Reach Cyber Charter School
BOARD MEETING

Pursuant to the Pennsylvania Open Meeting Laws, notice is hereby given to the members of the Reach Cyber Charter School Board and the general public that the Board will hold a meeting open to the public on:

Date and Time:
Wednesday, May 18, 2022 at 9:00 a.m.

Meeting Location:
750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference
https://reach-connectionsacademy-
org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09

Meeting ID: 266 655 2472
Passcode: QWMw5V

Phone +1 301 715 8592 US
Meeting ID: 266 655 2472 **Passcode:** 250287

Below is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the Chair.

Reasonable efforts will be made to assist and accommodate persons with a disability.
Please contact Jane Swan at (717) 704-8437.

AGENDA

I.   Call to Order and Roll Call – D. Taylor

II.   Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to the Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these

should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.
The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the Principal or Board President at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

III.   Audit Committee, Committee of the Entire Board
    a.   Review and Ratification of the 2020-2021 School Year Annual Financial Audit Report (to follow) – D. Biondo/ K. Yeselavage

IV.   Routine Business – D. Taylor
    a.   Approval of Agenda

V.   Oral Reports
    a.   CEO's Report (MSR attached) – J. Swan
       i.   Enrollment Update
       ii.   Staffing Update – M. Garman
       iii.   Charter Renewal Site Visit Update
       iv.   Graduation Plans and End of Year Activities
       v.   State Testing Update
       vi.   Annual Act 44 Director of Safety Report on Safety and Security at the School – G. McCurdy
    b.   Financial Report (attached) – K. Yeselavage

VI.   Consent Items
    a.   Approval of Minutes from the April 20, 2022 Board Meeting (attached)
    b.   Approval of Staffing Report (attached)
    c.   Approval of Pearson Invoice(s) for April (attached)

VII.   Action Items
    a.   Approval of Draft CSI Plan (attached) – J. Swan/ K. McConnell
    b.   Approval of Vendor Contracts for 2022-2023 School Year (to follow) – J. Swan
    c.   Approval of Draft Budget for the 2022-2023 School Year (to follow) – K. Yeselavage

VIII.   Information Items
    a.   School Success Partner (SSP) Update – L. Johnson
    b.   Board Recruitment Update – M. Arthur

IX.   Strategic Planning
    a.   Approval of Agreements for Student Programs
       i.   IXL (attached) – K. Rutkowski
       ii.   Literacy and Math Kit Proposal (to follow) – K. Rutkowski
       iii.   Interplay Learning (Career Opportunity) (attached) – J.D. Smith

        iv.   Career Kit Proposal (attached) – J.D. Smith

        v.   Reach Music Program Proposal (attached) – C. Groff/ A. Williams

    b.   Approval of Additional Funds to be held in Reserve – J. Swan

X.   EXECUTIVE SESSION – Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee – J. Swan/ D. Taylor

XI.   Adjournment and Confirmation of Annual Meeting – Wednesday, June 15, 2022 at 9:00 a.m.

MONTHLY SCHOOL REPORT
School & Date Selection

School
Reach Cyber Charter School ⌄

Report Date
April 30, 2022 ⌄

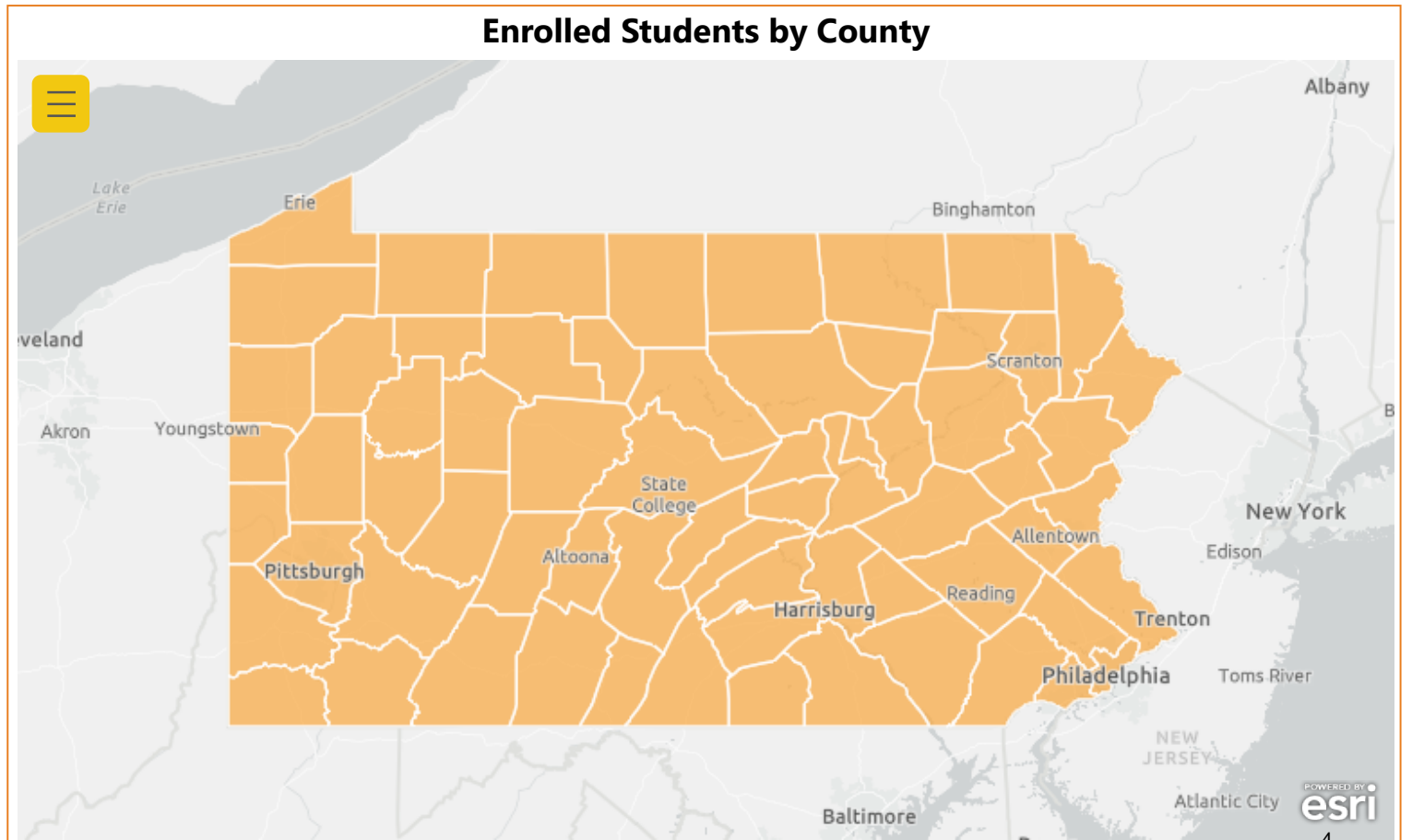**Currently Enrolled**

7811

Total YTD Enrolled

9500

Enrollment Services Complete (Stage 4)

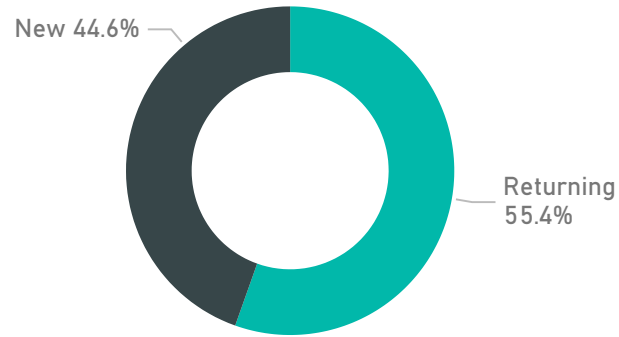# 10370

Enrolled Students by County
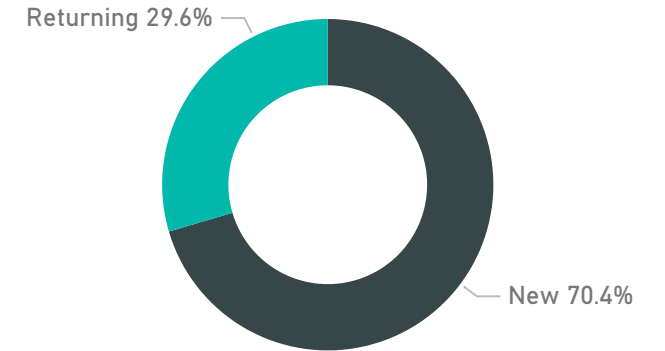
Reach Cyber Charter School
April 30, 2022

Current Enrollment Month-Over-Month Change
1%

Current Enrollment Year-Over-Year Change
-10%

New and Returning

New 44.6%
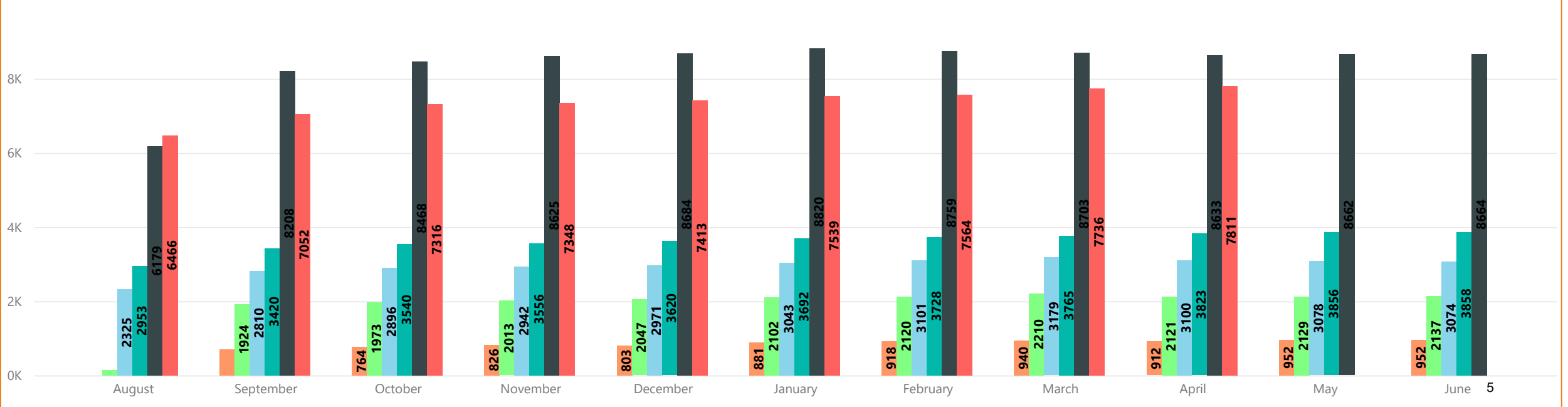
Returning 55.4%

New and Returning Prior Year

Returning 29.6%

New 70.4%

Monthly Student Current Enrollment Comparison

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022

Month	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2016-2017
August		2325	2953	6179	6466	
September	1924	2810	3420	8208	7052	
October	1973	2896	3540	8468	7316	764
November	2013	2942	3556	8625	7348	826
December	2047	2971	3620	8684	7413	803
January	2102	3043	3692	8820	7539	881
February	2120	3101	3728	8759	7564	918
March	2210	3179	3765	8703	7736	940
April	2121	3100	3823	8633	7811	912
May	2129	3078	3856	8662		952
June	2137	3074	3858	8664		952

5

Reach Cyber Charter School
April 30, 2022

Enrolled Students by Final Grade

Enrolled Students Prior Year by Final Grade
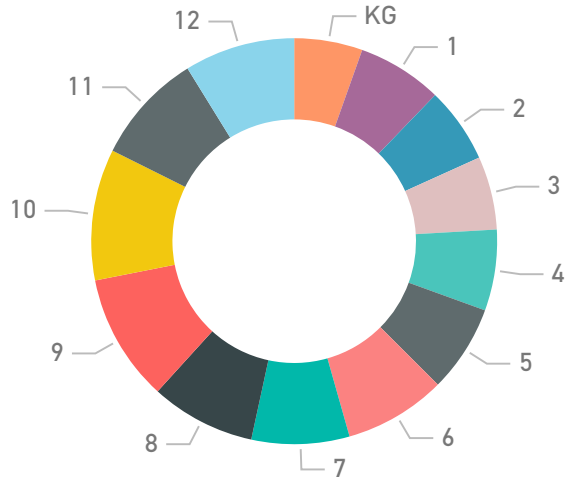
Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear Students	%CT Students	PriorEOY Students	%CT Students	LastMonth Students	%CT Students	CurrentMonth Students	%CT Students
PK-2	**1877**	**22%**	**1874**	**22%**	**1419**	**18%**	**1425**	**18%**
KG	753	9%	749	9%	421	5%	425	5%
1	605	7%	604	7%	529	7%	529	7%
2	519	6%	521	6%	469	6%	471	6%
3-5	**1959**	**23%**	**1967**	**23%**	**1493**	**19%**	**1503**	**19%**
3	655	8%	661	8%	453	6%	456	6%
4	613	7%	612	7%	501	6%	504	6%
5	691	8%	694	8%	539	7%	543	7%
6-8	**2104**	**24%**	**2113**	**24%**	**1871**	**24%**	**1895**	**24%**
6	666	8%	667	8%	625	8%	634	8%
7	686	8%	689	8%	601	8%	609	8%
8	752	9%	757	9%	645	8%	652	8%
9-12	**2693**	**31%**	**2710**	**31%**	**2953**	**38%**	**2988**	**38%**
9	780	9%	203	2%	789	10%	793	10%
10	718	8%	718	8%	800	10%	817	10%
11	594	7%	731	8%	682	9%	690	9%
12	601	7%	1058	12%	682	9%	688	9%
Total	**8633**	**100%**	**8664**	**100%**	**7736**	**100%**	**7811**	**100%**

Total YTD Enrollment by Withdrawal Category

Withdrawal During School Year
13.4%

Enrolled, Not Grad
82.3%
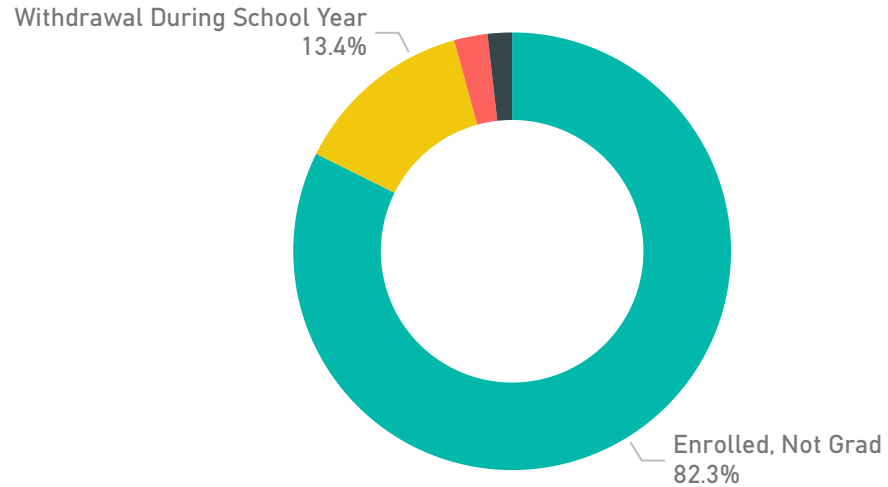
Total YTD Enrollment Prior Year by Withdrawal Category

Withdrawal During School Year
18.5%

Graduated 0.5%

Enrolled, Not Grad
80.2%
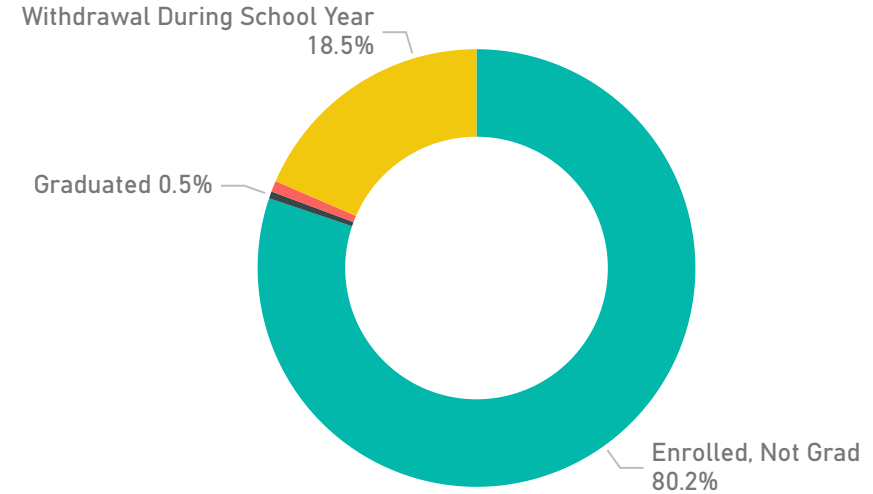
Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear Student Count	%CT Student Count	PriorEOY Student Count	%CT Student Count	LastMonth Student Count	%CT Student Count	CurrentMonth Student Count	%CT Student Count
Enrolled, Not Grad	8636	80%	8664	80%	7748	83%	7823	82%
Graduated	57	1%	57	1%	170	2%	171	2%
Not Returning			3	0%				
Prior To Engagement	87	1%	87	1%	232	2%	235	2%
Withdrawal During School Year	1994	19%	2011	19%	1194	13%	1271	13%
Total	**10774**	**100%**	**10822**	**100%**	**9344**	**100%**	**9500**	**100%**

Enrollment Services Complete (Stage 4)
10370

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	26	27	20	21
Another Reason	85	86	44	45
Deceased	1	1		2
Different/Better Schooling Option (Not related to socialization)	560	569	514	540
Generally dissatisfied with curriculum/course options	17	17	2	4
Inactivity	279	274	144	152
No longer able to provide a Learning Coach	40	41	42	44
No Reason Given	103	103	13	13
Program not flexible enough	33	32	6	6
Program takes too much of Learning Coach's time	109	110	31	37
Program takes too much of student's time	31	32	5	6
Pursuing GED	17	17	16	20
Required Documentation Incomplete	3	1		
Student wants more socialization	221	224	147	154
Technical Difficulties	5	5	3	3
The curriculum is too hard	82	82	23	23
Transition to virtual school too difficult	123	126	23	25
Unhappy with the school	14	14	1	2
We are moving	156	159	137	146
We have chosen to home school	89	91	23	28

Reach Cyber Charter School
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Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	6098	6115	5562	5627
Graduated	56	56	171	172
Not Returning		2		
WD During School Year	1446	1458	940	997
WD Prior To Engagement	75	75	195	198

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.42	1.42	1.39	1.39

Monthly Total Households
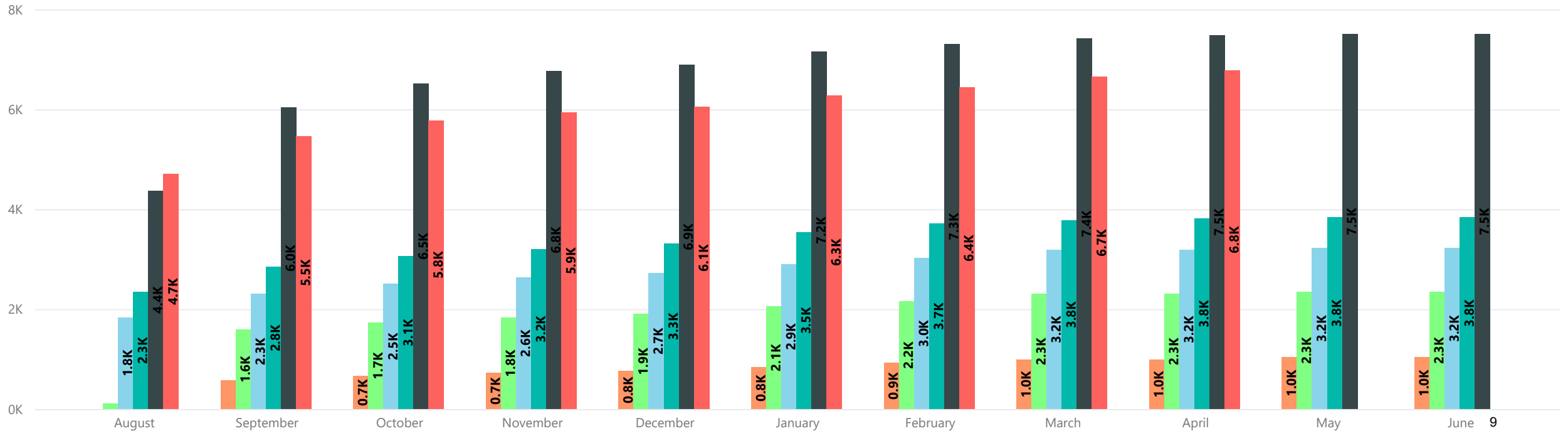
Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1160	1160	1146	1159
Not Hispanic or Latino	7471	7502	6588	6650

Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	275	276	288	288
Asian	207	208	156	158
Black/African American	2586	2587	2646	2682
Native Hawaiian or Other Pacific Islander	99	100	123	125
White	6389	6417	5358	5390

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	34	34	40	40
Asian	80	81	61	62
Black/African American	1690	1690	1783	1822
Hispanic or Latino	1160	1160	1146	1159
Multiple Races	661	663	593	589
Native Hawaiian or Other Pacific Islander	2	2	7	7
Not Indicated	2	2	2	2
White	5004	5032	4104	4130

Enrolled Students by Ethnicity

Hispanic or Latino 14.8%
0.0%
Not Hispanic or Latino 85.1%
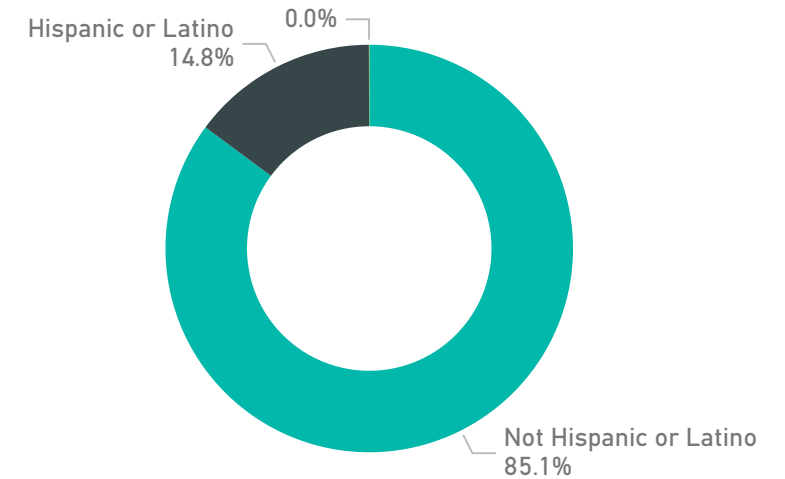
Enrolled Students by Distinct Race/Ethnicity
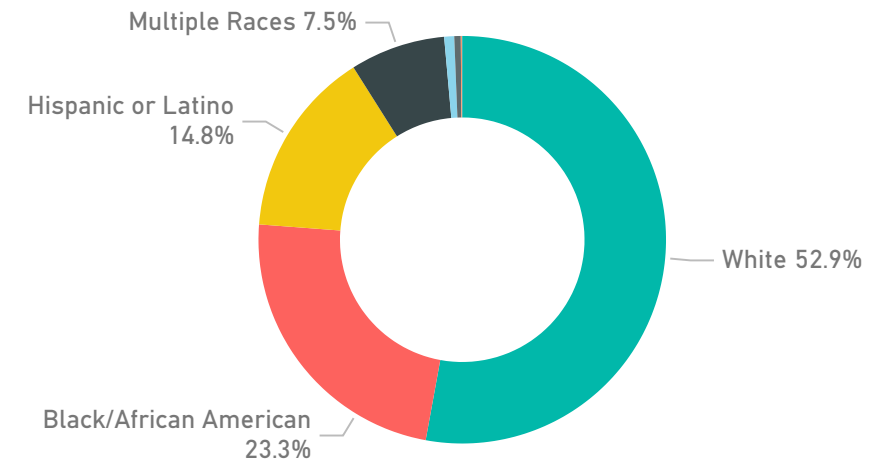
Multiple Races 7.5%
Hispanic or Latino 14.8%
White 52.9%
Black/African American 23.3%

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	2	2	2	2
F	4406	4423	3898	3935
M	4224	4238	3834	3872
X	1	1	2	2

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1236	1245	1212	1224
Spanish	415	416	419	425
Russian	13	14	7	6
Arabic	39	39	40	40
Urdu	8	9	8	8
Another Language	218	217	175	178
No Language Reported	6704	6724	5875	5930

Enrolled Students by Gender

X 0.0% — 0.0%

M 49.6% — F 50.4%
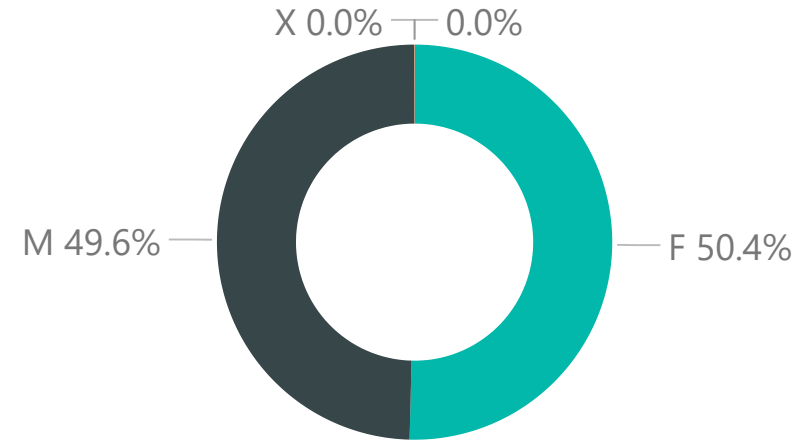
Enrolled Students by Language

English 15.7%

Spanish 5.4%

Arabic 0.5%

No Language Reported 75.9%

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	481	488	660	675
Home School	320	326	321	324
No Prior School	1075	1072	662	664
Online (Virtual) Public School	646	654	752	752
Private/Parochial School	796	797	541	540
Public School	4910	4923	4309	4367
Prior Schooling Not Reported	405	404	491	489

Prior Schooling
April 30, 2022

- Prior Schooling Not Reported 6.3%
- Charter School (Public) 8.6%
- Home School 4.1%
- No Prior School 8.5%
- Online (Virtual) Public Sc... 9.6%
- Private/Parochial School 6.9%
- Public School 55.9%

Prior Schooling
April 30, 2021

- Prior Schooling Not Reported 4.7%
- Charter School (Public) 5.6%
- No Prior School 12.5%
- Online (Virtual) Public Sc... 7.5%
- Private/Parochial School 9.2%
- Public School 56.9%

FARM Eligibility
April 30, 2022

- Refused to report... 0.0% — 0.0%
- Refused to report 26.7%
- Qualifies for reduced 7.5%
- Qualifies for free 38.9%
- Applied-Does not qualify 16.1%
- Applied-Does not qu... 0.0%
- Family Reported-D... 10.7%
- Family Reported-... 0.0%

FARM Eligibility
April 30, 2021

- Refused to report 19.2%
- Qualifies for reduced 9.2%
- Qualifies for free 38.7%
- Applied-Does not qualify 19.3%
- Family Reported-D... 13.6%

Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	186	193	208	212
Cognitive Disability	84	86	100	100
Emotionally Impaired	146	149	144	150
Hearing Impaired	11	12	7	6
Multiple Disabilities	3	3	2	2
Other	17	3	5	5
Other Health Impaired	311	330	356	365
Physical Disability			1	1
Specific Learning Disability	687	713	707	722
Speech/Language Impaired	198	203	195	204
Traumatic Brain Injury	2	2	3	3
Visually Impaired	5	5	3	3

Specific Learning Disability | Other Health Impaired | Speech/La... | Emoti...
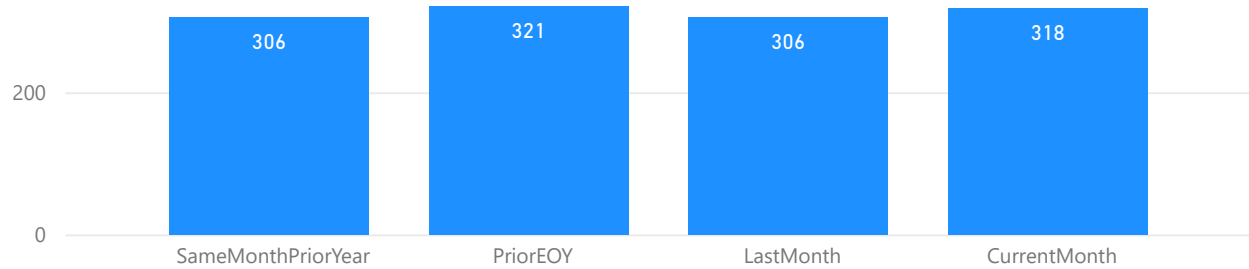
Autism | Cognitive Disabi...
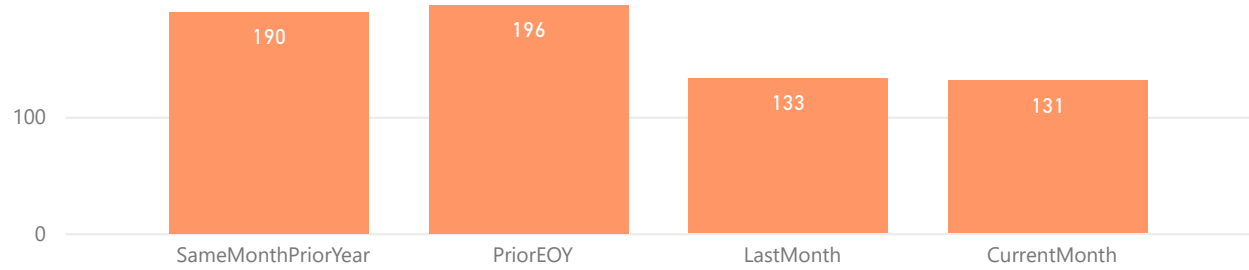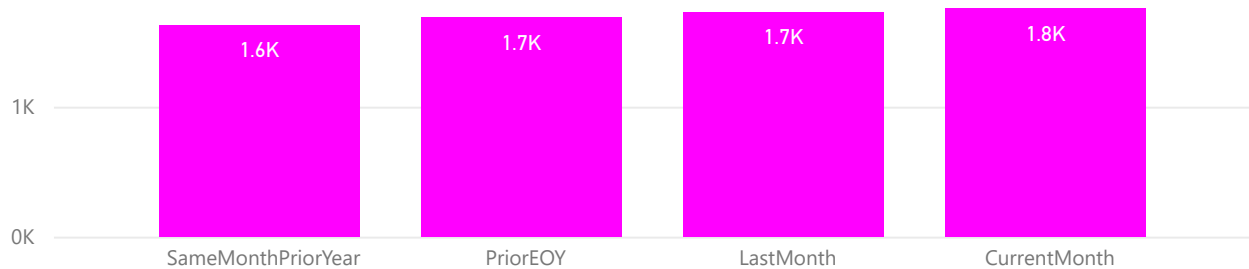
13

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Contacts Per Week

ContactsPerWeekWithoutWebM... ●Met ●Not Met

Category	Met	Not Met
SameMonthPriorYear	8.2K	0.4K
PriorEOY	8.2K	0.5K
LastMonth	7.2K	0.5K
CurrentMonth	7.3K	0.5K

Currently Enrolled
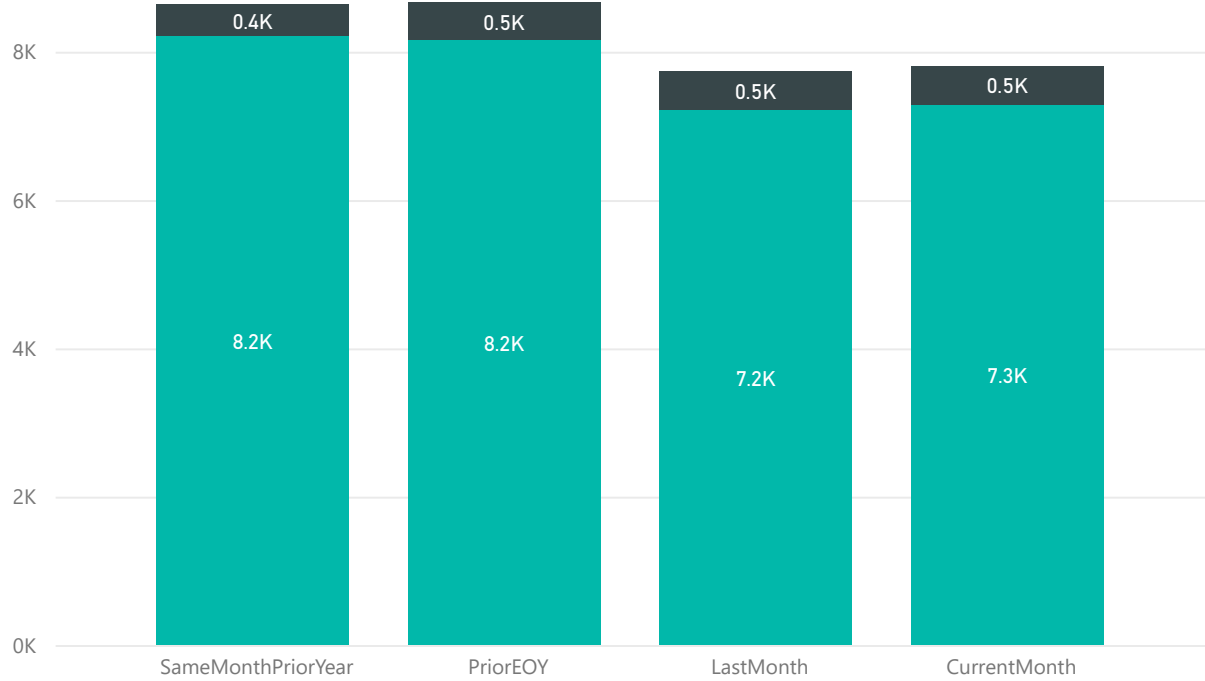
7811

School Year: 2021-2022

AttendanceStatusAutomated ●Alarm ●Approaching Alarm ●Exempt ●On Track

Month	Alarm	Approaching Alarm	On Track
August			6.5K
September	1.0K	0.7K	5.2K
October	0.9K	0.8K	5.5K
November	1.1K	1.0K	5.1K
December			7.4K
January	3.2K	0.5K	3.6K
February	1.1K	0.9K	5.4K
March	1.1K	0.8K	5.6K
April	1.3K	0.8K	5.4K
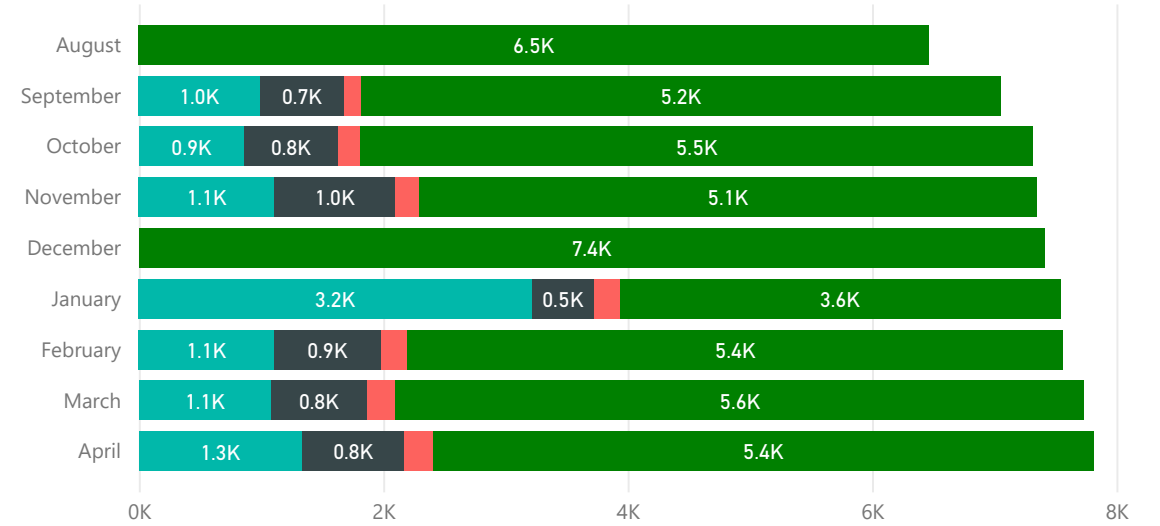
School Year: 2020-2021

AttendanceStatusAutomated ●Alarm ●Approaching Alarm ●Exempt ●On Track

Month	Alarm	Approaching Alarm	Exempt	On Track
August			6.1K	
September	0.7K	0.7K		6.7K
October	0.8K	0.8K		6.8K
November				8.6K
December				8.7K
January	0.4K	0.8K		7.4K
February	0.9K	1.0K		6.7K
March	0.9K	1.0K		6.7K
April	1.0K	1.0K		6.5K
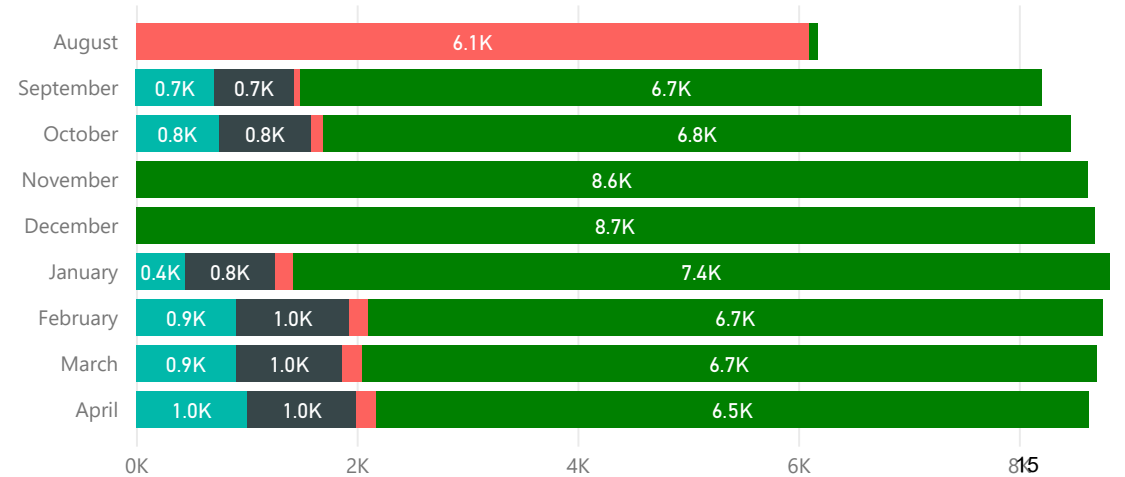
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Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	102%	98%	103%	99%
3-5	101%	97%	99%	96%
6-8	95%	97%	93%	94%
9-12	86%	98%	84%	83%
Total	**95%**	**97%**	**93%**	**91%**

Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	84%	88%	84%	83%
3-5	77%	82%	79%	78%
6-8	71%	78%	73%	72%
9-12	72%	77%	72%	70%
Total	**75%**	**81%**	**76%**	**74%**

Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	104%	104%	105%	102%
3-5	104%	104%	105%	103%
6-8	103%	103%	105%	103%
9-12	98%	98%	100%	98%
Total	**102%**	**102%**	**103%**	**101%**

Average Total Participation
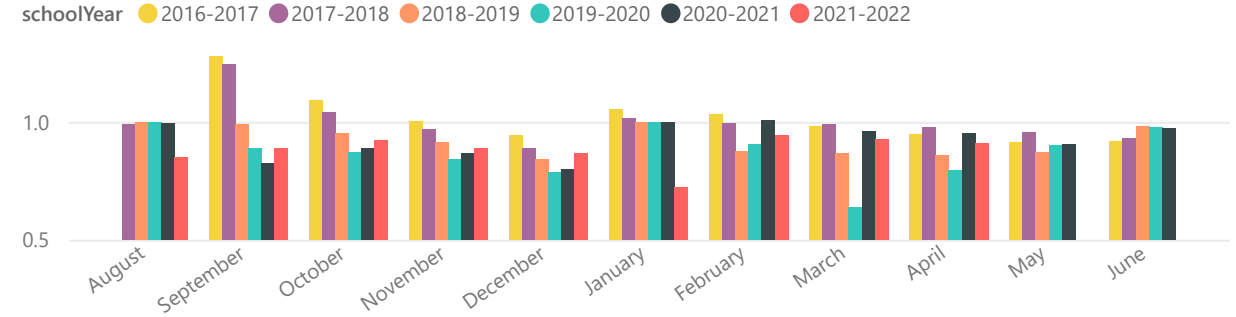
Average Total Performance

Average Total Attendance

16
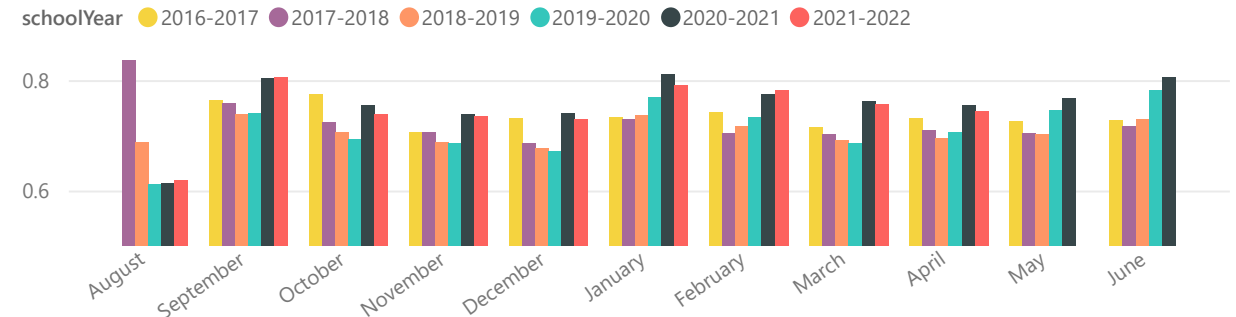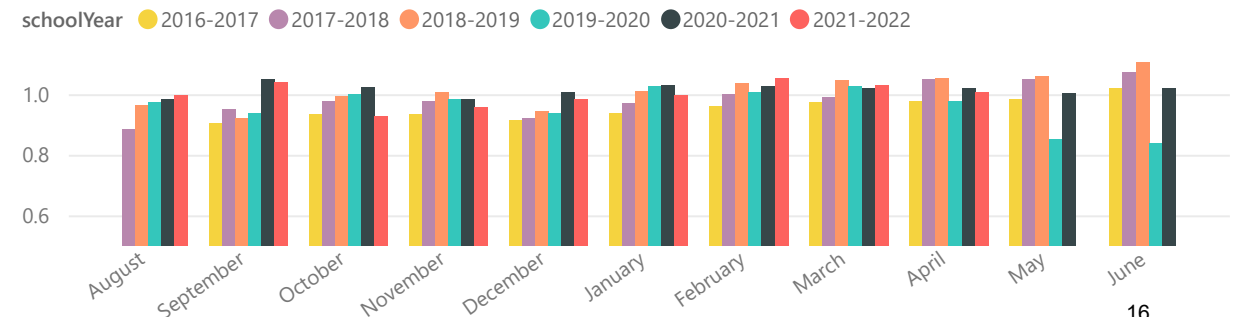
Currently Enrolled	Total YTD Enrolled
7811	9500

Enrollment Services Complete (Stage 4)
10370

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April 30, 2022

Current Enrollment Month-Over-Month Change
1%

Current Enrollment Year-Over-Year Change
-10%

Monthly Student Current Enrollment Comparison

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ▶
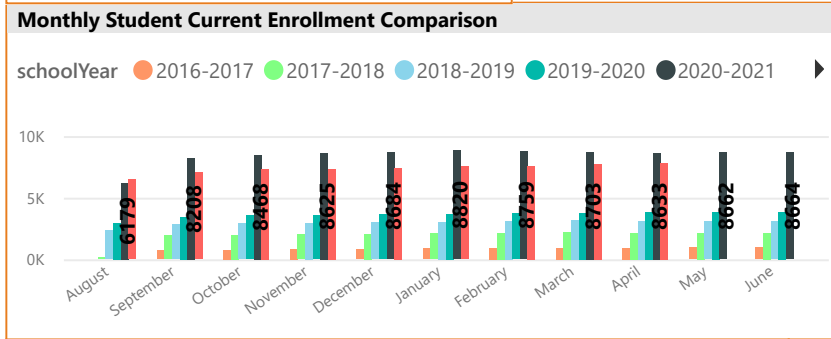
Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	8636	80%	7823	82%
Graduated	57	1%	171	2%
Prior To Engagement	87	1%	235	2%
Withdrawal During School Year	1994	19%	1271	13%
Total	**10774**	**100%**	**9500**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	6081	70.44%	3481	44.57%
Returning	2552	29.56%	4330	55.43%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	6098	5627
Graduated	56	172
WD During School Year	1446	997
WD Prior To Engagement	75	198

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.42	1.39

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**1877**	**22%**	**1425**	**18%**
KG	753	9%	425	5%
1	605	7%	529	7%
2	519	6%	471	6%
3-5	**1959**	**23%**	**1503**	**19%**
3	655	8%	456	6%
4	613	7%	504	6%
5	691	8%	543	7%
6-8	**2104**	**24%**	**1895**	**24%**
6	666	8%	634	8%
7	686	8%	609	8%
8	752	9%	652	8%
9-12	**2693**	**31%**	**2988**	**38%**
9	780	9%	793	10%
10	718	8%	817	10%
11	594	7%	690	9%
12	601	7%	688	9%
Total	**8633**	**100%**	**7811**	**100%**

Withdrawal Reason

Withdrawal Reason ▲	SameMor
Applying for next year	
Deceased	
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
Inactivity/Lack of Attendance	
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
Other Completer	
Required documentation incomplete	
Technical Difficulties	
The curriculum is too easy.	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	

Gender

Gender	SameMonthPriorYear	CurrentMonth
	2	2
F	4406	3935
M	4224	3872
X	1	2

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	1236	1224
Spanish	415	425
Russian	13	6
Arabic	39	40
Urdu	8	8
Another Language	218	178
No Language Reported	6704	5930

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	186	212
Cognitive Disability	84	100
Emotionally Impaired	146	150
Hearing Impaired	11	6
Multiple Disabilities	3	2
Other	17	5
Other Health Impaired	311	365
Physical Disability		1
Specific Learning Disability	687	722
Speech/Language Impaired	198	204
Traumatic Brain Injury	2	3
Visually Impaired	5	3

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	190	131

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	306	318

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	1630	1756

Gifted	Plan504
2%	4%

IEP	Not in Special Population
22%	72%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1160	1159
Not Hispanic or Latino	7471	6650

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	275	288
Asian	207	158
Black/African American	2586	2682
Native Hawaiian or Other Pacific Islander	99	125
White	6389	5390

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	34	40
Asian	80	62
Black/African American	1690	1822
Hispanic or Latino	1160	1159
Multiple Races	661	589
Native Hawaiian or Other Pacific Islander	2	7
Not Indicated	2	2
White	5004	4130

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentM...
Applied-Does not qualify	1401	
Applied-Does not qualify,Family Reported-Does not qualify		
Family Reported-Does not qualify	1011	
Family Reported-Does not qualify,Applied-Does not qualify		
Qualifies for free	2560	
Qualifies for reduced	623	
Refused to report	1388	

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	481	675
Home School	320	324
No Prior School	1075	664
Online (Virtual) Public School	646	752
Private/Parochial School	796	540
Public School	4910	4367
Prior Schooling Not Reported	405	489

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	8212	7288
Not Met	420	523

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	1009	1337
Approaching Alarm	991	839
Exempt	174	232
On Track	6459	5403

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	102%	99%
3-5	101%	96%
6-8	95%	94%
9-12	86%	83%
Total	**95%**	**91%**

Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	84%	83%
3-5	77%	78%
6-8	71%	72%
9-12	72%	70%
Total	**75%**	**74%**

Average Attendance

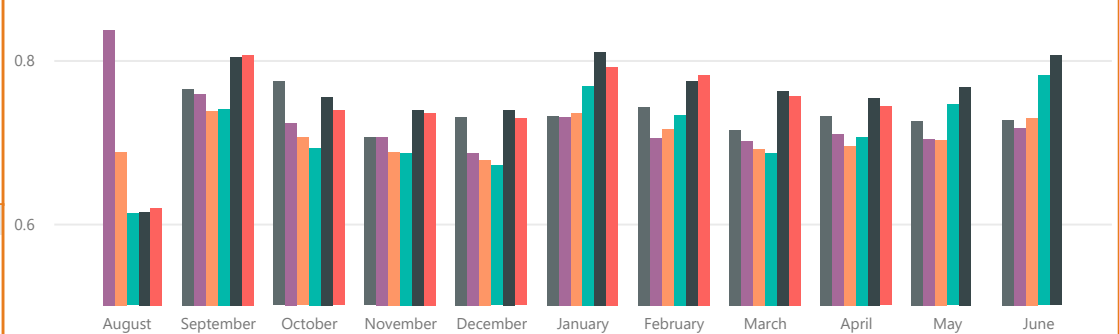| GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	104%	102%
3-5	104%	103%
6-8	103%	103%
9-12	98%	98%
Total	**102%**	**101%**

Average Total Participation

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022
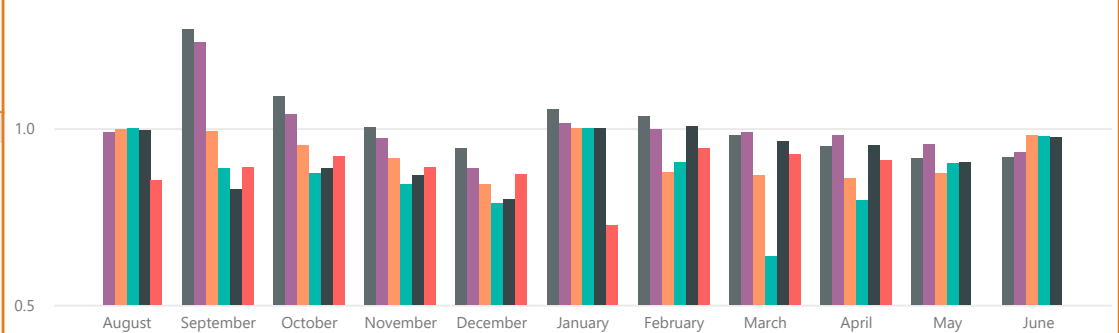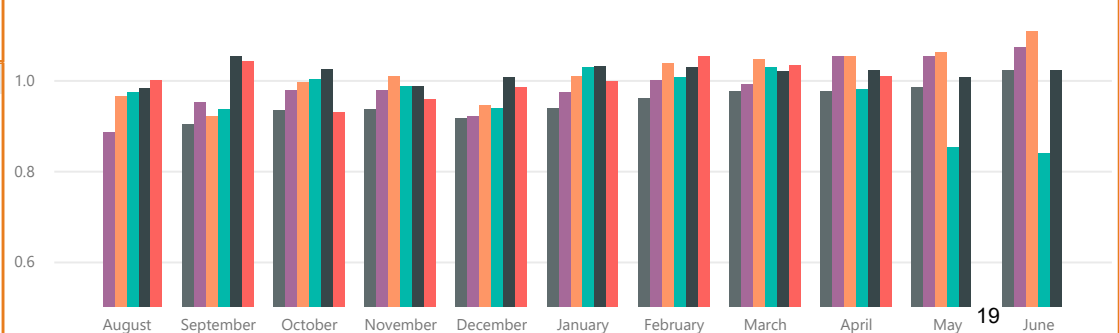
Average Total Performance

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022

Average Total Attendance

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022

Reach Cyber Charter School
Balance Sheet
4/30/2022

ASSETS:

Cash and Short Term Investments:

PNC Checking	$	3,540,728
PNC Money market Account	$	32,683,564
PNC Investment Account	$	24,102,066
Total Cash and Short Term Investments	**$**	**60,326,358**

Other Current Assets:

Local District Receivables- Current Year	$	8,972,497
Allowance for Doubtful Accounts	$	(304,347)
Prepaid Expenses	$	810,036
Total Other Current Assets	**$**	**9,478,186**

Other Current Assets:

Security Deposit	$	8,917
Total other Assets	**$**	**8,917**

Fixed Assets:

Computer Hardware	$	464,386
Equipment	$	39,705
Leasehold Improvements	$	223,326
Furniture	$	103,706
Accum Depr:Computer Hardware	$	(219,881)
Accum Depr:Equipment	$	(6,173)
Accum Depr:Leasehold Improvements	$	(142,259)
Accum Depr: Furniture	$	(67,883)
Net Fixed Assets	**$**	**394,927**

TOTAL ASSETS	**$**	**70,208,388**

LIABILITIES:

Current Liabilities:

Due to Connections Academy	$	4,985,647
Accrued payroll, taxes, pension and withholdings payable	$	551,915
Accounts Payable	$	608,220
Due to Local Districts	$	332,837
Total Current Liabilities	**$**	**6,478,619**

TOTAL LIABILITIES	**$**	**6,478,619**

FUND BALANCE:

Invested in Capital	$	394,927
Reserved Fund Balance	$	38,797,554
Undesignated Fund Balance	$	24,537,288
Total Fund Balance	**$**	**63,729,769**

TOTAL LIABILITIES AND FUND BALANCE	**$**	**70,208,388**

REACH CYBER CHARTER SCHOOL
REVENUE AND EXPENSE STATEMENT- BUDGET TO ACTUAL
2021-2022 YEAR TO DATE AS OF 4/30/22

	Apr-22	YTD Actual through 4/30/2022	2021/2022 Approved Budget	Current Annual Forecast
Revenues:				
Function 6000- Local Sources	$ 10,522,877	$ 97,546,743	$ 159,862,646	$ 122,232,409
Function 7000- State Sources	$ -	$ 1,918	$ 77,500	$ 147,500
Function 8000- Federal Sources	$ 1,337,954	$ 5,922,695	$ 6,456,722	$ 15,249,909
TOTAL REVENUES	**$ 11,860,831**	**$ 103,471,356**	**$ 166,396,868**	**$ 137,629,818**
Expenditures:				
Function 1000- Regular Instructional Programs				
100- Salaries	$ 2,427,878	$ 20,556,858	$ 33,633,409	$ 30,303,293
200- Employee Benefits	$ 708,642	$ 6,081,058	$ 10,981,308	$ 8,969,058
300- Purchased Professional and Tech Svcs (Note 1)	$ 3,654,120	$ 29,242,783	$ 49,666,000	$ 38,177,451
400- Purchased Property Services	$ 33,865	$ 63,079	$ 325,000	$ 325,000
500- Other Purchased Services	$ 8,061	$ 35,642	$ 2,400,000	$ 2,400,000
600- Supplies	$ 623,126	$ 5,224,327	$ 10,737,000	$ 7,097,750
700- Property	$ -	$ 315,867	$ -	$ 315,867
800- Dues, Fees and Other	$ 7,624	$ 18,282	$ 30,000	$ 21,938
Subtotal 1000- Regular Instructional Programs	$ 7,463,316	$ 61,537,896	$ 107,772,717	$ 87,610,357
Function 2000- Support Services				
100- Salaries	$ 1,278,176	$ 11,183,908	$ 15,918,303	$ 14,513,202
200- Employee Benefits	$ 352,664	$ 3,004,750	$ 5,197,326	$ 3,962,444
300- Purchased Professional and Tech Svcs	$ 339,251	$ 3,567,052	$ 3,619,123	$ 4,467,902
400- Purchased Property Services (Note 2)	$ 48,285	$ 501,516	$ 761,000	$ 1,280,320
500- Other Purchased Services	$ 642,127	$ 2,201,338	$ 1,185,000	$ 2,641,606
600- Supplies	$ 7,088	$ 253,163	$ 356,000	$ 303,796
700- Property	$ 17,815	$ 185,786	$ 161,000	$ 222,943
800- Dues, Fees and Other	$ 16,070	$ 140,372	$ 35,000	$ 168,446
Subtotal 2000- Support Services	$ 2,701,476	$ 21,037,885	$ 27,232,752	$ 27,560,659
Function 3000- Noninstructional Student/Community Svcs				
100- Salaries	$ 13,701	$ 91,159	$ 102,960	$ 156,614
200- Employee Benefits	$ 3,556	$ 17,145	$ 33,616	$ 45,131
300- Purchased Professional and Tech Svcs	$ 2,000	$ 10,098	$ 36,000	$ 36,000
400- Purchased Property Services	$ 5,510	$ 20,081	$ 35,000	$ 35,000
500- Other Purchased Services	$ -	$ 59,096	$ 208,700	$ 168,000
600- Supplies	$ 1,144	$ 1,263,784	$ 2,012,810	$ 1,516,541
800- Dues, Fees and Other	$ 7,019	$ 62,630	$ 87,000	$ 75,000
Subtotal 3000- Noninstructional Services	$ 32,930	$ 1,523,993	$ 2,516,086	$ 2,032,286
TOTAL EXPENDITURES	**$ 10,197,722**	**$ 84,099,774**	**$ 137,521,555**	**$ 117,203,302**
NET INCREASE/ (DECREASE)	**$ 1,663,109**	**$ 19,371,582**	**$ 28,875,313**	**$ 20,426,517**
Adjustment for capitalized assets and depreciation		$ 149,214		
Beginning Fund Balance not invested in capital		$ 43,814,046		
Ending Fund Balance Not Invested in Capital		$ 63,334,842		
Fund Balance Invested in Capital		$ 394,927		
TOTAL ENDING FUND BALANCE		**$ 63,729,769**		

(Note 1) Includes monthly Pearson fees charged per student; See page 3 of Treasurer's Report for detail
(Note 2) Includes $2083.33 of monthly Pearson facilities support services fee

REACH CYBER CHARTER SCHOOL
PEARSON FEES
2021-2022 YEAR TO DATE AS OF 4/30/22

Description	Rate	Months	Enrollment/Unit	Budgeted 21-22 (1)	April	YTD Through 4/30/22	Projected 21-22 (2)
Curriculum and Instructional Support Services - Upfront	$425		Total Enrollment	5,801,250	$ 374,850	$ 3,672,657	$ 4,435,470
Curriculum and Instructional Support Services - Monthly	$130	9	Current Enrollment	12,285,000	$ 1,005,680	$ 6,753,512	$ 9,392,760
Student Connexus License	$70	9	Current Enrollment	6,615,000	$ 541,520	$ 3,640,902	$ 5,057,640
Student Technology Assistance Services - Upfront	$400		Total Enrollment	5,460,000	$ 352,800	$ 3,455,840	$ 4,174,560
Student Technology Assistance Services - Monthly	$63	9	Current Enrollment	5,953,500	$ 487,368	$ 3,276,844	$ 4,551,876
Enrollment/Placement/Student Support Services - Upfront	$525		Total Enrollment	7,166,250	$ 463,050	$ 4,535,615	$ 5,479,110
Enrollment/Placement/Student Support Services - Monthly	$30	9	Current Enrollment	2,835,000	$ 232,080	$ 1,556,361	$ 2,167,560
School Operations Support Services	$65	9	Current Enrollment	6,142,500	$ 502,840	$ 3,376,812	$ 4,696,380
Professional Development Services	$125	9	Current Staff	835,357	$ 93,750	$ 646,035	$ 844,875
School Staff Support Services	$212	9	Current Staff	1,416,766	$ 159,000	$ 1,095,918	$ 1,432,908
Direct Course Instruction Service	$2.75		0	388,500	$ 25,550	$ 225,479	$ 297,036
Short Term Sub Teaching Services	$300		0	189,000	$ 5,700	$ 24,500	$ 144,504
Facilities Support Services	$25,000		1	25,000	$ 2,083	$ 20,832	$ 25,000
Total Connections Products and Services				**55,113,124**	**4,246,271**	**$ 32,281,308**	**$ 42,699,679**

2021-2022 Enrollment:	(1) Annual Budget	(2) Annual Forecast
Forecasted Staff FTE's	743	751
Forecasted Funded Enrollment	10,500	8,028
Forecasted Total Enrollment	13,650	10,436

Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING
Wednesday, April 20, 2022 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204

Harrisburg, PA 17111

And Via Zoom Video and Teleconference

https://reach-connectionsacademy-
org.zoom.us/j/2666552472?pwd=UDByREJIYXJJNXVkOHY4OWdwa0FWZz09

Meeting ID: 266 655 2472
Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. **Call to Order and Roll Call**

Mr. Taylor called the meeting to order at 9:00 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school, and held via teleconference.

Board Members Present: David Taylor and Gail Hawkins Bush (in person at the school), Joe Harford and Dave Biondo (via phone and videoconference);

Board Members Absent: Paul Donecker and Alex Schuh;

Guests: Jane Swan, School CEO; Rachel Graver, Mike Garman, Karen Yeselavage, J.D. Smith, Dan Latislaw, Scott Stuccio, Greg McCurdy, Kati Rutkowski, Cody Smith, Kelley McConnell, Andy Gribbin, Corey Groff, Devin Meza-Rushanan and Scott Shedd, School Staff (in person at the school); Michael Hinshaw, Alicia Swope, Erica Carroll, Stephanie Bost, Maurine Hockenberry and Lisa Blickley, School Staff; Pat Hennessey, Board Counsel; Amanda Jones, Member of the Public; Kevin Corcoran, Charter Choices, Financial Consultant; Laura Johnson, Melissa Brown and Megann Arthur, Pearson Virtual Schools staff (via phone and videoconference).

II. **Public Comment**

There were no public comments made at this time.

III. **Audit Committee, Committee of the Entire Board**

    a.   Review and Ratification of the 2020-2021 School Year Annual Financial Audit Report

Ms. Yeselavage advised the Board of the anticipated timeline for the receipt of the final audit report; the Board therefore tabled this item to a future meeting.

IV.   Routine Business

a.   Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. At Ms. Swan's advice, the Board added a Key School Metrics review to the CEO Report. There being no additional changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the April 20, 2022 Meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

V.   Oral Reports

a.   CEO's Report

i.   Enrollment Update

Ms. Swan reviewed the current enrollment numbers for the school, and discussed the opening of enrollment for the next school year.

ii.   Staffing Update

Mr. Garman reviewed current staffing levels and recent hires with the Board. He further advised of the positions being filled before the next school year.

As an addition to the overall staffing update, Ms. Blickley presented to the Board regarding the Employee Assistance Program (EAP) Proposal, as included in the Board materials. She detailed the advantages of EAP, and the many resources and services that would be available to school staff by including this in the benefits package to staff.

iii.   Charter Renewal Site Visit Update

Ms. Swan discussed this item with the Board. She reviewed the process and documentation provided to the Temple University renewal committee, as well as the recent site visit with multiple staff members and members of the Board. Ms. Swan indicated that she and members of the leadership team believe it had all gone well, and that feedback at the end of the visit was positive; she also provided the anticipated timeline for additional information.

iv.   Graduation Plans and End of Year Activities

Ms. Swan reminded the Board of the plans for the upcoming high school graduation ceremony, planned for June 9, 2022 at 6 pm at Spooky Nook in Lancaster, and encouraged Board members to attend. She discussed the all staff development

meetings that are planned following those celebrations, as well.

<u>Key School Metrics</u>

Ms. Swan reviewed the Key School Metrics report, as included in the Board materials. She highlighted course completion rates at multiple grade levels in the "core" courses, as well as those both on and off cohort currently within the high school. Ms. Swan further reviewed a number of data points on student engagement, and outlined professional learning both completed and upcoming for teachers.

b.   <u>Financial Report</u>

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's balance sheet and current forecast.

VI.   Consent Items

Mr. Taylor asked the Board Members whether there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

a.   Approval of Minutes from the February 16, 2022 Board Meeting ;
b.   Approval of Staffing Report;
c.   Approval of Pearson Invoice(s) for February and March;
d.   Approval of Revised School Calendar for the 2022-2023 School Year; and
e.   Approval of Revisions to the 2022-2023 School Year School Handbook Supplement: Graduation and Diploma Requirements; are hereby approved.

The motion passed unanimously.

VII.   Action Items

a.   <u>Approval of Employee Assistance Program (EAP) Proposal</u>

Board members noted that Ms. Blickley had reviewed this proposal earlier in the meeting, and indicated their support of this more robust initiative. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Employee Assistance Program (EAP), as presented, is hereby approved.

The motion passed unanimously.

VIII.   Information Items

a.   <u>School Success Partner (SSP) Update</u>

Ms. Johnson presented on behalf of the School Success Partner (SSP) team. She reviewed

PVS' support of the charter renewal and audit site visits, and discussed additional support available to the school for enrollment, including the Intent to Return process for returning students.

b. Academic Success Partner (ASP) Update

Ms. Brown applauded the school for their preparation and the success of the charter renewal site visit, as well as the positive trend in certain key metrics.

    i. Key School Metrics

These were reviewed by school staff earlier in the meeting.

c. Board Relations Update

Ms. Arthur presented to the Board on behalf of Pearson's Board Relations team.

    i. Proposed Meeting Schedule

The Board confirmed their support of maintaining the current meeting schedule for the upcoming school year. Ms. Arthur reminded Board members that the consideration of the Board meeting schedule for the 2022-2023 school year will be included on the June Annual Meeting agenda.

    ii. Board Composition/ Recruitment

Ms. Arthur discussed with the Board the current composition, including board member terms that would be up at this year's Annual Meeting; Board members present discussed their intentions regarding renewal of terms. There was also extensive discussion by members of the Board regarding potential candidates for consideration, and the qualifications preferred by the Board for those being considered.

IX. **Strategic Planning**

a. Approval of Memorandums of Understanding (MOUs)

Mr. Smith presented this item to the Board. He reviewed the significant work the school has done in support of the MOUs, and referred the Board to the documentation included in the Board materials. Mr. Smith reviewed the MOU with Discovery Space, indicating that this would offer an opportunity for families to take part in educational field trips each month throughout the school year. He also detailed the proposed MOU with Barbizon Modeling and Acting School, including the opportunities this partnership offered to students interested in performing arts. The Board thanked Mr. Smith and his team for his hard work in this area, and indicated their intent to consider all items in this section of the agenda at the end of the Strategic Plan discussion. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the MOUs with Discovery Space and Barbizon Modeling and Acting School, as presented, are hereby approved.

The motion passed unanimously.

X. **EXECUTIVE SESSION – Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee – J. Swan/ D. Taylor**

The Board entered into an Executive Session at 9:40 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee. Board members present were: David Taylor, Joe Harford, Gail Hawkins Bush and Dave Biondo. Guests present at the request of the Board were: Pat Hennessey, Jane Swan and Mike Garman. All others left the meeting at this time.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 9:52 a.m. No action was taken during Executive Session.

XI. **Adjournment and Confirmation of Next Meeting – Wednesday, May 18, 2022 at 9:00 a.m.**

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is May 18, 2022, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 9:53 a.m., is hereby approved.

The motions passed unanimously.

REACH Staffing Report May 2022

	Current Staff	Hires SYTD	Departures SYTD
10-month Staff	645	153	22
12-month Staff	102	24	5
Grand Total	**747**	**177**	**27**

New Hires

First Name	Last Name	Area	Compensation	Bonus Potential	Start Date
Arielle	Williamson	HR Assistant	$20.44/hr	4%	5/9/2022
Alice	Kuhn	Paraprofessional	$21/hr	4%	5/9/2022
Tess	Roberts	Speech Language Pathologist	$60,000	4%	5/16/2022

Departing Employees

First Name	Last Name	Area	Last Day Worked
Carly	Hill	Teacher - Elementary	5/3/2022
Kathleen	Leidich	Family Mentor	5/9/2022

Position Changes

First Name	Last Name	Former Position	New Position	Compensation	Bonus Potential	Start Date
Juling	Marrow	School Counselor	Career Pathways Coordinator	$65,350.00	No change	5/16/2022

Pearson

INVOICE

Customer Bill-to:
REACH CYBER CHARTER SCHOOL
750 East Park Drive
Suite 204
Harrisburg, PA 17111

Attention:
Accounts Payable

Customer Ship-to:
REACH CYBER CHARTER
SCHOOL
750 East Park Drive
Suite 204
Harrisburg, PA 17111

Connections Education LLC dba
Pearson Virtual Schools USA
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000010428
Date :	11-MAY-2022
Due Date :	
Payment Terms :	
Customer Account :	3924545
Project Number :	82056698
Currency :	USD
Shipment Terms :	
Purchase Order Number :	REACH
Number of Pages :	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$4,985,646.95
Tax Total	:	USD	$0.00
Invoice Total	:	USD	$4,985,646.95
Amount Due	:	USD	$4,985,646.95

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Invoice Number: 91000010428

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82056698	REACH	Direct Charges	6		4,246,271.58	0.00	4,246,271.58
82056698	REACH	Pass Through	10		739,375.37	0.00	739,375.37

To pay your invoice online: Visit https://ipay2.bizsys.pearson.com/register to register.
Already registered? Access your online account by visiting https://ipay2.bizsys.pearson.com

Invoice Total		Subtotal	Total Tax	Invoice Total
		USD	USD	USD
		$4,985,646.95	$0.00	$4,985,646.95

Charges for the Following Period: **April 2022**

Enrollment/Unit Based Charges

Direct Course Instruction Support	25,550.25
Facility Support Services	2,083.33
Monthly Fee per School Staff Member	252,750.00
Monthly Fee per Student	2,769,488.00
Short Term Substitute Teaching Services	5,700.00
Upfront Fee per Student	1,190,700.00
	4,246,271.58

Pass Through Expenses   739,375.37

Total Amount Due   **4,985,646.95**

Single Entity Plan – Template

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	Reach Cyber Charter School	School/Branch	Reach Cyber Charter
Address 1	750 East Park Drive		
Address 2	Suite 204		

City	Harrisburg	State	PA	Zip Code	17111

Principal Name	LeeAnn Ritchie		
Principal Email	lritchie@reach.connectionsacademy.org		
Principal Phone Number		Ext	
Superintendent/Chief Executive Officer Name	Jane Swan		
Superintendent/Chief Executive Officer Email	jswan@reach.connectionsacademy.org		
School Improvement Facilitator Name	Trevor Saylor		
School Improvement Facilitator Email	tsaylor@caiu.org		

B. Steering Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization	Email
Jane Swan	CEO	RCCS	jswan@reach.connectionsacademy.org
LeeAnn Ritchie	Chief Academic Officer	RCCS	lritchie@reach.connectionsacademy.org
Greg McCurdy	Director of Special Education	RCCS	grmccurdy@reach.connectionsacademy.org
Rachel Graver	Chief Operations Officer	RCCS	rbgraver@reach.connectionsacademy.org
Jordann Smith	Director of Career Pathways	RCCS	josmith@reach.connectionsacademy.org
Andrew Gribin	Director of STEM Education	RCCS	agribbin@reach.connectionsacademy.org
Devin Meza-Rushanan	Elementary School Principal	RCCS Elementary School	dmezarushanan@reach.connectionsacademy.org
Dan Ladislaw	Middle School Principal	RCCS Middle School	dladislaw@reach.connectionsacadememy.org
Cody Smith	High School Principal	RCCS High School	cjsmith@reach.connectionsacademy.org
Kelley McConnell	Director of Data/Assessment	RCCS	kelmcconnell@reach.connectionsacademy.org

Corey Groff	Director of Teaching and Learning	RCCS	cgroff@reach.connectionsacademy.org
Katherine Rutkowski	Director of MTSS	RCCS	krutkowski@reach.connectionsacademy.org
Tara Rader	Parent	RCCS	heart.u@live.com
Heather Berger	Parent	RCCS	newbieacres@gmail.com

C. LEA Profile

Write a brief description of your LEA profile (e.g., demographics of student and personnel, types of programs and types of communities served.)

Reach Cyber Charter is a K-12 public cyber charter school serving 7950 students in all 67 counties across Pennsylvania. Reach offers STEM opportunities.

D. Mission and Vision

Mission- What is your LEA's mission? (i.e., What do you do? For whom? And for what benefit?)

Mission: to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program, through flexible pacing and 21st Century Learning including STEM opportunities.

Vision- What is your LEA's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)

To inspire and nurture all students for future success!

E. Educational Values

What does your LEA believe is vital to successful attainment of the mission and vision?

Students	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.

II. Set- Complete a Needs Assessment

A.   *Future Ready PA Index:*

Review of the School Level Performance

Strengths
Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
ELA/proficient/advanced	Improved over 2019's percentage, from 38.2 to 52%
Science/Biology Proficient/Advanced	57.7% proficiency, just below the state average of 63.7%
Math proficient/advanced	Improved over 2019's percentage, from 14.2 to 28%
Career Standards Benchmark	Reach is just below the statewide average at 85%
Regular attendance	All student group meets the performance standard with 90%

Challenges
Based on the overall school level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
ELA proficient/advanced	Did not meet the interim target
ELA growth	Did not meet the standard demonstrating growth of 70 in 2019 (59%)
Math proficient/advanced	Did not meet the interim target
Math growth	Did not meet the standard demonstrating growth of 70 in 2019 (53.6%)

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

Strengths

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
ELA proficient/advanced	Hispanic	55% proficiency
Science proficient/advanced	Economically disadvantaged	37% proficiency

Challenges

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
ELA proficient/advanced	Students with disabilities	Did not meet the interim target, currently at 23.5%
Math proficient/advanced	Black	Did not meet the interim target, currently at 11.1%

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.	
ELA/proficient/advanced	Improved over 2019's percentage, from 38.2 to 52%
Math proficient/advanced	Improved over 2019's percentage, from 14.2 to 28%

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.	
ELA growth	Did not meet the standard demonstrating growth of 70 (Reach growth score 59%)
Math growth	Did not meet the standard demonstrating growth of 70 (Reach growth score 53.6%)

B. *Future Ready PA Academics*

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
USA Test Prep	Grade 3 ELA Growth - 6% from September through March
USA Test Prep	Grade 8 ELA Growth - 6% from September through March
USA Test Prep	HS Literature Growth - 6% from September through March
USA Test Prep	Grade 6 ELA Growth - 6% from September through March

Strengths- Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.	
Students are demonstrating steady growth in grades in ELA from the pre-test benchmark assessment through the mid-year.	
Challenges - Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.	
ELA growth	Did not meet the standard demonstrating growth of 70 (Reach growth score 59%)

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
USA Test Prep	Grade 3 Math - 6% growth from September through March
USA Test Prep	Grade 8 Math - 9% growth from September through March
USA Test Prep	HS Algebra - 8% growth from September through March
USA Test Prep	Grade 6 Math - 8% growth from September through March
Strengths- Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.	
Grade 3 Math - 6% growth from September through March	
Grade 8 Math - 9% growth from September through March	
Challenges- Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.	
Math growth	Did not meet the standard demonstrating growth of 70 (Reach growth is 53.6%)

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations

PSSA/Keystone Scores	57% proficiency on statewide assessments

STEM focused project based learning activities, STEM camps, STEM boxes

Math growth	Did not meet the standard demonstrating growth of 70 (Reach growth score is 53.6%)

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
Career Artifact Collection	As of June 30th, 2021, 85% 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.

Summary

Reach is demonstrating growth on both internal benchmark assessments and statewide standardized assessments.

Challenges- Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.
Math growth-Did not meet the standard demonstrating growth of 70 (Reach growth score is 53.6%)

D.   *Equity Considerations*

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
USA Test Prep Benchmark	Students with disabilities in third grade score slightly lower (56% average) on USA Test Prep end of year benchmark assessments when compared to students without identified disabilities (65% average).

Summary

Strengths- Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.
Students with disabilities group demonstrated growth between 2019 and 2021.
Challenges- Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.
ELA proficient/advanced Students with disabilities Did not meet the interim target, currently at 23.5%

E. *Supplemental LEA Plans*

Programs and Plans	Comments/Notable Observations
Special Education Plan	

Title 1 Plan	
Student Services	
K-12 Guidance Plans (339 Plans)	
Technology (PATI)	
English Language Development Program	

F. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards			x	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based			x	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices			x	
Identify and address individual student learning needs				x
Provide frequent, timely, and systematic feedback and support on instructional practices			x	
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members				x
Collectively shape the vision for continuous improvement of teaching and learning				x
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school				x
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community				x
Continuously monitor implementation of the school improvement plan and adjust as needed				x
Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel				x

	Not Yet Evident	Emerging	Operational	Exemplary
welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically				
Implement an evidence-based system of schoolwide positive behavior interventions and supports			x	
Implement a multi-tiered system of supports for academics and behavior			x	
Implement evidence-based strategies to engage families to support learning				x
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA				x
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data			x	
Use multiple professional learning designs to support the learning needs of staff			x	
Monitor and evaluate the impact of professional learning on staff practices and student learning			x	

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges? Please enter one strength statement in each line.
Identify and address individual student learning needs
Implement evidence-based strategies to engage families to support 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 vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
Improvement of schoolwide positive behavior interventions and supports through family mentor team
Identify professional learning needs through analysis of a variety of data

G. Summary of Strengths and Challenges from the Needs Assessments

	Strengths- Which of the identified strengths are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges? Please enter one strength statement in each line.
	Identify and address individual student learning needs
	Implement evidence-based strategies to engage families to support learning
	Challenges- Thinking about all of the most pressing challenges identified in the previous sections, which of the identified concerns, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
	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
	Creating a system of MTSS
	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.
	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.

III. Go

A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)
Aligning curriculum, instruction	Using DEI, SEL, and UDL	Y
Creating a system of MTSS	Behavioral tiers focused on student participation	Y

Strengths (Please enter one strength statement in each line.)	
Strengths	Discussion Points
Career Pathways	Growth of student-focused opportunities and collection of career readiness artifacts
STEM	High student participation in STEM programming

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements
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 demonstrate growth in ELA and Math benchmark assessments.
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 demonstrate growth in ELA and Math benchmark assessments.

B. *Goal Setting*

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority: Essential Practice #1: Align curriculum, assessment, and instruction: If teachers design and implement instruction that provides multiple means of engagement, representation, and action and expression to provide instruction that gives all students an equitable opportunity access content, engage with it, and be successful, then students will develop as expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.

Outcome Category

Career Standards Benchmark

Measurable Goal Statement (Smart Goal)

By the conclusion of the 22/23 SY, 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

Measurable Goal Nickname (35 Character Max)

Career Exploration & Readiness Growth

Target Year 1	Target Year 2	Target Year 3
By the conclusion of the 20/21 SY, 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	By the conclusion of the 21/22 SY, 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	By the conclusion of the 22/23 SY, 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

*Target for year 3 should be your measurable goal

Schools categorized as CSI, A-TSI or Title I Schoolwide Program for the upcoming school year should develop quarterly targets that are back mapped from the respective target year.

Target 1ˢᵗ Quarter	Target 2ⁿᵈ Quarter	Target 3ʳᵈ Quarter	Target 4ᵗʰ Quarter
By September 30th, 2022 10% of students will have completed 1 artifact in grades 5, 8, & 11.	By December 31, 2022 40% of students will have completed 1 artifact in grades 5, 8, & 11.	By March 31, 2023 70% of students will have completed 1 artifact in grades 5, 8, & 11.	By the conclusion of the 22/23 SY, 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.

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

Priority: Essential Practice #1: Align curriculum, assessment, and instruction: If teachers design and implement instruction that provides multiple means of engagement, representation, and action and expression to provide instruction that gives all students an equitable opportunity access content, engage with it, and be successful, then students will develop as expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.

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 39% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains.	Students will meet or exceed 40.5% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains.

*Target for year 3 should be your measurable goal

Schools categorized as CSI, A-TSI or Title I Schoolwide Program for the upcoming school year should develop quarterly targets that are back mapped from the respective target year.

Target 1ˢᵗ Quarter	Target 2ⁿᵈ Quarter	Target 3ʳᵈ Quarter	Target 4ᵗʰ Quarter
100% of Grades 3-8 ELA and English 10 sections will administer the baseline diagnostic.	Grades 3-8 ELA and English 10 sections will show an average of 5% growth from the baseline diagnostic to the second interim assessment.	Grades 3-8 ELA and English 10 sections will show an average of 7% growth from the baseline diagnostic to the third interim assessment.	Grades 3-8 ELA and English 10 sections will show an average of 10% growth from the baseline diagnostic to the third interim assessment.

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

Priority: If educators collect and analyze data based on students' individual needs and align effective strategies to identified needs, then students will develop as expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.. (Essential Practice #13 MTSS)

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)

State Test Growth Goal

Target Year 1	Target Year 2	Target Year 3
Students will meet or exceed 13.5% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains.	Students will meet or exceed 15.7% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains.	Students will meet or exceed 17.9% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains.

*Target for year 3 should be your measurable goal

Schools categorized as CSI, A-TSI or Title I Schoolwide Program for the upcoming school year should develop quarterly targets that are back mapped from the respective target year.

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of Grades 3-8 and Algebra I Math sections will administer the baseline diagnostic.	Grades 3-8 and Algebra I Math sections will show 5% growth from the baseline diagnostic to the second interim assessment.	Grades 3-8 and Algebra I Math sections will show 7% growth from the baseline diagnostic to the third interim assessment.	Grades 3-8 and Algebra I Math sections will show 10% growth from the baseline diagnostic to the third interim assessment.

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

Priority: If educators collect and analyze data based on students' individual needs and align effective strategies to identified needs, then students will develop as expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.. (Essential Practice #13 MTSS)

Outcome Category

Tiered Supports

Measurable Goal Statement (Smart Goal)

At least 80% 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 80% of students are meeting T1 targets for curriculum based assessments.	At least 80% of students are meeting T1 targets for curriculum based assessments.	At least 80% of students are meeting T1 targets for curriculum based assessments.

*Target for year 3 should be your measurable goal

Schools categorized as CSI, A-TSI or Title I Schoolwide Program for the upcoming school year should develop quarterly targets that are back mapped from the respective target year.

Target 1ˢᵗ Quarter	Target 2ⁿᵈ Quarter	Target 3ʳᵈ Quarter	Target 4ᵗʰ Quarter
At least 50% of students are meeting T1 targets for curriculum based assessments.	At least 60% of students are meeting T1 targets for curriculum based assessments.	At least 70% of students are meeting T1 targets for curriculum based assessments.	At least 80% of students are meeting T1 targets for curriculum based assessments.

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

Priority: 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. (Essential Practice #13 MTSS)

Outcome Category
Regular Attendance

Measurable Goal Statement (Smart Goal)
100% of full academic year students will meet behavior and participation goals as measured by completion of monthly Curriculum Based Assessments, quarterly based interim assessments, and weekly lesson completion.

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 meet behavior and participation goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).	100% of full academic year students will meet behavior and participation goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).	100% of full academic year students will meet behavior and participation goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).

*Target for year 3 should be your measurable goal

Schools categorized as CSI, A-TSI or Title I Schoolwide Program for the upcoming school year should develop quarterly targets that are back mapped from the respective target year.	

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2022, 50% of FAY students will meet behavior and participation goals as measured by completion of monthly Curriculum Based Assessments, quarterly based interim assessments, and weekly lesson completion.	By December 31, 2022, 75% of FAY students will meet behavior and participation goals as measured by completion of monthly Curriculum Based Assessments, quarterly based interim assessments, and weekly lesson completion.	By March 31, 2023, 90% of FAY students will meet behavior and participation goals as measured by completion of monthly Curriculum Based Assessments, quarterly based interim assessments, and weekly lesson completion.	By June 20, 2023, 100% of full academic year students will meet behavior and participation goals as measured by completion of monthly Curriculum Based Assessments, quarterly based interim assessments, and weekly lesson completion.

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

C. Action Plan

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school. The same Evidence based strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
Universal Design for Learning	ELA and Math State Test Score Growth, Tiered Supports, Behavior and Participation
Career Exploration	Career Artifact Collection
MTSS	ELA and Math State Test Score Growth, Tiered Supports

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D. Action Plan

Career Exploration Action Steps	Person(s)/Position Responsible	Start	End
By the conclusion of the 21/22 SY, 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	Director of Career Pathways and Director of School Counseling	07/07/2022	06/30/2023
Implementation of Computer Science Curriculum K-5	Director of Career Pathways	09/30/2021	12/30/2021
Distribution of Career Kits K-5	Director of Career Pathways	09/30/2021	12/30/2021
Exploration and discussion of Career Kits 6-8 for implementation in SY23/24	Director of Career Pathways	06/01/2021	08/31/2021
Career Exploration Artifact Tracker 5th Grade Semester A	School Counselors	08/31/2022	12/31/2022
Career Exploration Artifact Tracker 8th Grade Semester A	School Counselors	09/07/2022	01/31/2023
Career Exploration Artifact Tracker 11th Grade Semester A	School Counselors	09/07/2022	01/31/2023
Career Exploration Artifact Tracker 5th Grade Semester B	School Counselors	02/01/2023	06/30/2023
Career Exploration Artifact Tracker 8th Grade Semester B	School Counselors	02/01/2023	06/30/2023
Career Exploration Artifact Tracker 11th Grade Semester B	School Counselors	02/01/2023	06/30/2023
Students will participate in weekly STEM club to engage in STEM career exploration activities	STEM Coaches and Career Pathways Team	08/30/2022	06/30/2023
High School student completion of interest surveys with the Career Pathways Teachers	9th and 11th Grade students/ Career Pathways Teachers	09/01/2021	01/30/2023
Students will participate in career-focused back to school community events	Career Pathways Team, Community Coordinators, Family Mentors	07/30/2022	06/30/2023

ELA Growth Action Steps	Person(s)/Position Responsible	Start	End
Students will participate in benchmark assessments - Sept	Students and Teachers	09/01/2022	09/30/20232
Students will participate in benchmark assessments - November /December	Students and Teachers	11/01/2022	11/30/2022
Students will participate in benchmark assessments -January/February	Students and Teachers	01/01/2023	01/30/2023
Students will participate in benchmark assessments - May	Students and Teachers	05/01/2023	05/30/2023

Students will take part in weekly writing workshops (focus on vocabulary acquisition as well as reading and writing strategies) in grades 9-11	HS ELA Department	09/06/2022	06/30/2023
Teachers will work on unit planning to include: DDI, SMART Goals, Unit Companion Guides (guided notes, study guides), USATP Integration, UDL Integration, PBL Integration, SAS Integration, and SEL Integration	Middle School Teachers and Admin	09/02/2022	07/01/2023
Instructional Coaches will implement the Writing Revolution Literacy Goals	Middle School Teachers and Admin	09/03/2022	07/02/2023
Teachers will focus on Essential Standards using USATP and SAS Integration	Middle School Teachers and Admin	07/01/2022	01/25/2023
Teachers will develop ELA "I-Can" statements and check for understanding during live lesson	Elementary Teachers	09/06/2022	06/30/2023
Students will read ELA "I-Can" statements during Live Lesson	Elementary Principal	09/06/2022	06/30/2023
Students will take part in a weekly ELA workshop in grades 1-5	Elementary Teachers and Students	09/06/2022	06/30/2023
Elementary team will develop a repository of short videos to go over essential skills in ELA	Elementary Teachers and Admin	09/06/2022	06/30/2023
Following each benchmark assessment, teachers within DDI PLC groups analyze individual student scores by comparing to the pre-test and previous benchmark assessment to identify standards and skills of growth and need in order to monitor academic progress with standards based alignment at the individual student level	Teachers, Administrators	09/01/2022	06/30/2032
Following each benchmark assessment, student growth scores are averaged for each grade level to monitor academic progress and standards based alignment at the grade level	Director of Data	09/01/2022	06/30/2023

Math Growth Action Steps	Person(s)/Position Responsible	Start	End
Students will participate in benchmark assessments - Sept	Students and Teachers	09/01/2022	09/30/2022
Students will participate in benchmark assessments - November /December	Students and Teachers	11/01/2022	11/30/2022
Students will participate in benchmark assessments -January/February	Students and Teachers	01/01/2023	01/30/2023
Students will participate in benchmark assessments - May	Students and Teachers	05/01/2023	05/30/2023
Students will participate in Keystone Math Prep program	HS Math Specialists and Teachers	01/25/2023	06/30/2023

Teachers will refine Benchmark exams based on previous year's alignment work.	HS Math Teachers and Administrators	07/08/2022	09/02/2022
Teachers will map where essential standards are covered in course work to better align benchmark data with student course data to support students in their learning	HS Math Teachers and Administrators	07/08/2022	10/28/2022
Teachers will focus on Essential Standards using USATP and SAS Integration including refining benchmark assessments	Middle School Teachers and Admin	08/24/2022	06/30/2023
Teachers will develop Math "I Can" statements and check for understanding during live lesson	Elementary	09/06/2022	06/30/2023
Students will read Math "I Can" statements during Live Lesson	Elementary Principal	09/06/2022	06/30/2023
Students will take part in a weekly Math workshop in grades 1-5	Elementary teachers and students	09/06/2022	06/30/2023
Elementary team will develop a repository of short videos to go over essential skills in Math	Elementary Teachers and Admin	09/06/2022	06/30/2023
Following each benchmark assessment, teachers within DDI PLC groups analyze individual student scores by comparing to the pre-test and previous benchmark assessment to identify standards and skills of growth and need in order to monitor academic progress with standards based alignment at the individual student level	Teachers, Administrators	09/01/2022	06/30/2023
Following each benchmark assessment, student growth scores are averaged for each grade level to monitor academic progress and standards based alignment at the grade level	Director of Data	09/01/2022	06/30/2023
Students will participate in math-focused STEM remediation and enrichment	Director of STEM, STEM Coaches, Math Teachers, Instructional Coaches	08/30/2022	06/30/2023

Progress Monitoring Action Steps	Person(s)/Position Responsible		
September 30 - Students will participate in monthly curriculum based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum) via phone or individual Live Lesson	Students and Teachers	08/27/2022	09/30/2022

Students will learn about expectations through teachers, family mentors, the online learning course and regular communication with Reach staff.	Devin Meza-Rushanan, Dan Ladislaw, and Corey Groff, Principals	09/07/2022	09/30/2022
October 30 - Students will participate in monthly curriculum based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum) via phone or individual Live Lesson	Students and Teachers	10/01/2022	10/30/2022
November 30 -Students will participate in monthly curriculum based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum) via phone or individual Live Lesson	Students and Teachers	11/01/2021	11/30/2022
December 30 - Students will participate in monthly curriculum based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum) via phone or individual Live Lesson	Students and Teachers	12/01/2022	12/30/2023
January 30 - Students will participate in monthly curriculum based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum) via phone or individual Live Lesson	Students and Teachers	01/01/2023	01/30/2023
February 30 - Students will participate in monthly curriculum based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum) via phone or individual Live Lesson	Students and Teachers	02/01/2023	02/28/2023
March 30 - Students will participate in monthly curriculum based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum) via phone or individual Live Lesson	Students and Teachers	03/01/2023	05/30/2023
May 30 - Students will participate in monthly curriculum based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum) via phone or individual Live Lesson	Students and Teachers	04/01/2023	06/30/2023
Students will complete weekly lessons as assigned on student planner.	Principals	09/02/2022	06/04/2023
Freshman Academy: full academic team (core courses) RTII support through small group sessions	9th Grade Assistant Principal and High School Principal	11/01/2022	06/30/2023
Professional Development on effective progress monitoring/CBAs	Assistant Principals/ PD Coordinator/ Instructional Coaches	08/27/2022	09/30/2022
Supervisors will hold monthly supervision meetings and include conversation about monthly contact requirements	Supervisors	10/01/2022	06/30/2023
Logged Contact report will be pulled weekly and sent to supervisors	Director of Data	09/30/2022	06/30/2023

Identify students for Tiered supports based on progress monitoring and benchmarking	Director of MTSS	10/01/2022	05/31/2023
Update written RTI plan for school wide academic interventions	Director of MTSS	10/01/2022	05/31/2023
Credit Recovery teachers will progress monitor CR students during 8 week cycles throughout the school year.	High School Principal	08/25/2022	06/03/2023

Behavior and Participation Action Steps	Person(s)/Position Responsible	Start	End
Update and complete written RTI plan for school wide behavioral interventions	Directors of Family Services	07/30/2022	09/01/2022
Students will participate in back to school STEM focused community events	STEM Coaches and Director of STEM	07/30/2022	10/30/2022
Professional development on collaborative support using RTI framework	PD Coordinator/Director of Family Services/Principals	09/07/2022	10/01/2022
Monthly monitoring of student behavior and participation through CBAs, interim assessments, and lesson completion data . If there are student concerns due to the monitoring process, escalation to a member of the administrative team would occur.	Family mentors, teachers, principals	09/01/2022	09/30/2022
Monthly monitoring of student behavior and participation through CBAs, interim assessments, and lesson completion data If there are student concerns due to the monitoring process, escalation to a member of the administrative team would occur.	Family mentors, teachers, principals	10/01/2022	10/30/2022
Monthly monitoring of student behavior and participation through CBAs, interim assessments, and lesson completion data If there are student concerns due to the monitoring process, escalation to a member of the administrative team would occur.	Family mentors, teachers, principals	11/01/2022	11/30/2022
Monthly monitoring of student behavior and participation through CBAs, interim assessments, and lesson completion data If there are student concerns due to the monitoring process, escalation to a member of the administrative team would occur.	Family mentors, teachers, principals	12/01/2022	12/30/2022

Monthly monitoring of student behavior and participation through CBAs, interim assessments, and lesson completion data If there are student concerns due to the monitoring process, escalation to a member of the administrative team would occur.	Family mentors, teachers, principals	01/01/2023	01/30/2023
Monthly monitoring of student behavior and participation through CBAs, interim assessments, and lesson completion data If there are student concerns due to the monitoring process, escalation to a member of the administrative team would occur.	Family mentors, teachers, principals	02/01/2023	02/28/2023
Monthly monitoring of student behavior and participation through CBAs, interim assessments, and lesson completion data If there are student concerns due to the monitoring process, escalation to a member of the administrative team would occur.	Family mentors, teachers, principals	03/01/2023	03/31/2023
Monthly monitoring of student behavior and participation through CBAs, interim assessments, and lesson completion data If there are student concerns due to the monitoring process, escalation to a member of the administrative team would occur.	Family mentors, teachers, principals	04/01/2023	04/30/2023
Monthly monitoring of student behavior and participation through CBAs, interim assessments, and lesson completion data If there are student concerns due to the monitoring process, escalation to a member of the administrative team would occur.	Family mentors, teachers, principals	05/01/2023	05/31/2023
Monthly monitoring of student attendance	Attendance Team and Family Mentors	09/01/2022	05/31/2023

E. Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document)

Professional Development Activity Name: Effective progress monitoring/CBAs	
Action Step	Professional Development on effective progress monitoring/Curriculum Based Assessment (CBA)
Audience	Instructional Staff
Topics to be Included	Using data to inform progress monitoring, logging progress monitoring, using rich dialogue to identify mastery of student learning during CBA contacts

Evidence of Learning	CBA logs, PD exit ticket	
Material/Resources/Supports Needed	Training Materials, Digital Resources, and Recordings	
Lead Person/Position	Manager of Professional Development	
Anticipated Timeline	08/24/22	Completion:10/31/22

Professional Development Activity Name:Professional development on collaborative support using RTI framework		
Action Step	Professional development on collaborative support using RTI framework	
Audience	Instructional Staff, School Counselors, School Social Workers, and Family Mentor Team	
Topics to be Included	Connection between academic and behavioral intervention program and how staff can best support students using RTI framework	
Evidence of Learning	Exit ticket, Engagement meetings, SST meetings	
Material/Resources/Supports Needed	Training Materials, Digital Resources, and Recordings	
Lead Person/Position	Manager of PD, Director of MTSS, and Directors of Family Services	
Anticipated Timeline	Start: 08/24/22	Completion: 12/31/22

F. *Communications*

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.
(If you need more than the number of tables provided please copy and paste more into the document)

Communication (If you have additional types of Communication please copy and paste additional tables into the document)

Communication Activity Name:	
Action Step	Plan to be posted for public review on Reach's website for 30 days
Audience	Public (Community, Parents, Stakeholders)
Topics to be Included	Comprehensive Support and Improvement Plan for 22-23 SY

Lead Person/Position		
Anticipated Timeline	Start: Click or tap to enter a date.	Completion: Click or tap to enter a date.
Type of Communication		Frequency

Communication Activity Name:		
Action Step	Plan to be reviewed with staff at the beginning of SY 22-23	
Audience	Teachers, Administration, and Staff	
Topics to be Included	Goals, Action Steps, and Professional Development	
Lead Person/Position		
Anticipated Timeline	Start: Click or tap to enter a date.	Completion: Click or tap to enter a date.
Type of Communication		Frequency

Communication Activity Name:		
Action Step	Progress report delivered, shared and discussed at Monday Reach Staff Huddle	
Audience	Teachers, Administration, and Staff	
Topics to be Included	Update on progress towards CSI Plan benchmarks	
Lead Person/Position		
Anticipated Timeline	Start: Click or tap to enter a date.	Completion: Click or tap to enter a date.

Type of Communication		Frequency	

IXL is a **personalized, standards-aligned learning program** that allows each student to work on foundational skill fluency as they progress towards the mastery of more complex concepts aligned to their course content. Each teacher can assign skills & make skill recommendations to the ST using the skill plan. The real-time diagnostic tool supports the development of an **individualized action plan** for each student.

Renewal Proposal

The following quote provides the cost to renew our current licenses and expand the total number of licenses to 1500 for students across grades 3 to 12. This quote will include unlimited school administrator accounts and access to teacher IXL training and support and will further enable us to provide individualized instruction to even more Reach students. The 1500 licenses will be provided for all students in grades 3-12 who receive Tier 3 instruction (supported by a Reading and/or Math Specialist) as well as students with IEPs in the Middle School. Students will practice in IXL both asynchronously and in small group / 1:1 instruction with their teacher.

To support implementation, teachers will receive training on IXL during Back To School Professional Development in the fall of 2022. In addition, the teachers will have access to videos and more training/support in the IXL eLearning Library. This is included in the price of the quote.

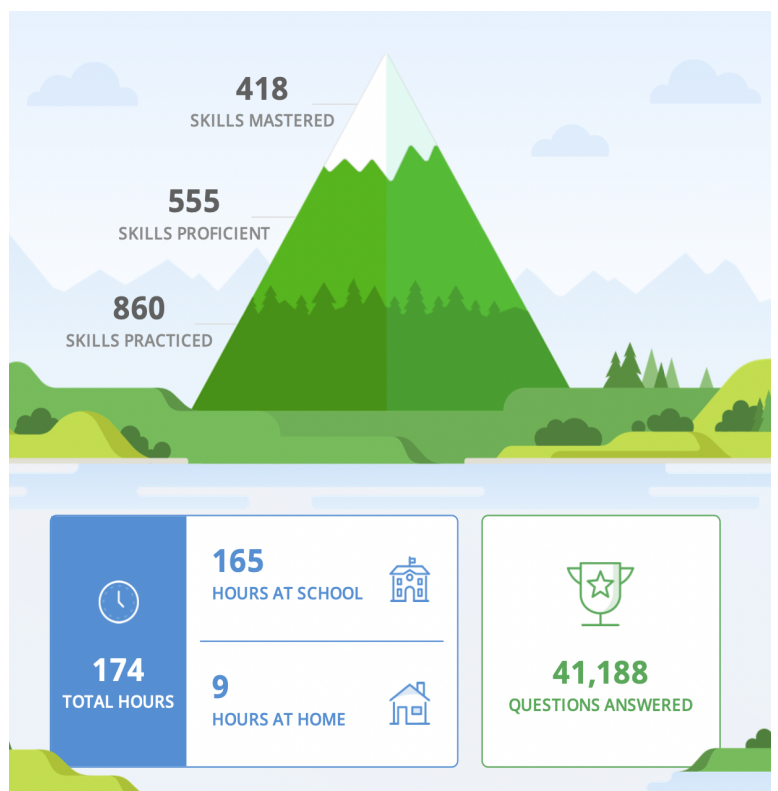# Please click here for the IXL Renewal Quote

Please continue reading for more information on how IXL is currently being used at Reach and the impact that IXL is having on our students..

IXL at Reach

In February 2022, Reach's Reading and Math Specialists in the Middle and High school introduced IXL to their students. We enrolled 250 Tier 3 students in IXL Reading and Math when we noticed a need for our students to have more individualized practice and for teachers to have more data on our students who need the most academic support. **All together, our students have spent over 100+ hours to date in IXL!**

IXL is being used in a variety of ways including Small Group and one on one instruction and by students independently. One great feature of IXL is the class Jamboard, which allows the teacher to quickly pose a problem centered around a specific skill each small group needs and then to have the students share their work and thinking in the Jamboard. IXL also focuses on student proficiency vs. mastery of skills & standards. For each skill, students are assigned a Smart Score which reflects whether the student has reached proficiency (and should continue practice to solidify the skill) or mastery. The Smart Score ensures that each student is working on the skills that they need individually.
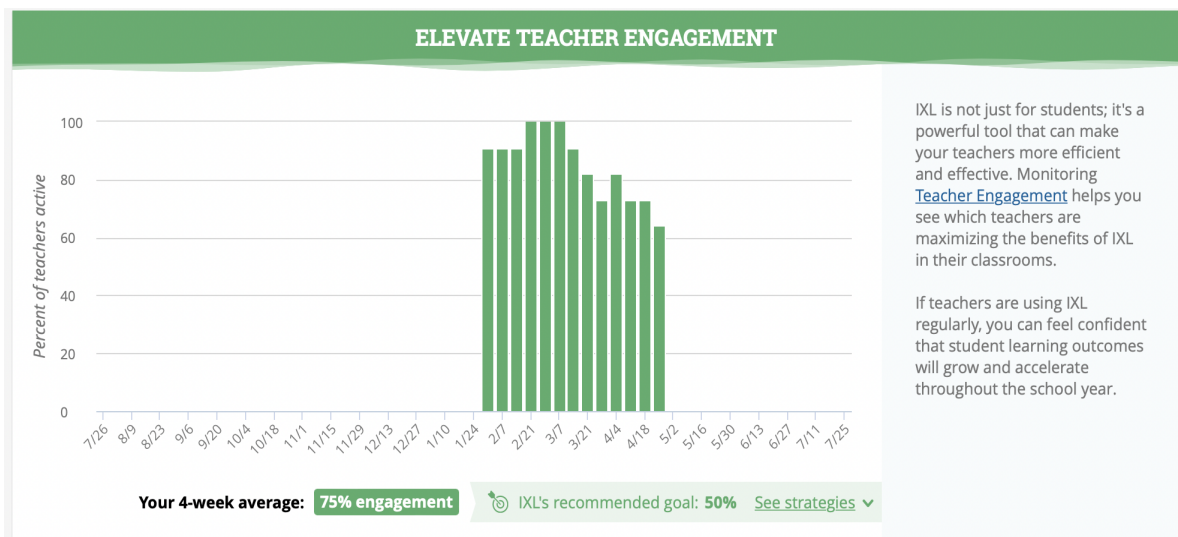

418 SKILLS MASTERED

555 SKILLS PROFICIENT

860 SKILLS PRACTICED

174 TOTAL HOURS

165 HOURS AT SCHOOL

9 HOURS AT HOME

41,188 QUESTIONS ANSWERED

From our students:

What did you like most about IXL Math?

- 89% of students like or love IXL!
- 100% of students surveyed thought that IXL improved their math skills
- "It actually helped me improve my grades. I have had the best math grade this year than I have ever had."
- "It was fun but I also saw it as help and practice for my Connexus lessons too."

From our teachers:

- "I have enjoyed using IXL with my small groups and as a tool to complete practice during 1-1 sessions. The program offers an abundance of practice on skills in different grade levels that allows for individualized learning. My favorite part of IXL is using the Group Jam feature as a teaching tool where I can assist the students in their learning before releasing them to individual practice. The individual practice gives me real-time data and allows me to intervene with the individual student to correct mistakes. The Diagnostic tool is another great feature of the program. I hope to utilize this tool to a greater extent next school year when I can set expectations from the start. "
- "Reports are great and easy to view and understand."
- "The IXL platform allows me to see students' trends as they work on skills in real time, including the question they are working on, which allows me to support them as needed."

ELEVATE TEACHER ENGAGEMENT

IXL is not just for students; it's a powerful tool that can make your teachers more efficient and effective. Monitoring Teacher Engagement helps you see which teachers are maximizing the benefits of IXL in their classrooms.

If teachers are using IXL regularly, you can feel confident that student learning outcomes will grow and accelerate throughout the school year.

Your 4-week average: **75% engagement**   IXL's recommended goal: **50%**   See strategies ⌄

RENEWAL QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 3553187-2022-002-7
DATE: MARCH 31, 2022

TO:
LeeAnn Ritchie
Reach Cyber Charter School
750 E Park Dr Ste 204
Harrisburg, PA 17111

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Scott Aschebrook	A22-3553187	June 5, 2022 – July 1, 2023	April 30, 2022

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	IXL site license (Grades K-12: 1,500 students) Subjects: Math, ELA, Science, and Social studies	$37,125.00	$37,125.00
1	IXL eLearning Library: on-demand professional learning	$2,970.00	$2,970.00
1	IXL Foundations I: Essential Tools for Daily Instruction (90-minute virtual professional learning session)	$495.00	$495.00
1	IXL Foundations II: Strategies for Data-Driven Classrooms (90-minute virtual professional learning session)	$495.00	$495.00
1	Professional Development: Diagnostic Deep Dive *Unlimited instructor accounts included* *Auto-rostering services included*	$495.00	$495.00

SUBTOTAL	$41,580.00
SALES TAX	--
SHIPPING & HANDLING	--
TOTAL DUE	$41,580.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to http://www.ixl.com/po-upload and enter quote # 3553187-2022-002-7. For international accounts, we can accept wire transfers for an additional fee.

SALES CONTRACT
CONTRACT #99907
April 28, 2022

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

CUSTOMER

LeeAnn Ritchie
Reach Cyber Charter School
750 E Park Dr Ste 204
Harrisburg, PA 17111

RENEWAL INFO

Salesperson	Account #	Quote #	Renewal period
Scott Aschebrook	**A22-3553187**	**3553187-2022-002-7**	**Jun 5, 2022 – Jul 1, 2023**

PAYMENT PLAN

Amount	Invoice date
$41,580	**May 31, 2022**
TOTAL	**$41,580**

Price valid until May 31, 2022

ACCEPTANCE OF SALES CONTRACT

This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE _____ **DATE** _____

TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.

2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

   The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

   All checks should be mailed to:
   IXL Learning
   777 Mariners Island Blvd., Suite 600
   San Mateo, CA 94404

   Credit card payments may be made by phone at (855) 255-8800.

   Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.

3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.

4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our websites Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learnings website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

   Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

   If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individuals account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

   If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Childrens Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.

5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.

6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
   a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
   b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.
   c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.
   d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.
   Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTHS FEES.

8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.

9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.

10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.

11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:
Toll-free **(855) 255-8800** | Direct **(650) 372-4300** | E-mail **orders@ixl.com**
Completed sales contracts should be emailed to your sales consultant.

Sales

PREPARED BY & DATE

Andrew Nesselroad

May 6, 2022

Order

Order #1338

PREPARED FOR

Reach Cyber Charter School

Attn: Wyatt Anderson & JD Smith

WHAT'S INCLUDED

- **Over 200 hours** of trouble shooting simulations, assessments, lectures, and coursework

- **Unlimited access** to all current & future catalogs: [Interplay Learning Courses](#)
- **Initial Skills Assessment** – customized training path for every student based on their test results
- **All-access** via PC, iPad/Android tablet, and Virtual Reality (VR headset not required for simulations)
- **Admin portal** for full account visibility - Ability to assign courses and set deadlines for completion
- **Department of Labor** approved for Related Technical Instruction – pertains to apprenticeships
- **NATE and NABCEP** CEU Hours
- **Dedicated Account Manager** assigned for onboarding you, your instructors & students

| Quote Effective until: 05/30/22			
Platform Access	**Quantity**	**Price**	**Total**
Annual Class Account	40 [PAID] Students *Up to 50 Students* Free Instructor Access	$250 ($349)	$10,000 ($20,940)
Implementation & Onboarding	1	$0 ($499)	$0 ($499)

Signature:_____

_____

Title:_____

_____

Date: _____

_____

Career Kit proposal

Product	Price	Qty	Amount
Veterinarian 3+	20	555	$11,100
Mail Carrier 3+	20	692	$13,840
Paleontologist 3+	20	619	$12,380
Fashion Designer	20	600	$12,000
Meteorologist	20	670	$13,400
Environmental Engineer	20	716	$14,320
City Engineer	20	832	$16,640
Total		**4684**	**$93,680**

1. Delivery from China to 1406 Peach St, Erie, PA 16501
2. Payment terms 50% prepayment and 50 % upon delivery
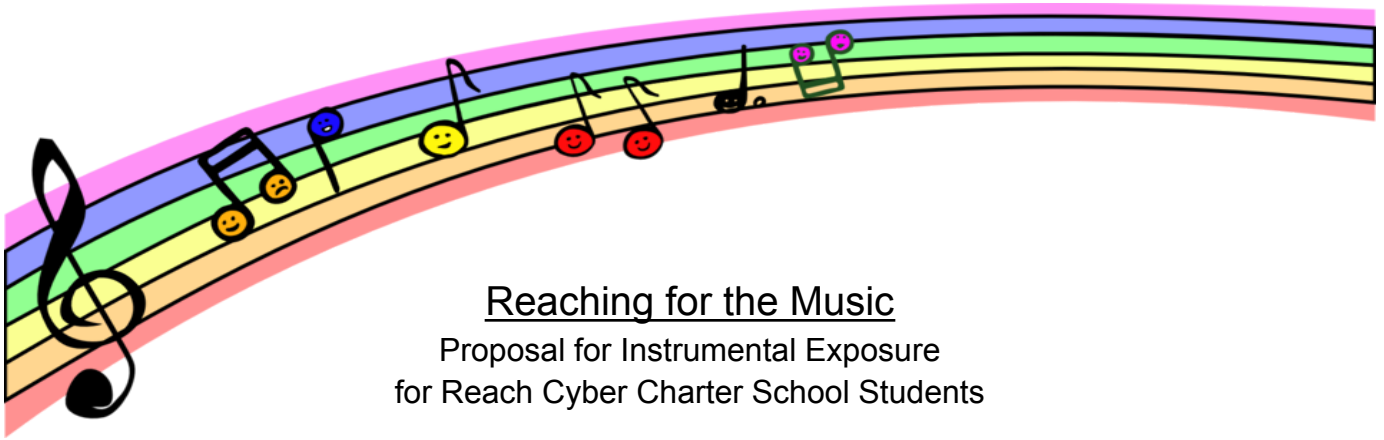
Reaching for the Music
Proposal for Instrumental Exposure
for Reach Cyber Charter School Students

[18 Benefits of Playing a Musical Instrument](#)

Program Goals:
1. Increase enrollment in music classes by communicating with the enrollment and counseling departments and sharing details of the program.
2. Improve student engagement in music class which leads to increased engagement in school.
3. Improve academic performance across the board for Reach students.
4. Continue to provide more opportunities for students at Reach across all disciplines and interests.
5. Purchase different instruments in different grade spans as outlined below to expose students to instrumental music.

2022-2023 School Year Introduction Plan

Instrumental modules will be woven into already established music classes throughout the year using the LMS pilot. Music teachers will create modules over the summer to be paid at summer hourly rate.

K-2 Grade General Music - Purchase Rhythm Kits for each student enrolled in Music
- [movement scarf](#) (1 per student - $33.95/12) $2.83/each
- [Rhythm Sticks](#) (1 set per student) $3.95/set
- [Egg shaker](#) (2 per student -$199.99/80) $5.00/student
- [Glockenspiel](#) (1 per student) $14.05/each
- [Storage Bag](#) (1 per student - $26.99/36) $0.75/each

TOTAL KIT: $26.58 per student plus shipping

3-5 Grade General Music - Recorders
- ■ [Peripole soprano recorder](#) $6.95 each

TOTAL: $6.95 per student plus shipping

6-8 Grade General Music - Ukuleles
- ■ [Makala soprano ukulele pack](#) $79 each (includes bag, tuner, strings)

TOTAL: $79.00 per student plus shipping

Cost based on 21-22 enrollment:

28 students in music k-2:	28 X $26.58 =	$744.24
20 students in music 3-5:	20 x $6.95 =	$139.00
10 students in music 6-8:	10 x $79.00 =	$790.00
	TOTAL:	$1673.24

2023-2024 School Year Plan

- Continue purchase/distribution of basic instruments as outlined above.
- Write additional modules to include advanced skills, Recorder II, Recorder III, Advanced Ukulele, etc.
- Establish grading procedures for MS/HS general music programs based on participation to be included on student transcripts.
- Research keyboarding program for MS
- Research HS guitar program
- Research and plan instrumental programs for MS/HS to prepare for formal music ensembles.

2024-2025 School Year Plan

- Continue purchase/distribution of basic instruments as outlined above.
- Offer MS/HS music ensembles with individual lessons.