Professional Development](#)

[Communications](#)

**OTHER REQUIRED REPORTS**

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## Analyzing (Strengths and Challenges) <sup>i</sup>

### Go: Develop the Plan

A key aspect of ESSA is its commitment to the use of evidence-based approaches and continuous improvement to drive better outcomes for students. A cycle of improvement, when implemented well and ground in evidence-based approaches, can both improve student outcomes and increase the return on educational investments as more resources are spent on programs and practices likely to have a positive impact.

Comprehensive planning is a continuous process used to ensure that all students are achieving at high levels. All LEAs can create better environments so that more students are successful. Ongoing planning is essential to providing increased student performance and quality results. Innovative, evidence-based programs, coupled with professional development, focused and aligned resources, and stakeholder participation in planning, are critical factors in districts that demonstrate continuous growth.

In the GO section, LEAs develop their plans for improvement. Building upon the strengths and challenges identified in the SET section, planning teams will move to identify their most significant priorities to focus for improvement over the next 3 to 4 years. From these priorities, measurable goals, evidence-based strategies, and action plans, inclusive of professional development and communication steps, are developed to guide the work for ongoing school improvement.

Fields with asterisks (\*) are required.

### Analyzing Challenges

Select 2-4 challenges your LEA will adopt as your priorities for your comprehensive plan. Check the box to the right of the identified priorities. For each prioritized challenge selected, conduct a root cause analysis to identify the primary reason your LEA is experiencing the challenge. Type the hypothesized root cause in the "Discussion Points" space provided.

**Textbox (populated and locked)**

English Language Arts Performance on the PSSA for all subgroups

This page takes time to save. Please do not refresh the page or navigate away from the page

**Textbox (empty and editable)**

PSSA released items are used daily for instructional purposes.

**Checkbox** Loading...



**Textbox (populated and locked)**

Mathematics Performance on the PSSA for all subgroups

**Textbox (empty and editable)**

PSSA released items are used daily for instructional purposes.

**Checkbox**

**Textbox (populated and locked)**

Attendance of scholars would help to improve our score. With bus transportation being unreliable at times, if a child isn't able to catch the bus then they will miss a day of instruction.

**Textbox (empty and editable)**

**Checkbox**

**Textbox (populated and locked)**

Teachers need more training on interventions to help with progress monitoring during intervention block as well as designing individualized learning paths with Exact Path.

**Textbox (empty and editable)**

Two-week PD Institute prior to school with ongoing PD monthly.

**Checkbox**

**Textbox (populated and locked)**

We need to train teachers in the math intervention program to help students who are referred to MTSS. Also we need to see how to align the Math Intervention Block to see better growth of all students.

This page takes time to save. Please do not refresh the page or navigate away from the page

**Textbox (empty and editable)**

While the page is saving.

Grade Group and Planning Time sessions with MTSS Coordinator

**Checkbox** Loading...

**Textbox (populated and locked)**

We need to look at using STEEL in every grade. That might help anchor a more deeper knowledge and understanding of Science since they are not tested on it every year as well as ensuring there is alignment.

**Textbox (empty and editable)**

Explore STEEL

**Checkbox**

**Textbox (populated and locked)**

Identify and address individual student learning needs

**Textbox (empty and editable)**

With further training for teachers they will be able to not only use the core instruction intervention tools but they would be able to pull data from Intervention Block and use that to speak to each scholars needs.

**Checkbox**

**Textbox (populated and locked)**

Increase training and use of Social Emotional Learning Tools across all stakeholders with fidelity

**Textbox (empty and editable)**

Increase fidelity of use of SEL with progress monitoring.

**Checkbox**

**Textbox (populated and locked)**

Increased training and use of Restorative Practices Tools across all stakeholders with fidelity

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**Textbox (empty and editable)**

Increase fidelity of use of RP with progress monitoring.

**Checkbox** Loading...

**Textbox (populated and locked)**

Math, ELA and Science Performance scores need to increase for all subgroups and tested grades.

**Textbox (empty and editable)**

There is a shared understanding that growth comes before performance. Schoolwide data needs to be communicated out as well as specific data on scholars to their families. Professiona development needs to

**Checkbox**

**Textbox (populated and locked)**

Math, ELA and Science Growth scores need to increase for all subgroups and tested grades.

**Textbox (empty and editable)**

There is a shared understanding that growth comes before performance. Schoolwide data needs to be communicated out as well as specific data on scholars to their families. Professiona development needs to

**Checkbox**

**Textbox (populated and locked)**

MTSS needs to be further developed as well as teachers recieivng more training on new interventions and how to use the interventions effectively.

**Textbox (empty and editable)**

Expand MTSS with Fidelity.

**Checkbox**

**Textbox (populated and locked)**

Foster a culture of high expectations for success for all students, educators, families, and community members

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There needs to be a more formalized scope and sequence and alignment to SAS with the schools curricular resources.

**Checkbox** Loading...



**Textbox (populated and locked)**

A more structured and guided framework of math needs to be established to ensure there is equity in math blocks and instruction to scholars.

**Textbox (empty and editable)**

**Checkbox**

**Textbox (populated and locked)**

Staff will continue to build capacity on utilizing the school's technology, online instruction as well as online intervention block materials.

**Textbox (empty and editable)**

Increase staff technology skill level.

**Checkbox**

**Textbox (populated and locked)**

There is always a need for teachers to have more training on how to deliver accommodations and modifications. There needs to be continuous partnership with outside local and state organizations to

**Textbox (empty and editable)**

Ongoing PD on delivery of accommodations and modifications.

**Checkbox**



**Textbox (populated and locked)**

LAB Stakeholders would like for there to continue to be SEL Classes embedded into their kids schedules. Teachers will need to be trained to integrate SEL Skills more within thier instructional day.

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**Textbox (empty and editable)**

Ongoing PD.

**Checkbox** Loading...

**Textbox (populated and locked)**

LAB Teachers will contine training on utilizing their instructional block and framework for structured literacy.

**Textbox (empty and editable)**

**Checkbox**

**Textbox (populated and locked)**

Use multiple professional learning designs to support the learning needs of staff

**Textbox (empty and editable)**

**Checkbox**

**Textbox (populated and locked)**

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

**Textbox (empty and editable)**

LAB has to continue to further developm all stakeholders with the consistent use of RP/SEL Tools at home and school.

**Checkbox**



**Textbox (populated and locked)**

Implement a multi-tiered system of supports for academics and behavior

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**Textbox (empty and editable)**

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With further training for teachers they will be able to not only use the core instruction intervention tools but they would be able to pull data from Intervention Block and use that to speak to each scholars needs.

**Checkbox** Loading...



### ^ Analyzing Strengths

Review the strengths your LEA marked for consideration in the table below. Identify how these strengths can be leveraged in your efforts to improve the checked prioritized challenges listed above. Type discussion points in the space provided.

**Textbox (populated and locked)**

Regular Attendance: The attendance rate for 21-22 was 80.9%. This rate for LAB was 2.2% away from the state average.

**Textbox (empty and editable)**

Students and Families feel safe at LAB and students love coming to school.

**Textbox (populated and locked)**

English Language Arts Growth according to PVAAS: Both subgroups for 21-22 met or exceeded the interim target expectation.

**Textbox (empty and editable)**

There needs to be a focus on who were the students and then see if they took advantage of any of the academic interventions.

**Textbox (populated and locked)**

There is a Schoolwide Intervention Block that all students receive using evidence based programs.

**Textbox (empty and editable)**

We need to continue this and make sure that the pull out groups are fluid based on data and progress monitoring.



**Textbox (populated and locked)**

English Language Arts blocks are 90 minutes which allows for small groups to happen.

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**Textbox (empty and editable)**

Continue this practice. Where else can we fit in reading?

**Textbox (populated and locked)**

Students like the learning path lessons and practice. Teachers have extended time to work with students in small groups to ensure they have the proper skills.

**Textbox (empty and editable)**

Are we able to do campus wide competitions so that we can get them even more excited to use the program?

**Textbox (populated and locked)**

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

**Textbox (empty and editable)**

**Textbox (populated and locked)**

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

**Textbox (empty and editable)**

Professional Learning opportunities happen for LAB staff consistently.

**Textbox (populated and locked)**

Decrease in the number of behavior referrals and increase in the amount of Restorative Conversations and teachers, scholars and parents using Restorative and SEL Tools

**Textbox (empty and editable)**

**Textbox (populated and locked)**

Student Agency earning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply,

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**Textbox (empty and editable)**

This is a strength for LAB but would like to see the opportunities for scholar agency to increase to outside the school in the community.

**Textbox (populated and locked)**

The attendance rates for these subgroups is improving.

**Textbox (empty and editable)**

**Textbox (populated and locked)**

All subgroups meet the statewide growth goal.

**Textbox (empty and editable)**

**Textbox (populated and locked)**

All of the plans pay special attention to closing the skills gap for the subgroups mentioned in this plan.

**Textbox (empty and editable)**

**Textbox (populated and locked)**

Restorative Practices (RP) are used in schools to foster an equitable and positive school culture. Restorative practices focus on strengthening relationships and connections between individuals,

**Textbox (empty and editable)**

Families and staff have consistently talked about positive results and/or experiences with their child because of the schoolwid eimplementation. Workshops for families will continue and building leaders will

**Textbox (populated and locked)**

Social Emotional Learning (SEL) is a strengths-based, developmental process that begins at birth and evolves across the lifespan (Weissberg et al., 2015). It is the process through which children,

**Textbox (empty and editable)**

**^ Priority Challenges**

The Priority Statements need to reflect the Priority Challenges identified throughout the Set section of the plan as required under [ESSA §§ 1114\(b\)\(7\)\(A\)](#).

For each prioritized challenge, write a priority statement to restate the primary root cause as an actionable statement. Your priority statements should answer the question of what practice, structure, or system do we need to change to better support educators, students, parents/guardians, or our community?

**Analyzing Priority Challenges**

English Language Arts Performance on the PSSA for all subgroups

**Priority Statements**

We will incorporate PSSA Released items used daily as instructional tools.

**Analyzing Priority Challenges**

Foster a culture of high expectations for success for all students, educators, families, and community members

**Priority Statements**

We will design and implement data-driven professional learning cycles that address the needs of our leaders and teachers by leveraging the use of district professional development time, building

**Analyzing Priority Challenges**

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

**Priority Statements**

We will promote and sustain a positive school environment where all members feel welcomed, supported and safe in school through the implementation of evidence based systems of schoolwide culturally

## Analyzing Priority Challenges

Implement a multi-tiered system of supports for academics and behavior

## Priority Statements

We will continue to develop a robust Multi-Tier System of Supports (MTSS) approach replete with a professional learning cycle, on-the-ground implementation support, and easy to use data tools, which will

 **Export to Word**

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## Resources

### **Prioritization Strategies Toolkit**

(<https://drive.google.com/file/d/147wh3RvVNGkZuy3U52/view>)

### **Root Cause Toolkit (Fishbone Diagram; Five Whys)**

([https://drive.google.com/file/d/12sks8NPoECHH8ab\\_qS5ww9V4V](https://drive.google.com/file/d/12sks8NPoECHH8ab_qS5ww9V4V))

### **Support Request Form**

(<https://forms.gle/11SGggem3F3>)

### **Pennsylvania Continuous Improvement Resource Site**

(<https://www.iu13.org/school-improvement/pa-continuous-improvement/>)

### **Root Cause Analysis**

(<https://www.iu13.org/school-improvement/pa-continuous-improvement/go/root-cause-analysis/>)

### **Priority Statements**

(<https://www.iu13.org/school-improvement/pa-continuous-improvement/go/priority-statements/>)

### **Accessing the FRCPP- LEA Level Reports**

(</Home/HomeDownloadResource/filepk=31627>)

**Back**

**Continue**

Laboratory CS | Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

[Ready, Set, Go](#)

[Plan Monitoring](#)

[Plan Communications](#)

**READY**

Prepare for Planning

**READY:** Prepare for Planning

100.0%

**SET:** Complete a Needs Assessment

100.0%

**GO:** Develop the Plan

100.C

**SET**

Complete a Needs Assessment

**GO**

Develop the Plan

# Goal Setting <sup>i</sup>

## Go: Develop the Plan

An essential step in the planning process is to establish clear, measurable goals for each priority that will allow the LEA to track whether you are on track to improving the prioritized challenge areas. Carefully constructed benchmarks for every measurable goal statement serve as leading indicators that provide early evidence that can be used to gauge whether an LEA is on track to improve and to guide mid-course corrections that can increase the success of improvement efforts. The measurable goals and yearly benchmarks should be well-defined, measurable, and represent significant gains for your teachers, students, or other stakeholders. All staff members should be able to recite the goals in the plan readily.

### Steps to Complete this Section:

Complete each of the following steps for every measurable goal. It is recommended that no more than 4 goals are established to maintain focus and success in meeting goals at end of 3-year cycle.

1. Align each priority statement to the established PDE Outcome Categories listed in the drop-down menu under "Outcome Category" by selecting the category that is best aligned to the priority statement. If a priority statement is related to more than one outcome category, pick the one that is the most direct or primary outcome that will be impacted by addressing the priority.

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2. For each priority statement, develop one or two measurable goals (SMART Goals). To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended (each goal should be listed separately).
3. For each goal statement create a nickname for the goal. This nickname will be used as the title of the goal within action plans and formal reports (no more than

[Analyzing](#)

[\(Strengths and Challenges\)](#)

[Goal Setting](#)

[Action Plan](#)

[Expenditure Tables](#)

[Professional Development](#)

[Communications](#)

### OTHER REQUIRED REPORTS

State Required Reports

[Approvals & Signatures](#)

[Plan Communications](#)

[Summary Checklist & Submission](#)

35 characters).

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4. For each goal, develop targets that can be measured and reviewed to assess annual progress toward each measurable goal.
  - a. Yearly targets should be back mapped from the measurable goal. The year 3 target will be pre-populated with your measurable goal statement.
  - b. Schools categorized as CSI, A-TSI, TSI or Title I Schoolwide Program for the upcoming school year should develop quarterly targets that are back mapped from the respective target year. The target for the fourth quarter will be the same as your target for the upcoming school year's goal. For example, if the upcoming school year aligns with the second year in your three-year comprehensive planning cycle, then the quarterly benchmarks for the school plan should be back mapped from Target Year 2.

Fields with asterisks (\*) are required.

▲ **Priority: We will design and implement data-driven professional learning cycles that address the needs of our leaders and teachers by leveraging the use of district professional development time, building coordinated PD time, and Professional Learning Communities, with a focus on ensuring that teachers and leaders are given adequate time, resources, and support in learning and applying knowledge, skills and feedback that supports supervision and delivery of high quality instruction.**

**Outcome Category \***

Essential Practices 1: Focus on Continuous Improvement of Instruction

**Measurable Goal Statement (Smart Goal) \***

To provide opportunities for grade level or content area teams to meet together regularly to review and revise curriculum as needed based on standards assessment data and student needs. Data, resources, and instructional practices

**Measurable Goal Nickname (35 Character Max) \***

Curriculum Review

**Target Year 1 \***

Opportunities will be identified for all teachers to meet and

**Target Year 2 \***

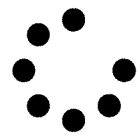
Opportunities will be identified for all teachers to meet and

**Target Year 3 \***

To provide opportunities for grade level or content

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

Target 1st Quarter \*      Target 2nd Quarter \*      Target 3rd Quarter \*      Target 4th Quarter \*



Opportunities...  
will be  
identified for

Opportunities  
will be  
identified for

Opportunities  
will be  
identified for

To provide  
opportunities  
for grade level

\*Copy and paste the Target Year goal for the upcoming school year into the space for Target 4th Quarter



**Outcome Category**

Essential Practices 1: Focus on Continuous Improvement of Instruction

**Measurable Goal Statement (Smart Goal)**

100% of observations will have follow-up walk-throughs that focus on the identified area(s) of growth.

**Measurable Goal Nickname (35 Character Max)**

Classroom Walk Throughs

**Target Year 1**

80% of observations will have follow-up walk-throughs that

**Target Year 2**

90% of observations will have follow-up walk-throughs that

**Target Year 3**

100% of observations will have follow-up walk-throughs that

\* Target for school year 3 should be your measurable goal

**Target 1st**

Quarter  
80% of observations will have

**Target 2nd**

Quarter  
80% of observations will have

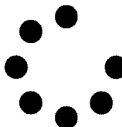
**Target 3rd**

Quarter  
90% of observations will have

**Target 4th**

Quarter  
100% of observations will have

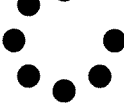
\*Copy and paste the Target Year goal for the upcoming school year into the space for Target 4th Quarter



**Outcome Category**

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**Measurable Goal Statement (Smart Goal)**



100% of administrators will identify areas of growth in observations focused on improving clarity for learning practices.

**Measurable Goal Nickname (35 Character Max)**

Comprehensive Classroom Observations

**Target Year 1**

90% of administrators will identify areas of

**Target Year 2**

99% of administrators will identify areas of

**Target Year 3**

100% of administrators will identify areas of growth in

\* Target for school year 3 should be your measurable goal

**Target 1st**

**Quarter**

90% of administrators will

**Target 2nd**

**Quarter**

99% of administrators will

**Target 3rd**

**Quarter**

99% of administrators will

**Target 4th**

**Quarter**

100% of administrators will

\*Copy and paste the Target Year goal for the upcoming school year into the space for Target 4th Quarter



**Priority: We will promote and sustain a positive school environment where all members feel welcomed, supported and safe in school through the implementation of evidence based systems of schoolwide culturally responsive-positive behavior interventions and supports, community building, and restorative practices, which enable us to better support scholars who need social-emotional support, behavior support and interventions.**

**Outcome Category \***

School climate and culture

**Measurable Goal Statement (Smart Goal) \***

At least 95% of scholars will have zero out-of-school suspensions

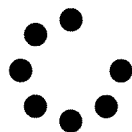
**Measurable Goal Nickname (35 Character Max) \***

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**Target Year 1 \***

**Target Year 2 \***

**Target Year 3 \***





At least 95% of scholars will have zero out-of-school

At least 95% of scholars will have zero out-of-school

At least 95% of scholars will have zero out-of-school

\* Target for school year 3 should be your measurable goal

**Target 1st**

**Target 2nd**

**Target 3rd**

**Target 4th**

**Quarter \***

**Quarter \***

**Quarter \***

**Quarter \***

At least 95% of scholars will have zero out-

At least 95% of scholars will have zero out-

At least 95% of scholars will have zero out-

At least 95% of scholars will have zero out-

\*Copy and paste the Target Year goal for the upcoming school year into the space for Target 4th Quarter



**Outcome Category**

Regular Attendance

**Measurable Goal Statement (Smart Goal)**

At least 85% of all scholars will attend school 90% of days or more.

**Measurable Goal Nickname (35 Character Max)**

Scholar Regular Attendance

**Target Year 1**

**Target Year 2**

**Target Year 3**

At least 75% of all scholars will attend school 90% of days or

At least 80% of all scholars will attend school 90% of days or

At least 85% of all scholars will attend school 90% of days or

\* Target for school year 3 should be your measurable goal

**Target 1st**

**Target 2nd**

**Target 3rd**

**Target 4th**

**Quarter**

**Quarter**

**Quarter**

**Quarter**

At least 75% of all scholars will attend school

At least 75% of all scholars will attend school

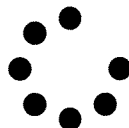
At least 80% of all scholars will attend

At least 85% of all scholars will attend

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refresh the page or navigate away from the page

\*Copy and paste the Target Year goal for the upcoming school year into the space for Target 4th Quarter while the page is saving.



Loading  
**Outcome Category**

School climate and culture

**Measurable Goal Statement (Smart Goal)**

Create a schoolwide Champion Team comprised of staff, scholars, parents ad community members to lead Restorative Practices implementation and ongoing training of school stakeholders, implementation of RP/SEL Tools, facilitate

**Measurable Goal Nickname (35 Character Max)**

Resorative Practices\_Champion Team

**Target Year 1**

Create the Schoolwide RP/ SEL Champion Team with

**Target Year 2**

The Schoolwide RP/ SEL Champion Team with a representative

**Target Year 3**

Create a schoolwide Champion Team comprised of staff,

\* Target for school year 3 should be your measurable goal

**Target 1st Quarter**

Create the Schoolwide RP/ SEL

**Target 2nd Quarter**

Create the Schoolwide RP/ SEL

**Target 3rd Quarter**

The Schoolwide RP/ SEL

**Target 4th Quarter**

Create a schoolwide Champion

\*Copy and paste the Target Year goal for the upcoming school year into the space for Target 4th Quarter



^ **Priority: We will continue to develop a robust Multi-Tier System of Supports (MTSS) approach replete with a professional learning cycle, on-the-ground implementation support, and easy to use data tools, which will position our school teams to successfully implement MTSS, starting with a focus on Tier I to ensure all scholars have the opportunity to access standards-based, grade level instruction.**

**Outcome Category \***

Essential Practices 3: Provide Student-Centered Support Systems

**Measurable Goal Statement (Smart Goal) \***

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90% of students will meet or exceed their individual growth goals, measured by Exact Path, by creating a positive school environment where all members feel welcomed, supported and safe.

**Measurable Goal Nickname (35 Character Max) \***

Exact Path Loading...

**Target Year 1 \***

80% of students will meet or exceed their individual growth

**Target Year 2 \***

85% of students will meet or exceed their individual growth

**Target Year 3 \***

90% of students will meet or exceed their individual growth

\* Target for school year 3 should be your measurable goal

**Target 1st**

**Quarter \***

75% of students will meet or

**Target 2nd**

**Quarter \***

80% of students will meet or

**Target 3rd**

**Quarter \***

85% of students will meet or

**Target 4th**

**Quarter \***

90% of students will meet or

\*Copy and paste the Target Year goal for the upcoming school year into the space for Target 4th Quarter



**Outcome Category**

Essential Practices 1: Focus on Continuous Improvement of Instruction

**Measurable Goal Statement (Smart Goal)**

90% of scholars will meet or exceed their individual growth goals, measured by Exact Path, through data-driven, differentiated, small group instruction.

**Measurable Goal Nickname (35 Character Max)**

Small Group Instruction

**Target Year 1**

80% of scholars will meet or exceed their individual growth

**Target Year 2**

85% of scholars will meet or exceed their individual growth

**Target Year 3**

90% of scholars will meet or exceed their individual growth

\* Target for school year 3 should be your measurable goal

**Target 1st**

**Quarter**

75% of scholars will meet or

**Target 2nd**

**Quarter**

80% of scholars will meet or

**Target 3rd**

**Quarter**

85% of scholars will meet or

**Target 4th**

**Quarter**

90% of scholars will meet or

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\*Copy and paste the Target Year goal for the upcoming school year into the space for Target 4th Quarter. Loading...



**Outcome Category**

Social emotional learning

**Measurable Goal Statement (Smart Goal)**

Implement culturally responsive teaching practices to ensure scholars are provided with equitable, inclusive, and diverse learning opportunities.

**Measurable Goal Nickname (35 Character Max)**

Culturally Responsive Teaching

**Target Year 1**

Develop self-assessment tools and learning inventories.

**Target Year 2**

Add culturally responsive teaching strategies to

**Target Year 3**

Implement culturally responsive teaching practices to ensure

\* Target for school year 3 should be your measurable goal

**Target 1st**

**Quarter**

Develop self-assessment tools and

**Target 2nd**

**Quarter**

Develop self-assessment tools and

**Target 3rd**

**Quarter**

Add culturally responsive teaching

**Target 4th**

**Quarter**

Implement culturally responsive

\*Copy and paste the Target Year goal for the upcoming school year into the space for Target 4th Quarter



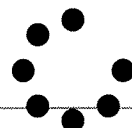
**Priority: We will incorporate PSSA Released items used daily as instructional tools.**

**Outcome Category \***

Select an Outcome Category

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while the page is saving.



READY

Prepare for Planning

SET

Complete a Needs Assessment

GO

Develop the Plan

Analyzing (Strengths and Challenges)

Goal Setting

Action Plan

Expenditure Tables

Professional Development

Communications

OTHER REQUIRED REPORTS

State Required Reports

Approvals & Signatures

Plan Communications

Summary Checklist & Submission

READY: Prepare for Planning

100.0%

SET: Complete a Needs Assessment

100.0%

GO: Develop the Plan

100.0%

## Action Plan

### Go: Develop the Plan

Once priorities for improvement have been identified with established goals to measure progress and improvement, the steering committee (in consultation with other stakeholders) will next develop the action plans to meet the goals. The first step in action planning is to determine the strategies that will best address the priorities. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), LEAs are more likely to implement interventions successfully and meet established goals. After selecting the strategy, the next step is to map out a plan for how your LEA will implement each selected evidence-based strategy.

The Action Steps under the Action Plans need to provide clear strategies to the priority challenges identified throughout the Set section of the plan as required under **ESSA 55 1114(b)(7)(A)**

#### Steps to Complete this Section:

1. Identify an evidence-based strategy to positively impact the measurable goal area(s) your school has established and is the best fit for your school context. Enter one evidence-based strategy per action plan.
2. Select the measurable goal(s) that will be impacted by this evidence-based strategy from the drop-down menus. You can select more than one.
3. Create an action plan for each evidence-based strategy that includes the following components:
  - a. **Steps:** Identify the discrete action steps required to prepare for and implement the strategy in sequential order.
  - b. For each action step, identify the following:

**Anticipated Start and Completion Date:** List the start and completion dates for action step.

**Lead Person or Position:** List the person(s) responsible for ensuring the action step is implemented with fidelity.

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**Materials/Resources/Supports Needed:** List any materials, resources, or support the school requires to implement the strategy.

**Professional Development (PD):** Does the measurable goal statement to which it is attached require professional development? Select Yes or No. (You will develop details to these steps in the next sections of the plan.)

c. **Anticipated Outputs:** List 2-3 tangible products or observable events/milestones/ shifts in practice to assess whether you are implementing the action plan with fidelity.

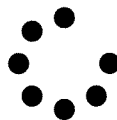
d. **Monitoring/Evaluation:** Describe how the school will monitor (the who, how, and how often) the implementation of this action plan. Include a description of the people who will be involved, the data that will be used, and any tools that will be used in these monitoring routines. The plan and its implementation shall be regularly monitored as required under [ESSA §§ 1114\(b\)\(3\)](#).

4. After creating and populating the Action Plan section, save the page to ensure all the Action Plans are included in the dropdown for the expenditure tables

**Fields with asterisks (\*) are required.**

^ **Measurable Goals**

Zero Out of School Suspensions (OSS)	Scholar Regular Attendance
Resorative Practices_Champion Team	Exact Path
Small Group Instruction	Culturally Responsive Teaching
Curriculum Review	Classroom Walk Throughs
Comprehensive Classroom Observations	



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while the page is saving.

Evidence-based Strategy Name \*

Professional Learning Communities

Measurable Goals

4 items selected



^ Action Plan For: Professional Learning Communities

Measurable Goals: Exact Path , Small Group Instruction , Culturally Responsive Teaching , Curriculum Review

Action Step \*

Central office team meets monthly to plan trainings, review implementation data, and

Anticipated Start/Completion

Date \*

07/01/20

06/11/20

Lead

Person/Position \*

Central Office Team

Material/Resources/Supports Needed \*

Meeting Calendar, Agendas,

PD Step? \*

No

Com Step? \*

No



Action Step \*

Central office will develop and communicate key resources to support implementation of

Anticipated Start/Completion

Date \*

07/01/20

09/01/20

Lead

Person/Position \*

Central Office Team

Material/Resources/Supports Needed \*

PLC Toolkit

PD Step? \*

No

Com Step? \*

No



Action Step \*

Central office team will offer ongoing synchronous and asynchronous informational

Anticipated Start/Completion

Date \*

07/01/20

09/01/20

Lead

Person/Position \*

Central Office Team

Material/Resources/Supports Needed \*

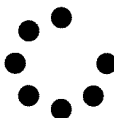
Leader PD Schedule, PLC

PD Step? \*

No

Com Step? \*

No



Action Step \*

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Anticipated Start/Completion

Date \*

Central office staff will support schools in creating schedules for PLC time that

07/01/20

09/01/20

Lead Person/Position \*  
Loading...  
Building Leaders,  
Central Office

Material/Resources/Supports Needed \*  
Schedules

PLC Step? \*  
No

Com Step? \*  
No



Action Step \*

Instructional Leadership Teams will meet monthly to discuss implementation progress of

Anticipated Start/Completion Date \*

07/01/20

09/01/20

Lead Person/Position \*  
Building Leaders

Material/Resources/Supports Needed \*  
Meeting Schedule,  
Agendas,

PLC Step? \*  
No

Com Step? \*  
No



Action Step \*

PLC's will facilitate discussions on equitable access to Tier I instruction that considers both

Anticipated Start/Completion Date \*

07/01/20

09/01/20

Lead Person/Position \*  
Building Leaders

Material/Resources/Supports Needed \*  
PLC Agendas

PLC Step? \*  
No

Com Step? \*  
No



+ Add an Action Step

Anticipated Output \*

Facilitators and leaders engage in regular professional development

Monitoring/Evaluation (People, Frequency, and Method) \*

Data on school-level implementation of Professional Learning Communities

Evidence-based Strategy Name \*

Multi-Tiered System of Support (

Measurable Goals

(all)



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Measurable Goals: Zero Out of School Suspensions (OSS) ,  
Comprehensive Classroom Observations , Classroom Walk Throughs ,  
Scholarship Regular Attendance , Restorative Practices Champion Team , Exact Path ,  
Small Group Instruction , Culturally Responsive Teaching , Curriculum Review

Action Step *		Anticipated Start/Completion	
Lead Person/Position *	Material/Resources/Supports Needed *	Date *	Com Step? *
Ensure participation of school-level MTSS leadership teams in the Foundations of MTSS		07/01/20	09/01/20
Central Office MTSS Coordinator	Training Calendar, Training Materials,	Yes	No

Action Step *		Anticipated Start/Completion	
Lead Person/Position *	Material/Resources/Supports Needed *	Date *	Com Step? *
Establish an MTSS Tier I Problem-solving team in all schools in accordance with the MTSS		07/01/20	09/01/20
MTSS Coordinator	MTSS Tier I Guidelines	No	No

Action Step *		Anticipated Start/Completion	
Lead Person/Position *	Material/Resources/Supports Needed *	Date *	Com Step? *
Ensure school teams schedule recurring MTSS Tier I meetings for 60-90 minutes per month		07/01/20	09/01/20
MTSS Coordinator	MTSS Tier I Meeting Calendar	No	No

Action Step *		Anticipated Start/Completion	
Lead Person/Position *	Material/Resources/Supports Needed *	Date *	Com Step? *
MTSS Tier I team members at all schools implement monthly meetings utilizing a		10/01/20	09/01/20

MTSS Coordinator

Monthly Agendas

No

No

Loading...



Action Step \*

Administer academic screeners and progress monitoring assessments with fidelity in

Anticipated Start/Completion

Date \*

07/01/20

09/01/20

Lead

Material/Resources/Supports Step? \*

Com Step? \*

Person/Position \*

Needed \*

Building Leadership

Exact Path Computer Based

No

No



+ Add an Action Step

Anticipated Output

Synchronous and/or asynchronous trainings are offered to school-level

Monitoring/Evaluation (People, Frequency, and Method)

Data on school-level implementation of MTSS will be collected by central

Evidence-based Strategy Name \*

Measurable Goals

Universal Screeners

5 items selected



^ Action Plan For: Universal Screeners

Measurable Goals: Comprehensive Classroom Observations, Classroom Walk Throughs, Exact Path, Small Group Instruction, Culturally Responsive Teaching

Action Step \*

On an annual basis, universal screening windows for the entire school year will be

Anticipated Start/Completion

Date \*

07/01/20

09/01/20

Lead

Material/Resources/Supports Step? \*

Com Step? \*

Person/Position \*

Needed \*

CEO

Academic Calendar

No

No

This page takes time to save. Please do not refresh the page or navigate away from the page

while the page is saving.

**Action Step \***

Each building will identify their building's point person (Exact Path Champion) for universal  
Loading...

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

**Lead**

**Person/Position \***

Building Leaders

**Material/Resources/Supp PD Step? \***

**Needed \***

Google Form

No

**Com Step? \***

No



**Action Step \***

Trainings on how to administer the universal screening tool (Exact Path) for Math, Reading

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

**Lead**

**Person/Position \***

Building Principals  
Central Office

**Material/Resources/Supp PD Step? \***

**Needed \***

PD Calendar, Exact Path and Review

No

**Com Step? \***

No



**Action Step \***

Schools will administer the Exact Path Computer Adaptive Test universal screener in

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

**Lead**

**Person/Position \***

Building Leaders  
Teachers

**Material/Resources/Supp PD Step? \***

**Needed \***

Exact Path and Review 360

No

**Com Step? \***

No



**Action Step \***

Schools will use PLC time to complete the Data Analysis Protocol after each universal

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

**Lead**

**Person/Position \***

MTSS Coordinator

**Material/Resources/Supp PD Step? \***

**Needed \***

Data Analysis Protocol

No

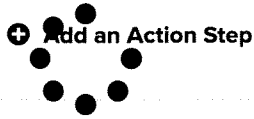
**Com Step? \***

No

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while the page is saving.



**Anticipated Output**

Loading...  
All teachers are trained on how to administer applicable universal

**Monitoring/Evaluation (People, Frequency, and Method)**

Participation data on school-level implementation of universal screeners

**Evidence-based Strategy Name \***

Culturally Responsive - Positive I

**Measurable Goals**

2 items selected



**^ Action Plan For: Culturally Responsive - Positive Behavior Interventions & Supports (CR-PBIS)**

**Measurable Goals: Zero Out of School Suspensions (OSS) , Scholar Regular Attendance**

**Action Step \***

Ensure participation of school-level PBIS Teams in the Foundations of Culturally

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

**Lead**

**Person/Position \***

MTSS Coordinator  
Building Leaders

**Material/Resources/Supports \***

**Needed \***

PD Calendar, CW-PBIS Companion

**PD Step? \***

Yes

**Com Step? \***

No



**Action Step \***

Establish an MTSS-PBIS Team in all schools in accordance with the CW-PBIS Companion

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

**Lead**

**Person/Position \***

MTSS Coordinator  
Building Leaders

**Material/Resources/Supports \***

**Needed \***

Google Form

**PD Step? \***

No

**Com Step? \***

Yes



**Action Step \***

Ensure school teams schedule recurring PBIS

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

This page takes time to save. Please do not refresh the page or navigate away from the page

Person/Position \*

Building Teams  
Building Leaders

Needed \*

Agenda and  
Meeting Notes

No

No

Loading...



Action Step \*

Administer surveys after training to stakeholders and to scholars each quarter.

Anticipated Start/Completion

Date \*

07/01/20

09/01/20

Lead

Person/Position \*

MTSS Coordinator  
Building Leaders

Material/Resources/Supports Step? \*

Needed \*

Surveys

No

No



Action Step \*

School PBIS Teams will analyze climate and culture data as well as survey data and adjust.

Anticipated Start/Completion

Date \*

07/01/20

09/01/20

Lead

Person/Position \*

Building Leaders  
MTSS Coordinator

Material/Resources/Supports Step? \*

Needed \*

Data, Survey  
Results

No

No



+ Add an Action Step

Anticipated Output

School Leaders will provide trainings throughout the first semester of the

Monitoring/Evaluation (People, Frequency, and Method)

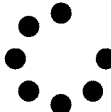
Data from post-training surveys will be analyzed to determine strengths and

Evidence-based Strategy Name \*

Professional Learning

Measurable Goals

3 items selected



This page takes time to save. Please do not refresh the page or navigate away from the page

Measurable Goals: Comprehensive Classroom Observations ,  
Classroom Walk Throughs , Culturally Responsive Teaching

Loading...

Action Step *	Anticipated Start/Completion Date *	Lead Person/Position *	Material/Resources/Supports Needed *	PD Step? *	Com Step? *
Teachers will use Professional Learning Time (PLT) and general	07/01/20	09/01/20	Teachers	No	No

Action Step *	Anticipated Start/Completion Date *	Lead Person/Position *	Material/Resources/Supports Needed *	PD Step? *	Com Step? *
During observations and walkthroughs, students will answer	07/01/20	09/01/20	Teachers and Administrators	No	No

Action Step *	Anticipated Start/Completion Date *	Lead Person/Position *	Material/Resources/Supports Needed *	PD Step? *	Com Step? *
Administrators will communicate area(s) of growth specific to developing clarity in	07/01/20	09/01/20	Administrators	No	No

Action Step *	Anticipated Start/Completion Date *	Lead Person/Position *	Material/Resources/Supports Needed *	PD Step? *	Com Step? *
Administrators will conduct followup walk-through(s) to assess	07/01/20	09/01/20			

while the page is saving

No

No



Loading...

**Action Step \***

Intentional planning to provide lessons and activities that promote an inclusive, equitable

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

**Lead Person/Position \***

Teachers  
Administrators

**Material/Resources/Supports Needed \***

Teacher/student guides, directions,

**PD Step? \***

No

**Com Step? \***

No



**+ Add an Action Step**

**Anticipated Output**

Intentional planning to provide lessons and activities that promote an

**Monitoring/Evaluation (People, Frequency, and Method)**

Lesson plans will reflect practices that increase equity and inclusion.

**Evidence-based Strategy Name \***

Restorative Practices

**Measurable Goals**

4 items selected



**^ Action Plan For: Restorative Practices**

**Measurable Goals: Zero Out of School Suspensions (OSS) , Scholar Regular Attendance , Restorative Practices Champion Team , Culturally Responsive Teaching**

**Action Step \***

Building Leaders provide trainings during the pre-service professional development in

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

**Lead Person/Position \***

Building Leaders

**Material/Resources/Supports Needed \***

PD Calendar, PD Training Material

**PD Step? \***

Yes

**Com Step? \***

No



**Action Step \***

School staff will use the first two weeks of school to build community, have positive family

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

**Lead**

**Person/Position \***

Building Leaders  
Teachers

**Material/Resources/Supports Step? \***

**Needed \***

Circles Lesson  
Plan, RP/ SEL

No

**Com Step? \***

No



**Action Step \***

Each building will gather a RP/ SEL Champion Team to help lead the implementation of the

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

**Lead**

**Person/Position \***

Building Leaders

**Material/Resources/Supports Step? \***

**Needed \***

Google Form

No

**Com Step? \***

Yes



**Action Step \***

Data will be collected across the school to determine the effectiveness of RP/ SEL in

**Anticipated Start/Completion**

**Date \***

07/01/20

09/01/20

**Lead**

**Person/Position \***

Building Leaders

**Material/Resources/Supports Step? \***

**Needed \***

School Level Data

No

**Com Step? \***

No



**+ Add an Action Step**

**Anticipated Output**

School staff will attend District-provided trainings during the pre-

**Monitoring/Evaluation (People, Frequency, and Method)**

Data from post-training surveys will be analyzed to determine strengths and

**+ Add an evidence-based strategy**





Laboratory CS | Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

[Ready, Set, Go](#)

[Plan Monitoring](#)

[Plan Communications](#)

**READY**

Prepare for Planning

**READY:** Prepare for Planning

**100.0%** Assessment

**100.0%**

**SET:** Complete a Needs

**GO:** Develop the Plan

**100.0**

**SET**

Complete a Needs Assessment

## Professional Development i

**GO**

Develop the Plan

**Go: Develop the Plan**

[Analyzing](#)

(Strengths and Challenges)

[Goal Setting](#)

[Action Plan](#)

[Expenditure Tables](#)

**[Professional Development](#)**

[Communications](#)

**OTHER REQUIRED REPORTS**

State Required Reports

In your action plans, you identified Professional Development action steps. In this section of your plan, you will develop details and activities for professional learning. These activities are a key component of, and therefore will prepopulate, to your LEA's Act 48 Plan.

**Steps to Complete this Section:**

1. Professional Development activity name.
2. **Action Step:** What action step is the professional development activity part of?
3. **Audience:** List the stakeholder group(s) who will engage in the professional learning.
4. **Topics to be Included:** List the content on which the professional development will focus to build capacity for participants to implement the evidence-based strategy.
5. **Evidence of Learning:** Identify the tangible ways that participants will be expected to demonstrate their learning in their daily practice.
6. **Lead Person/position:** List the person or organization that will provide the professional learning.
7. **Anticipated Timeframe:** Identify the start and end dates for each professional learning activity.
8. **Types of Activities:** List the types of activities that will be offered for this professional development step.
9. **Frequency of Activities:** How often will the activities occur?
10. **Observation and Practice Framework:** Which Observation and Practice Framework components does this professional development activity align with? If a selection in the Observation and Practice Framework does not apply to your LEA, then leave the option in the default position of Choose a Observation and Practice Framework.

This **State Required Trainings** If a selection not providing development which count towards the page State Required Trainings drop-down list. If a selection in the State Required Trainings does not apply, then leave the option in the default position of Select State Required Training Option.

**[Approvals & Signatures](#)**

**[Plan Communications](#)**

**[Summary Checklist & Submission](#)**

- Language and Literacy Acquisition for All Students (ACT 48)
- Offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings (ACT 48) Loading...
- Trauma Informed Training (ACT 18)

Fields with asterisks (\*) are required.

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered System of Support (MTSS)	Ensure participation of school-level MTSS leadership teams in the Foundations of MTSS Leadership Series, including sessions such as...
Culturally Responsive - Positive Behavior Interventions & Supports (CR-PBIS)	Ensure participation of school-level PBIS Teams in the Foundations of Culturally Responsive Positive Behavior Supports and...
Restorative Practices	Building Leaders provide trainings during the pre-service professional development in August throughout the first semester of the...

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#### Professional Development Activity Name \*

Multi Tiered System of Supports (MTSS) including Trauma Care Act 18



#### Multi Tiered System of Supports (MTSS) including Trauma Care Act 18

#### Action Step \*

Choose an Action Step

 Add

Ensure participation of school-level MTSS leadership

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Leadership

Series, including sessions such as: (1) Planning for Effective Learning... MTSS Meetings; (2) MTSS Through a Climate Lens; and (3) MTSS Through an Academic Lens

Audience \*

Instructional Staff and Instructional Support Staff

Topics to be Included \*

MTSS Tier I Meetings, Data Snapshots, Meeting Agendas/TIPS Protocols, Recognition of the signs of trauma in students,

Evidence of Learning \*

Completion of TIPS Protocols, Development of Action Plans

Lead Person/Position \*

MTSS Coordinator  
Building Leaders

Anticipated Start \*

07/01/2024

Anticipated

Completion \*

09/01/2027

Learning Format

Type of Activities \*

Inservice day

Frequency \*

Monthly

Observation and Practice Framework Met in this Plan

Choose Observation and Practice Framework

+ Add

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

4a: Reflecting on Teaching

3e: Demonstrating Flexibility and Responsiveness

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1b: Demonstrating Knowledge of Students



This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

**Learning Format**

Type of Activities \*

Workshop(s)

Frequency \*

Quarterly

Observation and Practice Framework Met in this Plan

Choose Observation and Practice Framework

**+ Add**

This Step Meets the Requirements of State Required Trainings

At Least 1-hour of Trauma-informed Care Training for All Staff

**+ Add a Learning Format**

**Professional Development Activity Name \***

Culturally Responsive Positive Behavior Interventions and Supports



**^ Culturally Responsive Positive Behavior Interventions and Supports**

Action Step \*

Choose an Action Step

**+ Add**

Ensure participation of school-level PBIS

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

Teams in the Foundations of Culturally Responsive

Positive Behavior Supports and Interventions, including loading... sessions such as: (1) implementation of the SWPBIS framework, (2) the cultural responsiveness core components described in this guide, and (3) historic context and present-day issues specific to the school's underserved populations. ✕

**Audience \***

Instructional Staff and Instructional Support Staff

**Topics to be Included \***

Behavior Norms, Teaching Guides, Schoolwide Discipline Protocol, Google Form-MTSS Referrals, and CR-PBIS Teaching Matrix

**Evidence of Learning \***

PD Surveys, Completion of Minor and Major Forms , Walkthrough Rubric and Notes

**Lead Person/Position \***

MTSS Coordinator  
Building Leaders

**Anticipated Start \***

07/01/2024

**Anticipated**

**Completion \***

09/01/2027

**Learning Format ✕**

**Type of Activities \***

Inservice day

**Frequency \***

Monthly

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Choose Observation and Practice Framework

1b: Demonstrating Knowledge of Students Loading...



2a: Creating an Environment of Respect and Rapport



2b: Establishing a Culture for Learning



3c: Engaging Students in Learning



This Step Meets the Requirements of State Required Trainings

Select State Required Training Option

**Learning Format**

Type of Activities \*

Professional Learning Community (PLC)

Frequency \*

Weekly/ Monthly

Observation and Practice Framework Met in this Plan

Choose Observation and Practice Framework

Add

This Step Meets the Requirements of State Required Trainings

Select State Required Training Option

Add a Learning Format

**Professional Development Activity Name \***

Restorative Practices



Restorative Practices

Action Step \*

Choose an Action Step

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

Add

during the pre-service professional development... August throughout the first semester of the school-year.

Audience \*

Instructional Staff and instructional Support Staff

Topics to be Included \*

Community Building Circles and Restorative Conversations

Evidence of Learning \*

PD Surveys, Walkthrough Rubric and Notes

Lead Person/Position \*

Building Principals

Anticipated Start \*

07/01/2024

Anticipated

Completion \*

09/01/2027

Learning Format

Type of Activities \*

Inservice day

Frequency \*

At the start of each school year and then through the year as needed

Observation and Practice Framework Met in this Plan

Choose Observation and Practice Framework

+ Add

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

This page takes time to save. Please do not refresh the page or navigate away from the page while the page is saving.

Select State Required Training Option

Loading...

**Learning Format** 

Type of Activities \*

Coaching (peer-to-peer; school lead

Frequency \*

As needed

Observation and Practice Framework Met in this Plan

Choose Observation and Practice Framework

 Add

This Step Meets the Requirements of State Required Trainings

Select State Required Training Option

 Add a Learning Format

**Professional Development Activity Name \***

Language and Literacy Acquisition for All Students (Title 22)



 Language and Literacy Acquisition for All Students (Title 22)

Action Step \*

Choose an Action Step

 Add

Building Leaders provide trainings during the pre-service professional development in August throughout the first semester of the school-year.





Audience \*

All Instructional Staff and Instructional Support Staff

Topics to be Included \*

Workshops that will promote instructional activities that will improve language and literacy acquisition for all students.

Evidence of Learning \*

Exact Path Reading and Language Arts Scores will increase for scholars

Lead Person/Position \*

Building Principals

Anticipated Start \*

07/01/2024

Anticipated Completion \*

09/01/2027

**Learning Format** 

Type of Activities \*

Workshop(s)


Frequency \*


Monthly


Observation and Practice Framework Met in this Plan

Choose Observation and Practice Framework

 Add

3e: Demonstrating Flexibility and Responsiveness 

1a: Demonstrating Knowledge of Content and Pedagogy 


1b: Demonstrating Knowledge of Students 

This Step Meets the Requirements of State Required Trainings

Language and Literacy Acquisition for All Students

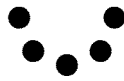
 Add a Learning Format

 Add

 Export to Excel

a professional development activity

 Export to Word



## Laboratory CS | Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

[Ready, Set, Go](#)[Plan Monitoring](#)[Plan Communications](#)**READY**

Prepare for Planning

**SET**

Complete a Needs Assessment

**GO**

Develop the Plan

[Analyzing](#) [\(Strengths and Challenges\)](#) [Goal Setting](#) [Action Plan](#) [Expenditure Tables](#) [Professional Development](#) [Communications](#)**OTHER REQUIRED REPORTS**

State Required Reports

 [Approvals & Signatures](#) [Plan Communications](#) [Summary Checklist & Submission](#)**READY:** Prepare for Planning**SET:** Complete a Needs**GO:** Develop the Plan**100.0%** Assessment**100.0****100.0%**

## Communications ?

**Go: Develop the Plan**

In your action plans, you identified Communications action steps. In this section, you will develop a strategy for communicating important details within your plan to the stakeholders critical to the implementation of each action step.

**Steps to Complete this Section:**

1. Type the communication activity name.
2. **Action Step:** Select the action step to which this communication step is related.
3. **Audience:** For each communication activity, identify the intended audience of the communication.
4. **Topics to be Included:** For each communication activity, identify the topics that must be included to achieve the communication activity.
5. **Lead Person/position:** List the person or organization responsible for this communication.
6. **Anticipated Timeframe:** For each communication activity, identify the anticipated start and end date for the activity.
7. **Types of Activities:** Identify the form of communication you using to engage with your audience. Select from dropdown menu.
8. **Frequency:** Identify how often will you communicate with your audience.

Fields with asterisks (\*) are required.



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# Communications Action Steps

## Evidence-based Strategy

## Action Steps

**Culturally Responsive - Positive Behavior Interventions & Supports (CR-PBIS)** Establish an MTSS-PBIS Team in all schools in accordance with the CW-PBIS Companion Guide guidelines

**Restorative Practices** Each building will gather a RP/ SEL Champion Team to help lead the implementation of the program to all

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### Communications Activity Name \*

Stakeholder Engagement



### Stakeholder Engagement

#### Action Step

Choose an Action Step

Add

Establish an MTSS-PBIS Team in all schools in accordance with the CW-PBIS Companion Guide guidelines

Each building will gather a RP/ SEL Champion Team to help lead the implementation of the program to all stakeholders.

#### Audience \*

LAB CS School Community

#### Topics to be Included \*

Looking for stakeholder engagement on school teams to help support scholars and the school community.

#### Lead Person/Position \*

#### Anticipated Start \*

Building Principals  
MTSS Coordinator

07/01/2024

Anticipated  
Completion \*

06/11/2027

**Communication**

Type of Communication \*

Email

Frequency \*

Monthly (August -October) at the start  
of the school year and then as

**Communication**

Type of Communication

Newsletter

Frequency

Monthly (August -October) at the start  
of the school year and then as

**Communication**

Type of Communication

Other

Frequency

Monthly (August -October) at the start  
of the school year and then as

Add a Communication

Add

Export to Excel

Export to Word

a communications  
activity

Save

## Resources

Support Request  
Form

(<https://forms.gle/11SGggem3F3XAm19>)

Pennsylvania  
Continuous  
Improvement  
Resource Site

(<https://www.iu13.org/school-improvement/pa-continuous-improvement/>)

Communication  
Plan

(<https://www.iu13.org/school-improvement/pa-continuous-improvement/go/communication/>)

([/Home/HomeDownloadRe](#))

**READY**

Prepare for Planning

- [Profile and Plan Essentials](#)
- [Steering Committee](#)
- [LEA Profile](#)
- [Mission and Vision](#)
- [Educational Values](#)

**SET**

Complete a Needs Assessment

**GO**

Develop the Plan

**OTHER REQUIRED REPORTS**

State Required Reports

- [Approvals & Signatures](#)
- [Plan Communications](#)
- [Summary Checklist & Submission](#)

**READY:** Prepare for Planning

**100.0%** Assessment

**SET:** Complete a Needs

**100.0%**

**GO:** Develop the Plan

**100.0**

## Approvals & Signatures <sup>1</sup>

Fields with asterisks (\*) are required.

### Steps to Complete this Section for the Comprehensive Plan (every 3 years):

1. Post the Comprehensive Plan for a 28-day public inspection period.
2. Present the final comprehensive plan to the governing board for review and approval.
3. After obtaining governing board approval, upload the official minutes of the Board meeting indicating approval of the plan. Completion and upload of an affirmation statement can be submitted in lieu of approved Board minutes (template below).
4. Secure the electronic signature of the Superintendent/Chief Administrator and enter the date on which the signature was secured.
5. Select "Save", then select "Continue".

### Steps to Complete this Section for a School Plan (if required for CSI, A-TSI, TSI, or Title I Schoolwide Programs):

1. Gather feedback on the draft plan from stakeholders across your school community. Incorporate stakeholder feedback into the final draft of the plan.
2. Present the final school plan to the governing board for review and approval if the school is designated CSI, A-TSI, or TSI. Board approval not required for Non-Designated Title I Schoolwide Plans.
3. After obtaining governing board approval, upload the official minutes of the Board meeting indicating approval of the plan. Completion and upload of an affirmation statement can be submitted in lieu of approved Board minutes (template below).
4. Secure the electronic signature of the Superintendent/Chief Administrator, building administrator, and school improvement facilitator\* and enter the date on which each signature was secured.
5. Select "Save", then select "Continue"

### Steps to Complete the Affirmation Statement:

1. Download the affirmation statement template.
2. Type your LEA name and address and paste your LEA logo in the header or copy and paste the affirmation statement onto your LEA's letterhead.
3. In the introductory paragraph, type the Name of LEA Entity and date of the Board meeting in the designated spaces. Please do not refresh the page or navigate away from the page

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4. Indicate which plan(s) will be reviewed during the identified board meeting by placing a mark in the appropriate box(es).
  - a. If school plans are part of the affirmation, then list on page 2 the school name(s) whose plan(s) was (were) reviewed and approved during the identified board meeting.
5. Type the Board President's name in the designated space (i.e., 'Print Name').
6. Print the closing.
7. Following the Board vote, write the number of Board members that voted 'yes' and the number of Board members that voted 'no' in the designated spaces.
8. The Board President must manually sign the signature line.
9. Scan the signed affirmation statement and save as a pdf
10. Upload the Affirmation document onto the Future Ready Comprehensive Planning Portal Signatures & Approvals page.


**Upload of School Board Minutes or Affirmation Statement \***

[Choose File](#) No file chosen

[Download Affirmation Statement \(Word\) \(/documents/affirmation\\_statement\\_compschool.docx\)](#)

[Download Affirmation Statement \(PDF\) \(/documents/affirmation\\_statement\\_compschool.pdf\)](#)

**Uploaded Files**

[Comprehensive Plan Affirmation Statement January 2025.pdf](#) 

(/ApprovalsAndSignatures/Download?planpropertyfilepk=160895)

**Assurance of Quality and Accountability**

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education

- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.**

**Chief School Administrator \***

Dr. Andrea E. Coleman-Hill

**Date \***

11/25/2024

**Building Principal Signature \***

Tennille A. Bennett

**Date \***

12/02/2024

**School Improvement Facilitator Signature**

**Date**

mm/dd/yyyy

 Export to Word

 Save

## Resources

 **Sign off and Submission Help Guide**

(/Home/HomeDownloadResource?filepk=16593)

 **Printing Plans and Reports**

(/Home/HomeDownloadResource?filepk=16722)

 **Support Request Form**

(https://forms.gle/11SGggem:)

 **Effective Implementation**

(https://www.iu13.org/school-improvement/pa-continuous-improvement/effective-implementation/)

 **Accessing the FRCPP- LEA Level Reports**

(/Home/HomeDownloadResource?filepk=31627)

 **Plan Monitoring User Guide**

(/Home/HomeDownloadResource?filepk=21348)

**Back**

**Continue**

Laboratory CS | Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

Ready, Set, Go

Plan Monitoring

Plan Communications

READY

Prepare for Planning

Profile and Plan Essentials

Steering Committee

LEA Profile

Mission and Vision

Educational Values

SET

Complete a Needs Assessment

GO

Develop the Plan

OTHER REQUIRED REPORTS

State Required Reports

Approvals & Signatures

Plan Communications

Summary Checklist & Submission

Plan Communications

Fields with asterisks (\*) are required.



Communication Steps \*

Stakeholder Involvement

Mode \*

Emails, Newsletters, Flyers, Class Dojo, Skyward, Phone

Topics of Message \*

Looking for stakeholder involvement on the RP/ SEL Champion Team and the CW-PBIS

Audience \*

All LAB CS Stakeholders

Anticipated Timeline \*

At the start of each school year until October and then



Communication Steps

Parent Involvement

Mode

Class Dojo

Topics of Message

Flyers, Parent Monthly Meetings, Positive Parenting Meetings

Audience

Parents

Anticipated Timeline

September-June

+ Add a Communication Step



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Laboratory CS | Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

Ready, Set, Go Plan Monitoring Plan Communications

READY Prepare for Planning

READY: Prepare for Planning Loading... 100.0%

SET: Complete a Needs Assessment 100.0%

GO: Develop the Plan 100.0%

- Profile and Plan Essentials
- Steering Committee
- LEA Profile
- Mission and Vision
- Educational Values

SET Complete a Needs Assessment

GO Develop the Plan

OTHER REQUIRED REPORTS State Required Reports

- Approvals & Signatures
- Plan Communications
- Summary Checklist & Submission

## Summary Checklist & Submission

### Steps to Complete the Comprehensive Plan (every 3 years):

This summary checklist provides a quick snapshot of what is needed before submitting the Single Entity Plan. Once all the items show green checks, the submit button will be available.

1. Go back and complete any section that does not have a green check in front of the page title.
  - a. If your LEA is fulfilling Comp Plan requirements, state required reports should also be completed.

#### Curriculum, Assessment, and Instruction

- Academic Standards and Assessment Requirements (Chapter 4)
- Student Services Assurances (Chapter 12)
- Gifted Education Plan Assurances (Chapter 16)

#### Professional Development

- Professional Development Plan (Act 48)
- Induction Plan (Chapter 49)

2. Once all the sections are marked with a green check, the Submit button will be available. If you are having trouble submitting, please review the Sign off and Submission Help Guide located at the bottom of the page.
3. Click the Submit button to submit the Single Entity Plan.

### Steps to Complete a School Improvement Plan or School-wide Title 1 Plan (as needed or as required):

1. Go back and complete any section that does not have a green check in front of the page title.
2. Once all the sections are marked with a green check, the Submit button will be available.
3. Click the Submit button to submit the Single Entity Plan.

Single Entity Plan [Ready \(/Ready/ProfilePlanEssentials/80135\)](/Ready/ProfilePlanEssentials/80135)

Single Entity Plan [Set \(/Set/spdfuturereadypaacademics/80135\)](/Set/spdfuturereadypaacademics/80135)



Single Entity Plan

**Go**

**(/Go/AnalyzingStrengthsAndChallenges/80135)**



State Required Report

**Induction Plan (Chapter 49)**

**(/InductionPlanReport/inductionplanprofile/80135)**



State Required Report

**Professional Development Plan (Act 48)**

**(/ProfessionalDevelopmentReport/ProfileAndPlanEssentials/80135)**



State Required Report

**Academic Standards and Assessment Requirements (Chapter 4)**

**(/CurriculumInstructionAssessmentReports/CurriculumReportsProfile/**



State Required Report

**Student Services Assurances (Chapter 12)**

**(/Chapter12Report/Chapter12Profile/80135)**



State Required Report

**Gifted Education Plan Assurances (Chapter 16)**

**(/Chapter16Report/Chapter16Profile/80135)**



Single Entity Plan

**Plan Communications**

**(/PlanCommunications/plancommunications/80135)**



Single Entity Plan

**Approvals & Signatures**

**(/ApprovalsAndSignatures/approvalsandsignatures/80135)**

## Resources



**Sign off and Submission Help Guide**

[\(/Home/HomeDownloadResource?filepk=16593\)](https://www.iu13.org/school-improvement/pa-continuous-improvement/effective-implementation/)



**Support Request Form**

<https://forms.gle/11SGggem3F3XAt1ps9>



**Effective Implementation**

<https://www.iu13.org/school-improvement/pa-continuous-improvement/effective-implementation/>