

Reach Cyber CS

CSI Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Charter School		115227871
Address 1		
1826 Good Hope Road		
Address 2		
City	State	Zip Code
Enola	PA	17025
Chief School Administrator		Chief School Administrator Email
Ms Jane Swan		jswan@reachcyber.org
Single Point of Contact Name		
Jane Swan		
Single Point of Contact Email		
jswan@reachcyber.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
570-218-8475		
Principal Name		
Kelley McConnell		
Principal Email		
kmccconnell@reachcyber.org		
Principal Phone Number		Principal Extension
(570) 510-5544		
School Improvement Facilitator Name		School Improvement Facilitator Email
Wynter Jones		wjones@caiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jane Swan	Chief School Administrator	Reach Cyber Charter School	jswan@reachcyber.org
Kelley McConnell	Principal	Reach Cyber Charter School	kmccconnell@reachcyber.org
Gregory McCurdy	Administrator	Reach Cyber Charter School	gmccurdy@reachcyber.org
Rachel Graver	Administrator	Reach Cyber Charter School	rgraver@reachcyber.org
Jordann Smith	Administrator	Reach Cyber Charter School	jsmith@reachcyber.org
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Cody Smith	Administrator	Reach Cyber Charter School	cjsmith@reachcyber.org
Heather Berger	Parent	Reach Cyber Charter School	newbieacres@gmail.com
Cristin Sankey	Parent	Reach Cyber Charter School	ncr041302@gmail.com
Ronya Balogun	Community Member	Reach Cyber Charter School	heartllikejesus@hotmail.com
Marcella Arline	Board Member	Reach Cyber Charter School	Marcellakate@gmail.com
Mark Bogdan	Teacher	Reach Cyber Charter School	mbogdan@reachcyber.org
Noah Ream	Teacher	Reach Cyber Charter School	nream@reachcyber.org
Alicia Swope	Principal	Reach Cyber Charter School	aswope@reachcyber.org
Rylee Kresge	Student	Reach Cyber Charter School	rk5021935@student.reachcyber.org
Lily Reed	Student	Reach Cyber Charter School	lr5023673@student.reachcyber.org
Wynter Jones	Other	Capital Area Intermediate Unit 15	wjones@caiu.org

LEA Profile

Reach Cyber Charter is a K-12 public cyber charter school serving 6550 students in all 67 counties across Pennsylvania. Reach offers three types of pacing including traditional, year around, and accelerated. STEM is integral to the charter, as well as extensive career experience opportunities. Reach emphasizes a flexible and personalized approach to education with a vision to inspire and nurture all students for future success.

Mission and Vision

Mission

Our Mission: To promote academic growth and build curiosity through integrated STEM opportunities, K-12 personal instruction, and career exploration!

Vision

Vision: To inspire and nurture future success for all students!

Educational Values

Students

The student's role is to learn to the best of their abilities by taking age-appropriate individual responsibility for their own learning. This is accomplished by applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths. Reach believes that students should have access to flexible high quality education that is inclusive and equitable to all students.

Staff

Empower teachers through high quality differentiated professional development and multi tiered approach to instruction while promoting a positive school and classroom culture.

Administration

Reach values administration as critical stakeholders in student success while providing a responsive and supportive environment.

Parents

Parents are viewed as a valuable resource and collaborative partners in student learning.

Community

Community partnerships are viewed as a valuable resource and collaborative partner in student learning.

Other (Optional)

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Science/Biology	The All Student Group met the standard demonstrating growth in science/biology with an academic growth score of 74.0.
Career Standards Benchmark/Industry Based Learning	Industry Based Learning was 16.4% and the Percent Career Standards Benchmark was only 2% below the state average.

Challenges

Indicator	Comments/Notable Observations
ELA Proficiency	Reach did not meet or exceed the statewide average of 53.9% (Reach 19.3%)
ELA Growth	Reach did not meet the standard demonstrating growth of 75.4 (Reach = 50)
Math Proficiency	Reach did not meet or exceed the statewide average of 40.2% (Reach 6.3%)
Math Growth	Reach did not meet the standard demonstrating growth of 74.9 (Reach =56.7)

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator Science/Biology Growth ESSA Student Subgroups	Comments/Notable Observations All Student Group: 74.3 Growth Score Students with Disabilities: 76.7 Growth Score Students with Disabilities outperformed the All Student Group in Science/Biology Growth Scores.
Indicator Four-Year Cohort Graduation Rate	Comments/Notable Observations Hispanic Students demonstrated a 4-year cohort graduation rate of 91.7%, outperforming the all student group (87.6%).

ESSA Student Subgroups	
Indicator English Language Arts/Literature ESSA Student Subgroups Asian (not Hispanic)	Comments/Notable Observations Asian sub-group (45.5% proficiency) outperformed the All Student Group (25.9% proficiency) and was the only subgroup to meet the interim growth target for ELA.
Indicator English Language Arts/Literature ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged students subgroup (60.3) outperformed the all student group (51.5) in demonstrating growth on ELA statewide assessments.

Challenges

Indicator Science/Biology Growth for Black Students ESSA Student Subgroups African-American/Black	Comments/Notable Observations All Student Group: 74.3 Growth Score Black Student Group: 69.3 Growth Score The Black student group did not meet the statewide interim target for growth and had a decrease from previous year.
Indicator English Language Arts/Literature ESSA Student Subgroups	Comments/Notable Observations American Indian/Alaskan Native (10% proficient) significantly underperformed the all student group (25.9% proficient) for ELA growth.
Indicator Math/Algebra 1 ESSA Student Subgroups	Comments/Notable Observations The White sub-group (9.5% proficiency) did not meet the interim target for growth in Math and had a decrease in performance from the previous year.
Indicator Regular Attendance ESSA Student Subgroups Multi-Racial (not Hispanic), English Learners	Comments/Notable Observations Combined Ethnicity/Multi-Racial Subgroup (76.6% regular attendance) and English Learner Subgroup (72.4% regular attendance) underperformed the all student group (80.7%) for Regular Attendance.
Indicator N/A - Insufficient Sample Size ESSA Student Subgroups Hawaiian Native/Pacific Islander	Comments/Notable Observations N/A - Reach has an insufficient sample size for this ESSA Subgroup

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

The All Student Group met the standard demonstrating growth in science/biology with an academic growth score of 74.0.

Industry Based Learning was 16.4% and the Percent Career Standards Benchmark was only 2% below the state average.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Math Proficiency: Reach did not meet or exceed the statewide average.

Math Growth: Reach did not meet the standard demonstrating growth.
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ELA Proficiency: Reach did not meet or exceed the statewide average.
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS - Students complete DIBELS three times per year to assess early literacy skills and intervene with targeted instruction as needed.	Strengths – 232 students were above benchmark at the elementary school at EOY Challenges - 515 students were still well below benchmark at EOY Notable Observations – Participation went down at the end of the year. The highest grade for participation was 2nd grade with 94%
Mastery Connect Standards-Based Benchmark Assessments - Students complete an on-grade level standards-based assessment three times per year to drive classroom instruction in preparation for PSSAs and Keystones.	Strengths - Grade 3 improved the most between September and June with 45% being proficient on the Q3 benchmark. Challenges – High school English participation is lowest across the school at 28% in 10th grade. Notable Observations - Students in high school English did show gains in a majority of standards over the year, with a majority of students scoring in the practicing range at the beginning of the year and moving to the near mastery range to exceeds mastery range by the end of the year.

English Language Arts Summary

Strengths

DIBELS –Challenges - 515 students were still well below benchmark at EOY
Mastery Connect Benchmarks -Strengths - Grade 3 improved the most between September and June with 45% being proficient on the Q3 benchmark.

Challenges

DIBELS –Challenges - 515 students were still well below benchmark at EOY
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Mathematics

Data	Comments/Notable Observations
Mastery Connect Standards-Based Benchmark Assessments - Students complete an on-grade level standards-based assessment three times per year to drive classroom instruction in preparation for PSSAs and Keystones.	Strengths – 40% of students are demonstrating proficiency at the Q3 benchmark in Math 6 Challenges - Math 7 and 8 continue to struggle with proficiency, with only 22% of students being proficient at Q3 benchmarking. Notable Observations: Participation has improved in Mastery Connect benchmarking in the past year.
IXL Math - Students engage in IXL math as a practice and intervention tool. Students complete the diagnostic assessment and work weekly to remediate personalized skill gaps and practice math skills.	Strengths - 51% of Middle School students are on track to demonstrate at least one year's worth of growth in Math from September to June. Students scoring exceeds or mastery levels in the fall but many more students scoring practicing or near mastery in the spring. Notable Observations – Middle school math showed an increase in participation of at least 10% over the year, but scores did not Challenges - IXL math has low participation in the middle school, with only 33% of students working regularly in the program.

Mathematics Summary

Strengths

IXL - 51% of Middle School students are on track to demonstrate at least one year's worth of growth in Math from September to June.
Mastery Connect Benchmarks - Strengths – 40% of students are demonstrating proficiency at the Q3 benchmark in Math 6

Challenges

Challenges - Math 7 and 8 continue to struggle with proficiency, with only 22% of students being proficient at Q3 benchmarking.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LMS Coursework - 100% of middle school students were enrolled in the middle school STEM elective.	Reach has integrated STEM into other areas of coursework through cross-disciplinary STEM PBLs.
Mastery Connect Biology Benchmarking -students complete an on-grade level standards-based assessment three times per year to drive classroom instruction in preparation for Keystones.	Strength: 30% of Biology students demonstrate that they are exceeding mastery on Standard BIO.A.1.1.1(Describe the characteristics of life shared by all prokaryotic and eukaryotic organisms.) Challenge: 17% of Biology Students are "Well below" mastery on Biology Standard BIO.A.2.2.3

Science, Technology, and Engineering Education Summary

Strengths

30% of Biology students demonstrate that they are exceeding mastery on Standard BIO.A.1.1.1(Describe the characteristics of life shared by all prokaryotic and eukaryotic organisms.)
STEM focused project based learning activities, STEM camps, STEM boxes, career experiences, and career kits K-5 contribute to the mission and vision of Reach.
STEM focused curriculum dedicated to providing students with project based learning.
Coursework - 100% of middle school students were enrolled in the middle school STEM elective.

Challenges

Reach students in grades K-9 have demonstrated higher participation and engagement in school-sponsored STEM-based programs than students in grades 10, 11, and 12.
17% of Biology Students are "Well below" mastery on Biology Standard BIO.A.2.2.3

Related Academics

Career Readiness

Data	Comments/Notable Observations
Local Career Artifact Collection	As of March 31, 2025, 87% of Reach students in Grades 5, 8, and 11 have demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. 100% of students in grade 5 received career kits used to enhance career focused learning opportunities.
Local STEM Opportunities	100% of students have STEM opportunities and 50% of secondary students participate in advanced STEM courses this school year.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Bucks County Community College

Agreement Type

Program/Course Area

Dual enrollment all appropriate high school/post secondary courses approved

Uploaded Files

REACH CCS MOU --Bucks CCC Dual Enrollment 2022-2023_DRAFT_JLS_09112022.docx

Partnering Institution

Harrisburg Area Community College

Agreement Type

Program/Course Area

Dual enrollment for all appropriate high school/post secondary courses approved

Uploaded Files

HACC.pdf

Partnering Institution

Messiah University

Agreement Type

Program/Course Area

Dual enrollment for all appropriate high school/post secondary courses approved

Uploaded Files

Messiah Dual Enrollment Agreement - Template.pdf

Partnering Institution

Northern PA Regional College

Agreement Type

Program/Course Area

Dual enrollment for all appropriate high school/post secondary courses approved

Uploaded Files

22-23 Dual Enrollment Agreement - ReachCyber - NPRC _signed.pdf

Partnering Institution

East Stroudsburg University

Agreement Type

Statewide Articulation

Program/Course Area

Internships/Student Teaching

Uploaded Files

ESU Agreement.pdf

Partnering Institution

Mercyhurst University

Agreement Type

Dual Credit

Program/Course Area

Dual enrollment for all appropriate high school/post secondary courses approved

Uploaded Files

Mercyhurst and Reach DE.pdf

Partnering Institution

Community College of Beaver County

Agreement Type

Dual Credit

Program/Course Area

Dual enrollment for all appropriate high school/post secondary courses approved

Uploaded Files

Reach_CCBC Dual Enrollment RWD signed 1-5-2023.pdf

Partnering Institution

Community College of Allegheny County

Agreement Type

Dual Credit

Program/Course Area

Dual enrollment for all appropriate high school/post secondary courses approved

Uploaded Files

CCAC Signed Dual Enrollment Agreement.pdf

Partnering Institution

Moravian University

Agreement Type

Dual Credit

Program/Course Area

Dual enrollment for all appropriate high school/post secondary courses approved

Uploaded Files

Moravian_Signed.pdf

[Summary](#)

[Strengths](#)

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

Reach is demonstrating growth on both internal benchmark assessments and statewide standardized assessments.
Reach has articulation agreements with multiple institutions across the state, providing opportunities for enrichment and diverse student learning.

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.

Reach will continue to expand our career and STEM opportunities for students.
Reach will continue to seek collegiate partnerships to support student growth and opportunities.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
The student group of English Learners demonstrated the following: IXL Math: 24-25- midyear average growth was significantly lower than the total population (6.2 below school average), and average national percentile rank is 43.1 percentile (6.9 points below school average) IXL ELA 24-25: midyear average growth was slightly higher than the school average (0.5 points higher) , average national percentile was significantly lower than the school average (13.5 points below average)	EL Attendance: Attendance rate is 3% lower than overall population.

Students with Disabilities

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

Data	Comments/Notable Observations
The group of students with disabilities demonstrated the following: IXL Math: 24-25- midyear average growth was significantly lower than the total population (7.1 below school average), and average national percentile rank is 34.6 percentile (15.4 points below school average) IXL ELA 24-25: midyear average growth was significantly lower than the total population (6.2 below school average), average national percentile was significantly lower than the school average (12.2 points below average)	Students with disabilities Attendance: Attendance rate is 1% higher than overall population.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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The group of students considered economically disadvantaged demonstrated the following: IXL Math: 24-25- midyear average growth was slightly lower than the total population (2.6 below school average), and average national percentile rank is 48.5 percentile (1.5 points below school average) IXL ELA 24-25: midyear average growth was lower than the total population (3.9 below school average), average national percentile was slightly lower than the school average (1 point below average)	Students considered economically advantaged Attendance: Attendance rate is 1% lower than overall population.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Asian	The Asian Student group demonstrated the following: Attendance: Attendance rate is 2% higher than overall population. IXL Math: 24-25 4 month average growth average is 8 points below average, average national percentile rank is 71 percent (21 points above average) IXL ELA: 24-25 4 month average growth is 7.3 points above average and the average national percentile rank is 67 (17 points above average)
Black	The Black student group demonstrated the following: Attendance: Average attendance rate is 2% below the school average. IXL Math: 24-25 53.5% of students had adequate mid-year growth (1.6% above school average), average national percentile rank is 43 percentile (7 points below average) IXL ELA 24-25: 42.6% of students had adequate mid-year growth (2.6% below school average), average national percentile rank is 42.4 percentile (7.6 points below average)
Hispanic	The Hispanic student group demonstrated the following: Attendance: Average attendance rate is equal to the overall population. IXL Math: 24-25 midyear average growth was 38.8 (0.8 above school average), average national percentile rank is 48.4 percentile (1.6 points below average) IXL ELA 24-25: midyear growth averaged 5.6 points higher than the school average, average national percentile rank is 50.6 percentile (.6 points above average)
White	The White student group demonstrated the following: Attendance: Attendance rate is 1% lower than overall population. IXL Math: 24-25 midyear average growth was slightly higher than the total population (.3 above school average), and average national percentile rank is 51.8 percentile (1.8 points above average) IXL ELA 24-25: midyear average growth was .8 points below the school average , average national percentile rank is 51.7 percentile (1.7 points above average)
2 or More Races	The student group of 2 or more races demonstrated the following: Attendance: Attendance rate is 2% lower than overall population. IXL Math: 24-25- midyear average growth was slightly higher than the total population (0.1 above school average), and average national percentile rank is 50.6 percentile (0 .6 points above average) IXL ELA 24-25: midyear average growth was significantly higher than the school average (11 points higher) , average national percentile rank is 53.4 percentile (3.4 points above average)
Hawaiian/Pacific Islander	Hawaiian/Pacific Islanders student group demonstrated an above average attendance rate of 98.7% (3 student enrolled)
American	American Indian/Alaskan Native student group demonstrated the lowest attendance rate in the school with 88.1% average daily

Indian/Alaskan Native	attendance
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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.

Black Student Group: IXL Math: 24-25 53.5% of students had adequate mid-year growth (1.6% above school average)
EL Learners: IXL ELA 24-25: midyear average growth was slightly higher than the school average (0.5 points higher)

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.

American Indian/Alaskan Native student group demonstrated the lowest attendance rate in the school with 88.1% average daily attendance
ST with Disabilities: IXL Math: 24-25- midyear average growth was significantly lower than the total population (7.1 below school average),

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Currently serving over 1800 students with IEPs.
Title 1 Program	Both plans prioritize student needs and academic growth.
Student Services	Both plans prioritize student needs and academic growth.
K-12 Guidance Plan (339 Plan)	Not related to this plan
Technology Plan	Reach uses technology as our primary connection/communication to our students and as an instructional tool.
English Language Development Programs	Not related to this plan
Structured Literacy Plan	Reach is providing literacy training to students in conjunction with this CSI plan.

Strengths

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

Reach has deployed a new technology solution for students to including laptops, monitors, and writing peripherals during the 23-24 school year.

Reach's CSI and Structured Literacy Plans both prioritize growth in ELA/Reading/Literacy skills and have aligned professional development steps.
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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.

Reach faces teacher shortage issues in hiring and retaining certified special education teachers during the school year.
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Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Summary

Strengths

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

Identify and address individual student learning needs
Implement evidence-based strategies to engage families to support learning
STEM
Career Pathways

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?

Improvement of schoolwide positive behavior interventions and supports through family mentor team
Identify professional learning needs through analysis of a variety of data
Aligning curriculum, instruction
Continuing to build out a comprehensive MTSS program
Act 158 Graduation Pathways

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
The All Student Group met the standard demonstrating growth in science/biology with an academic growth score of 74.0.	False
Industry Based Learning was 16.4% and the Percent Career Standards Benchmark was only 2% below the state average.	False
DIBELS –Challenges - 515 students were still well below benchmark at EOY	False
IXL - 51% of Middle School students are on track to demonstrate at least one year's worth of growth in Math from September to June.	False
30% of Biology students demonstrate that they are exceeding mastery on Standard BIO.A.1.1.1(Describe the characteristics of life shared by all prokaryotic and eukaryotic organisms.)	False
Mastery Connect Benchmarks -Strengths - Grade 3 improved the most between September and June with 45% being proficient on the Q3 benchmark.	False
STEM focused project based learning activities, STEM camps, STEM boxes, career experiences, and career kits K-5 contribute to the mission and vision of Reach.	False
Reach has deployed a new technology solution for students to including laptops, monitors, and writing peripherals during the 23-24 school year.	False
STEM focused curriculum dedicated to providing students with project based learning.	False
EL Learners: IXL ELA 24-25: midyear average growth was slightly higher than the school average (0.5 points higher)	False
Coursework - 100% of middle school students were enrolled in the middle school STEM elective.	False
Reach has articulation agreements with multiple institutions across the state, providing opportunities for enrichment and diverse student learning.	False
Reach's CSI and Structured Literacy Plans both prioritize growth in ELA/Reading/Literacy skills and have aligned professional development steps.	False
Implement evidence-based strategies to engage families to support learning	True
STEM	True
Identify and address individual student learning needs	True
Black Student Group: IXL Math: 24-25 53.5% of students had adequate mid-year growth (1.6% above school average)	False
Mastery Connect Benchmarks - Strengths – 40% of students are demonstrating proficiency at the Q3 benchmark in Math 6	False
Career Pathways	True
Reach is demonstrating growth on both internal benchmark assessments and statewide standardized assessments.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Math Proficiency: Reach did not meet or exceed the statewide average.	False
Math Growth: Reach did not meet the standard demonstrating growth.	False
ELA Proficiency: Reach did not meet or exceed the statewide average.	False
Reach students in grades K-9 have demonstrated higher participation and engagement in school-sponsored STEM-based programs than students in grades 10, 11 , and 12.	False
Challenges - Math 7 and 8 continue to struggle with proficiency, with only 22% of students being proficient at Q3 benchmarking.	False
17% of Biology Students are "Well below" mastery on Biology Standard BIO.A.2.2.3	False
Reach will continue to seek collegiate partnerships to support student growth and opportunities.	False
American Indian/Alaskan Native student group demonstrated the lowest attendance rate in the school with 88.1% average daily attendance	False
Aligning curriculum, instruction	True
Continuing to build out a comprehensive MTSS program	True
Improvement of schoolwide positive behavior interventions and supports through family mentor team	False
Identify professional learning needs through analysis of a variety of data	True
Reach will continue to expand our career and STEM opportunities for students.	False
Reach faces teacher shortage issues in hiring and retaining certified special education teachers during the school year.	False
Act 158 Graduation Pathways	True
ST with Disabilities: IXL Math: 24-25- midyear average growth was significantly lower than the total population (7.1 below school average),	False
DIBELS –Challenges - 515 students were still well below benchmark at EOY	False

Most Notable Observations/Patterns

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

Detailed analysis of performance on state academic standards for all applicable student subgroups based on PA Future Ready and Local Data: PA Future Ready Data: In areas of strength, Black students outperform the all-student group for cohort graduation rate and Reach's Asian subgroup is outperforming the all-student group for ELA proficiency. Additionally, we find it to be a strength for our EL population that they are approaching the same ELA proficiency as the all-student group, demonstrating that they are nearly performing at the same level as their native speaking peers. Although these are two bright spots for ELA, students with disabilities sub-group are shown to be performing lower than the all-student group in ELA, which provides an opportunity for growth in this area.

Reach also sees areas of need in Science/Biology for the sub-groups of Hispanics and Two or More Races. Additionally, we believe there is a need to support economically disadvantaged students' sub-group, as they demonstrated a decrease in math proficiency. Local Assessment Data Analysis: For the 2024-2025 school year, Reach has indicated a priority challenge for ELA and Math growth, including continuing to focus on implementing a system of MTSS and aligning curriculum. Inequity between student group growth in IXL math can be seen in the data noted within this plan, and we intend to address those challenges through the use of MTSS. MTSS is one of the priorities checked for consideration in this plan, and Reach believes that continuing to invest in a strong MTSS program can help provide equitable access to education for all students, including the student subgroups as identified in 1111(c)(2). Through these efforts, Reach continues to foster a culture of high expectations for success for all students, educators, families, and community members through empowered leadership and personalized learning. Notably, Reach has transitioned away from Pearson and is now implementing a new curriculum that is fully aligned to the Pennsylvania state standards, as well as utilizing a new LMS and SIS. We will continue to make adjustments to those systems to use high quality effective instructional technology tools.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Identify professional learning needs through analysis of a variety of data	Reach is moving to a research-based coaching model to support improved student outcomes through teacher coaching support.	True
Aligning curriculum, instruction	Reach transitioned away from our education management company to a fully independent school this year, therefore changing to a fully new curriculum for the 23-24 school year. It is aligned to Pennsylvania Standards, but we are still working to update and enhance the curriculum using data and effective instructional methods.	True
Continuing to build out a comprehensive MTSS program	Reach is in the sixth year of implementing a MTSS for students and continues to refine how to most effectively use MTSS in the virtual setting for our students. In the first three years, we focused on creating the foundation for the program in hiring staff and identifying procedures for identification. Moving forward, Reach believes this is a priority challenge because the make-up and population of our school has grown extensively in the past three years. Because of this, we have a greater need to continue to make MTSS our priority as we need to meet the needs of our new learners and identify ways to fill their learning gaps using the MTSS approach. Additionally, Reach is continuing to focus on the behavioral side of MTSS as we have found that to be a challenge in the virtual environment. In having moved to a new curriculum and LMS, Reach is planning to continue to focus on effective Tier 1 instruction combined with impactful Tier 2 and Tier 3 strategies through reading and math specialist support.	True
Act 158 Graduation Pathways	Reach continues to strive to connect with seniors who have enrolled with us already credit deficient in order to help them recoup missing credits and graduate on time. Our credit recovery program is our greatest tool in this effort.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Identify and address individual student learning needs	Reach strives to personalize education for all students and meet their individual learning needs as part of our school's mission
Implement evidence-based strategies to engage families to support learning	87 Family Mentors who work closely with families on non-academic school supports
STEM	High student participation in STEM programming
Career Pathways	Growth of student-focused opportunities and collection of career readiness artifacts

Priority Challenges

Analyzing Priority Challenges	Priority Statements

	Essential Practice #5: Provide frequent, timely, and systematic feedback and support on instructional practices
	Essential Practice #1: Align curriculum, assessment, and instruction: If instruction gives all students an equitable opportunity to succeed, then students will be able to access content, engage with it, and be successful.
	Essential Practice #13 MTSS: If we learn to more effectively collect and analyze data based on students' individual needs and align effective strategies to identified needs, then our students will succeed.

Goal Setting

Priority: Essential Practice #1: Align curriculum, assessment, and instruction: If instruction gives all students an equitable opportunity to succeed, then students will be able to access content, engage with it, and be successful.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
By the conclusion of the 25/26 SY, 87% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards			
Measurable Goal Nickname (35 Character Max)			
Career Exploration & Readiness Growth			
Target Year 1	Target Year 2	Target Year 3	
85% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards	86% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards	By the conclusion of the 25/26 SY, 87% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30th, 10% of students will have completed 2 artifact in grades 5, 8, & 11.	By December 30th, 40% of students will have completed 2 artifact in grades 5, 8, & 11.	By March 31, 70% of students will have completed 2 artifact in grades 5, 8, & 11.	By the conclusion of the 23/24 SY, 87% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students will meet or exceed 40.5% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains.			
Measurable Goal Nickname (35 Character Max)			
ELA State Test Growth Goal			
Target Year 1	Target Year 2	Target Year 3	
		Students will meet or exceed 40.5%	

		PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of teachers will administer the baseline benchmark assessment.	20% of students will demonstrate proficiency on grade level assessments.	30% of students will demonstrate proficiency on grade level assessments.	Students will meet or exceed 40.5% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students will meet or exceed 17.9% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains.			
Measurable Goal Nickname (35 Character Max)			
Math State Test Growth Goal			
Target Year 1	Target Year 2	Target Year 3	
		Students will meet or exceed 17.9% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of teachers will administer the baseline benchmark assessment.	9% of students will demonstrate proficiency on grade level assessments.	14% of students will demonstrate proficiency on grade level assessments.	Students will meet or exceed 17.9% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains.

Priority: Essential Practice #13 MTSS: If we learn to more effectively collect and analyze data based on students' individual needs and align effective strategies to identified needs, then our students will succeed.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
At least 85% of students are meeting T1 targets for curriculum based assessments.			
Measurable Goal Nickname (35 Character Max)			
Tiered Supports			
Target Year 1	Target Year 2	Target Year 3	
At least 85% of students are meeting T1 targets for curriculum based assessments.	At least 85% of students are meeting T1 targets for curriculum based assessments.	At least 85% of students are meeting T1 targets for curriculum based assessments.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 50% of students are meeting	At least 60% of students are meeting	At least 70% of students are meeting	At least 85% of students are meeting

T1 targets for curriculum based assessments.			
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Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
100% of Full Academic Year students will demonstrate active engagement in their schoolwork through lesson completion and eyes-on contacts.			
Measurable Goal Nickname (35 Character Max)			
Student Behavior and Participation Goals			
Target Year 1	Target Year 2	Target Year 3	
		100% of Full Academic Year students will demonstrate active engagement in their schoolwork through lesson completion and eyes-on contacts.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
70% of Full Academic Year students will demonstrate active engagement in their schoolwork through lesson completion and eyes-on contacts.	80% of Full Academic Year students will demonstrate active engagement in their schoolwork through lesson completion and eyes-on contacts.	90% of Full Academic Year students will demonstrate active engagement in their schoolwork through lesson completion and eyes-on contacts.	100% of Full Academic Year students will demonstrate active engagement in their schoolwork through lesson completion and eyes-on contacts.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
95% of graduating students will complete statewide high school graduation requirements prior to completing their 12th grade year.			
Measurable Goal Nickname (35 Character Max)			
Act 158			
Target Year 1	Target Year 2	Target Year 3	
		95% of graduating students will complete statewide high school graduation requirements prior to completing their 12th grade year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of senior stakeholders are provided information regarding ACT 158 graduation requirements by Sep 30.	40% of graduating students will be on track to complete statewide high school graduation requirements at the end of Semester 1.	95% of students have met Act 158 requirements or are enrolled in coursework that will lead to fulfillment of Act 158 requirements.	95% of graduating students will complete statewide high school graduation requirements prior to completing their 12th grade year.

Priority: Essential Practice #5: Provide frequent, timely, and systematic feedback and support on instructional practices

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year, 100% of teachers will engage in targeted instructional coaching cycles focused on evidence-based practices.			
Measurable Goal Nickname (35 Character Max)			
Instructional Coaching			
Target Year 1	Target Year 2	Target Year 3	
By the end of the 2025-2026 school year, 100% of teachers will engage in targeted instructional coaching cycles focused on evidence-based practices.	By the end of the 2025-2026 school year, 100% of teachers will engage in targeted instructional coaching cycles focused on evidence-based practices.	By the end of the 2025-2026 school year, 100% of teachers will engage in targeted instructional coaching cycles focused on evidence-based practices.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of teachers will engage in targeted instructional coaching cycles focused on evidence-based practices.	50% of teachers will engage in targeted instructional coaching cycles focused on evidence-based practices.	75% of teachers will engage in targeted instructional coaching cycles focused on evidence-based practices.	By the end of the 2025-2026 school year, 100% of teachers will engage in targeted instructional coaching cycles focused on evidence-based practices.

Action Plan

Measurable Goals

Career Exploration & Readiness Growth	ELA State Test Growth Goal
Math State Test Growth Goal	Tiered Supports
Student Behavior and Participation Goals	Act 158
Instructional Coaching	

Action Plan For: Universal Design for Learning

Measurable Goals:
<ul style="list-style-type: none"> 95% of graduating students will complete statewide high school graduation requirements prior to completing their 12th grade year. 100% of Full Academic Year students will demonstrate active engagement in their schoolwork through lesson completion and eyes-on contacts. By the conclusion of the 25/26 SY, 87% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards Students will meet or exceed 40.5% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains. Students will meet or exceed 17.9% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains. At least 85% of students are meeting T1 targets for curriculum based assessments.

Action Step		Anticipated Start Date	Anticipated Completion Date
The Career Experience Team will provide 1 after school information session for high school Caretakers and students to learn about current Industry/Work-Based Learning programs.		2025-10-06	2025-11-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Career Readiness	Career Opportunity Resources, Zoom	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
State test data will be analyzed for proficiency including grade, teacher, years enrolled, subgroup, site location, live lesson attendance, pass rate		2025-07-01	2025-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Data Coordinator	State test scores, excel, Linkit	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Refresher training provided to staff on using data driven instruction in PLCs		2025-08-21	2025-10-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Principals, Data Coordinator	Data Templates and Tools	Yes	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Vertical alignment meeting between adjacent grades held at beginning of year.		2025-08-21	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Curriculum alignments	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Vertical alignment meeting between adjacent grades held at end of year.		2026-04-01	2026-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Curriculum alignments	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Parent, Student and Staff Committee meetings held on STEM implementation		2025-09-03	2026-01-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of STEM	STEM Resources, Camps, and Club information	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Parent information sessions will be held to education families about the statewide graduation requirements		2025-09-03	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High School Principal	ACT 158 information	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
UFLI Literacy Training for K-2 Teachers		2025-08-21	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Director of Teaching and Learning	UFLI Manuals	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
K-12 Literacy Training and Coaching Sessions		2025-08-20	2025-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Director of Teaching and Learning	K-12 Literacy Coaching Sessions	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Career artifact information sessions held for K-8 families by career exploration team		2025-09-20	2025-11-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Careers/EDIB	Career Kits	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Career Kits mailed to all students in grades K-8		2025-07-01	2025-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Careers/EDIB	Career Kits	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Build out of Tier 3 progress monitoring tool in Linkit for reading and math intervention specialists to implement MTSS strategies to improve outcomes for struggling math and ELA students.		2025-07-07	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of MTSS	Linkit Data Dashboard	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
If instruction gives all students an equitable opportunity to succeed, then students will be able to access content, engage with it, and be successful.	Administrators will provide a regular update twice per month of CSI goal progress and KPIs to the senior leadership team. KPI data on CSI goal progress will be shared with the whole staff at the weekly all-school meeting on Mondays. Data dashboarding and Canvas analytics tools will be used to track progress on benchmark growth and artifact collection.

Action Plan For: Social Emotional Learning

Measurable Goals:
<ul style="list-style-type: none"> 95% of graduating students will complete statewide high school graduation requirements prior to completing their 12th grade year. 100% of Full Academic Year students will demonstrate active engagement in their schoolwork through lesson completion and eyes-on contacts. By the conclusion of the 25/26 SY, 87% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards Students will meet or exceed 40.5% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains.

- Students will meet or exceed 17.9% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains.
- At least 85% of students are meeting T1 targets for curriculum based assessments.

Action Step		Anticipated Start Date	Anticipated Completion Date
Orientation sessions will be offered during the day and evening hours for families to learn Reach policies and system navigation.		2025-09-03	2025-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors of Family Services and Director of Teaching and Learning	Zoom, Canvas, Support Materials	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
SEL Training/Trauma Informed School Training		2025-08-20	2025-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
SEL Committee/ Counselors	SEL/Trama Informed School Learning Materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
New staff will be trained in LMS and SIS navigation and tools		2024-08-20	2025-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Manager of Professional Development and Manager of Student Accounts	Canvas, Focus	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Mid-Year Monitoring of staff contacts to ensure connections are being made with students at-least monthly		2025-01-01	2026-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Directors of Family Service, Data Coordinator	Contact List	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Internet Safety Trainings for families		2026-02-03	2026-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Student Safety	Linewize for parents	No	Yes
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Action Step		Anticipated Start Date	Anticipated Completion Date
All staff will participate in beginning of year professional development conference to include SEL initiatives on supporting the whole student		2025-08-19	2025-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Hotel Conference Center, Zoom	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Social workers, community coordinators, truancy officers, and family mentors will use student contact trackers to make phone calls and face to face contacts with students weekly to build relationships with students and ensure "eyes-on" interactions are occurring and to provide supplemental supports and services to for students at risk of truancy and/or with low attendance to get them track.		2025-09-03	2026-01-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Family Services, Director of Outreach, Community Coordinators, Family Mentors, School Social Workers	District created student contact tracking reports, LINKIT Data Dashboarding System, FOCUS SIS	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Social workers, community coordinators, teachers, and family mentors will attend in-person community events during September and October to promote social opportunities for students.		2025-09-02	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Outreach, Family Mentors, Social Workers, Community Coordinators	STEM activities, handouts for school-wide initiatives and community events	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide training to the staff and coaches on evidence based instructional practices that will offer the most opportunity for acquisition of knowledge and growth.		2025-07-01	2025-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Coaching resources	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Instructional Coaching cycle teacher-coach assignments created and shared		2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Principal for Teaching and Learning	Instructional Coaching Resources	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Reach will hold monthly principal academic data review and instructional strategy meetings in order to monitor progress toward ELA & Math goals, identify effective instructional practices, and make data-informed decisions for ongoing improvement, specifically to inform the practice of teachers and reading intervention specialists to inform supplemental instructional support and differentiated instruction to students at risk of not succeeding.		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, MTSS Director, Chief Academic Officer	Monthly Principals Data Meeting Template	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Elementary and secondary teachers who are each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in math and for students who are at risk of not succeeding in ELA, will receive training on Domain 3, instruction, to improve instructional outcomes and practice.		2025-10-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary, Middle, and High School Principals	Danielson Framework Resources	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
If we learn to more effectively collect and analyze data based on students' individual needs and align effective strategies to identified needs, then our students will succeed.	Administrators will provide a regular update twice per month of CSI goal progress and KPIs to the senior leadership team. KPI data on CSI goal progress will be shared with the whole staff at the weekly all-school meeting on Mondays. Data dashboarding and Canvas analytics tools will be used to track progress on benchmark growth and artifact collection. Additionally, Supervisors of Social Workers, Community Coordinators, and Family Mentors will review student contacts and engagement metrics weekly via custom reports and prioritize their team's contacts to students who are not meeting the weekly contact expectation.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Salaries for two math and two reading intervention specialists to implement MTSS strategies to improve outcomes for struggling math and ELA students.	<ul style="list-style-type: none"> Universal Design for Learning 	Salary	1	210000
Benefits/retirement/taxes for two math and two reading intervention specialists to implement MTSS strategies to improve outcomes for struggling math and ELA students.	<ul style="list-style-type: none"> Universal Design for Learning 	Benefits	1	43797
Total Expenditures				253797

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Universal Design for Learning 	Salaries for 8 secondary teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in math.	552522
Instruction	<ul style="list-style-type: none"> Universal Design for Learning 	Benefits/retirement/taxes for 8 secondary teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in math.	105000
Instruction	<ul style="list-style-type: none"> Universal Design for Learning 	Salaries for 2 secondary teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in ELA.	139000
Instruction	<ul style="list-style-type: none"> Universal Design for Learning 	Benefits/retirement/taxes for 2 secondary teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in ELA.	20000
Instruction	<ul style="list-style-type: none"> Universal Design for 	Salaries for 4	267000

	Learning	elementary teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in ELA and Math.	
Instruction	<ul style="list-style-type: none"> • Universal Design for Learning 	Benefits/retirement/taxes for 4 elementary teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in ELA and Math.	41000
Instruction	<ul style="list-style-type: none"> • Universal Design for Learning 	Salaries for 7 reading intervention specialists 1.0 FTE each providing supplemental instructional support and additional academic interventions and differentiated instruction to students at risk of not succeeding.	500000
Instruction	<ul style="list-style-type: none"> • Universal Design for Learning 	Benefits/retirement/taxes for 7 reading intervention specialists 1.0 FTE each providing supplemental instructional support and additional academic interventions and differentiated instruction to students at risk of not succeeding.	70000
Other Expenditures	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Salaries for 2 Truancy officers at 1.0 FTE each providing supplemental supports and services to for students at risk	142291

		of truancy and/or with low attendance to get them track.	
Other Expenditures	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Benefits/retirement/taxes for 2 Truancy officers at 1.0 FTE each providing supplemental supports and services to for students at risk of truancy and/or with low attendance to get them track.	27000
Other Expenditures	<ul style="list-style-type: none"> • Social Emotional Learning 	Salaries for 2 social workers at 1.0 FTE each responsible for implementing supplemental programs for stdts and families for interpersonal adjustment issues, working with school teams to ID at risk stdts and ensure access to supplemental school and community resources to remove barriers to attendance and academic success; dropout prevention initiatives; coordinating w/staff and families to advance understanding of emotional and social development.	138090
Other Expenditures	<ul style="list-style-type: none"> • Social Emotional Learning 	Benefits/retirement/taxes for 2 social workers at 1.0 FTE each responsible for implementing supplemental programs for stdts and families for interpersonal adjustment issues, working with school teams to ID at risk stdts and ensure access to supplemental school and	26000

		community resources to remove barriers to attendance and academic success; dropout prevention initiatives; coordinating w/staff and families to advance understanding of emotional and social development.	
Other Expenditures	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Salaries for 7 Family Mentors at 1.0 FTE each identifying students and families at risk, working with those students and families via house-visits, phone calls, virtual meetings, etc. to develop positive relationships, mentor students and families, and keep students and families engaged and on track for success.	468690
Other Expenditures	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Benefits for 7 Family Mentors at 1.0 FTE each identifying students and families at risk, working with those students and families via house-visits, phone calls, virtual meetings, etc. to develop positive relationships, mentor students and families, and keep students and families engaged and on track for success.	90124
Other Expenditures	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Salary for 1 school counselor at 1.0 FTE each providing supplemental college and career readiness advising, additional support with	70000

		onboarding and orientation, credit and transcript reviews, course selection, and intervention support and progress monitoring in collaboration with teachers. Counselors also provide supplemental mental health and behavioral supports.	
Other Expenditures	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Benefits/retirement/taxes for 1 school counselor at 1.0 FTE each providing supplemental college and career readiness advising, additional support with onboarding and orientation, credit and transcript reviews, course selection, and intervention support and progress monitoring in collaboration with teachers. Counselors also provide supplemental mental health and behavioral supports.	10000
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Universal Design for Learning 	Transfer from Title II to Title I. Salaries for 4 reading intervention specialists 1.0 FTE each providing supplemental instructional support and additional academic interventions and differentiated instruction to students at risk of not succeeding.	165419
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Universal Design for Learning 	Transfer from Title II to Title I. Benefits/retirement/taxes for 4 reading intervention specialists 1.0 FTE each	42801

		providing supplemental instructional support and additional academic interventions and differentiated instruction to students at risk of not succeeding.	
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Salaries for 4 math intervention specialists 1.0 FTE each providing supplemental instructional support and additional academic interventions and differentiated instruction to students at risk of not succeeding.	164981
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Benefits/retirement/taxes for 4 math intervention specialists 1.0 FTE each providing supplemental instructional support and additional academic interventions and differentiated instruction to students at risk of not succeeding.	42801
Total Expenditures			3118858

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Universal Design for Learning	Refresher training provided to staff on using data driven instruction in PLCs
Universal Design for Learning	UFLI Literacy Training for K-2 Teachers
Universal Design for Learning	K-12 Literacy Training and Coaching Sessions
Social Emotional Learning	SEL Training/Trauma Informed School Training
Social Emotional Learning	New staff will be trained in LMS and SIS navigation and tools
Social Emotional Learning	All staff will participate in beginning of year professional development conference to include SEL initiatives on supporting the whole student
Social Emotional Learning	Provide training to the staff and coaches on evidence based instructional practices that will offer the most opportunity for acquisition of knowledge and growth.
Social Emotional Learning	Elementary and secondary teachers who are each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in math and for students who are at risk of not succeeding in ELA, will receive training on Domain 3, instruction, to improve instructional outcomes and practice.

Social Emotional Learning Professional Development

Action Step		
<ul style="list-style-type: none"> SEL Training/Trauma Informed School Training 		
Audience		
Instructional and Family Mentor Staff		
Topics to be Included		
Year three SEL implementation: How to use SEL with students, Annual trauma informed training, Professional Development on RTI/MTSS and collaborative support between specialists, teachers, and family mentors		
Evidence of Learning		
Exit Tickets, Student Logs, Completion of Vector Trainings		
Lead Person/Position	Anticipated Start	Anticipated Completion
SEL Team, Manager of Professional Development	2025-08-20	2025-08-30

Learning Format

Type of Activities	Frequency
Inservice day	Once Per Year for 2 days in person followed by a week of virtual training
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Structured Literacy Training

Action Step		
<ul style="list-style-type: none"> UFLI Literacy Training for K-2 Teachers 		
Audience		
Teachers, ESL teachers, and specialists		
Topics to be Included		
UFLI Training for K-2 teachers on phonics instruction		
Evidence of Learning		
Student logs, PD exit ticket, Lesson plans reflecting structured literacy components/standards		
Lead Person/Position	Anticipated Start	Anticipated Completion
Manager of Professional Development, Literacy Coaches, Instructional Coaches	2025-08-26	2028-08-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Beginning of the year annually, once per year for three years
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Language and Literacy Acquisition for All Students (ACT 48)

Action Step	
<ul style="list-style-type: none"> K-12 Literacy Training and Coaching Sessions 	
Audience	
Teachers, ESL teachers, and specialists	
Topics to be Included	
Literacy Coaches will provide training on Language and Literacy Acquisition for All Students at each school level as appropriate (Elem, Middle and High), including special education k-12 structured literacy components, to appropriate teachers, ESL teachers, and specialists.	

Evidence of Learning		
Student logs, PD exit ticket, Lesson plans reflecting structured literacy components/standards		
Lead Person/Position	Anticipated Start	Anticipated Completion
Professional Development Coordinator, Literacy Coaches, Instructional Coaches	2025-08-20	2028-12-22

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least once per year annually for three years
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Trauma Informed Training (ACT 18)

Action Step		
<ul style="list-style-type: none"> SEL Training/Trauma Informed School Training 		
Audience		
All school staff		
Topics to be Included		
6 pillars of trauma-informed school (safety, trustworthiness, choice, collaboration, and empowerment)		
Evidence of Learning		
Exit Ticket		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of School Counseling, Manager of Professional Development	2025-08-26	2028-10-27

Learning Format

Type of Activities	Frequency
Workshop(s)	One hour annually, for three years
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications Activities

Parent, Student and Staff Committee meetings held on STEM implementation					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Parent, Student and Staff Committee meetings held on STEM implementation 	Parents, Students and Staff	Evaluation of current STEM opportunities and feedback on how to improve STEM at Reach	Director of STEM	09/03/2025	11/22/2025

Communications

Type of Communication	Frequency
Webinar	Once

Statewide Graduation Requirements

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Parent information sessions will be held to education families about the statewide graduation requirements 	High School Families	Act 158 and statewide graduation requirements overview and how students can fulfill them at Reach	High School Principal	09/03/2025	12/20/2025

Communications

Type of Communication	Frequency
Webinar	Twice
Email	Once
Posting on district website	On Going

Family Orientation Sessions

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Orientation sessions will be offered during the day and evening hours for families to learn Reach policies and system navigation. 	Orientation sessions will be offered during the day and evening hours for families to learn Reach policies and system navigation	How to be successful at Reach including lesson completion, live lessons, curriculum, attendance, state testing, benchmarking.	Family Mentors	09/03/2025	10/04/2025

Communications

Type of Communication	Frequency
Presentation	On Going for New Students
Other	Recording made available for those who do not attend

Industry/Work-Based Learning programs

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> The Career Experience Team will provide 1 after school information session for high school Caretakers and students to learn about current Industry/Work-Based Learning programs. 	High School Students and Caretakers	The Career Experience Team will provide information session for high school Caretakers and students to learn about current Industry/Work-Based Learning programs at Reach	Director of Career Readiness	09/03/2025	12/20/2025

Communications

Type of Communication	Frequency
Webinar	At least once

Internet Safety for Students

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none">Student Internet Safety Trainings for families	Students and families	Using the Reach internet safety tools for safe internet usage	Director of Student Safety	02/03/2026	03/28/2026

Communications

Type of Communication	Frequency
Presentation	At least once

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Signed Affirmation.pdf

Chief School Administrator	Date
Jane Swan	2026-01-16
Building Principal Signature	Date
Kelley McConnell	2026-01-16
School Improvement Facilitator Signature	Date
Wynter Jones	2026-01-16