

Profile and Plan Essentials

LEA Type		AUN
Charter School		115227871
Address 1		
750 East Park Drive		
Address 2		
Suite 204		
City	State	Zip Code
Harrisburg	PA	17111
Chief School Administrator		Chief School Administrator Email
Ms Jane Swan		jswan@reachcyber.org
Single Point of Contact Name		
Jane Swan		
Single Point of Contact Email		
jswan@reachcyber.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
570-218-8475		
Principal Name		
LeeAnn Ritchie		
Principal Email		
lritchie@reachcyber.org		
Principal Phone Number		Principal Extension
(570) 260-6515		
School Improvement Facilitator Name		School Improvement Facilitator Email
Trevor Saylor		tsaylor@caiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jane Swan	Chief School Administrator	Reach Cyber Charter School	jswan@reachcyber.org
LeeAnn Ritchie	Principal	Reach Cyber Charter School	lritchie@reachcyber.org
Gregory McCurdy	Administrator	Reach Cyber Charter School	gmccurdy@reachcyber.org
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Katherine Rutkowski	Administrator	Reach Cyber Charter School	krutkowski@reachcyber.org
Heather Berger	Parent	Reach Cyber Charter School	newbieacres@gmail.com
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Ronya Balogun	Community Member	Reach Cyber Charter School	heartlikejesus@hotmail.com
Marcella Arline	Board Member	Reach Cyber Charter School	Marcellakate@gmail.com
Mark Bogdan	Teacher	Reach Cyber Charter School	mbogdan@reachcyber.org
Noah Ream	Teacher	Reach Cyber Charter School	nream@reachcyber.org
Alicia Swope	Principal	Reach Cyber Charter School	aswope@reachcyber.org
Trevor Saylor	Other	Capital Area Intermediate Unit 15	tsaylor@caiu.org
Rylee Kresge	Student	Reach Cyber Charter School	rk5021935@student.reachcyber.org
Lily Reed	Student	Reach Cyber Charter School	lr5023673@student.reachcyber.org

LEA Profile

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

Mission and Vision

Mission

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

Vision

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

Educational Values

Students

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

Staff

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

Administration

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

Parents

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

Community

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

Other (Optional)

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Growth and Attainment	The All Student Group met the interim improvement target in 2022-2023 at 16.1%.
Science/Biology	In 2022-2023, the All Student Group met the standard demonstrating growth in science/biology with an academic growth score of 74.3.
Career Standards Benchmark/Industry Based Learning	In the 22-23 School Year, Industry Based Learning was 18.6% and the Percent Career Standards Benchmark was only .5% below the state average.

Challenges

Indicator	Comments/Notable Observations
ELA Proficiency	During the 2022-2023 school year, Reach did not meet or exceed the statewide average of 54.5% (Reach 25.9%)
ELA Growth	During the 2022-2023 school year, Reach did not meet the standard demonstrating growth of 75.4 (Reach = 51.5)
Math Proficiency	During the 2022-2023 school year, Reach did not meet or exceed the statewide average of 38.3% (Reach 7.8%)
Math Growth	During the 2022-2023 school year, Reach did not meet the standard demonstrating growth of 74.9 (Reach =50)

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

Strengths

Indicator	Comments/Notable Observations
Science/Biology Growth ESSA Student Subgroups Students with Disabilities	All Student Group 22-23: 74.3 Growth Score Students with Disabilities 22-23: 76.7 Growth Score Students with Disabilities outperformed the All Student Group in Science/Biology Growth Scores in 2022-2023.

Indicator Four-Year Cohort Graduation Rate ESSA Student Subgroups Hispanic	Comments/Notable Observations Hispanic Students demonstrated a 4-year cohort graduation rate of 91.7% in 2021-2022, outperforming the all student group (87.6%).
Indicator English Language Arts/Literature ESSA Student Subgroups Asian (not Hispanic)	Comments/Notable Observations Asian sub-group (45.5% proficiency) outperformed the All Student Group (25.9% proficiency) and was the only subgroup to meet the interim growth target for ELA.
Indicator English Language Arts/Literature ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged students subgroup (60.3) outperformed the all student group (51.5) in demonstrating growth on ELA statewide assessments.

Challenges

Indicator Science/Biology Growth for Black Students ESSA Student Subgroups African-American/Black	Comments/Notable Observations All Student Group 22-23: 74.3 Growth Score Black Student Group 22-23: 69.3 Growth Score The Black student group did not meet the statewide interim target for growth and had a decrease from previous year.
Indicator English Language Arts/Literature ESSA Student Subgroups American Indian or Alaskan Native	Comments/Notable Observations American Indian/Alaskan Native (10% proficient) significantly underperformed the all student group (25.9% proficient) for ELA growth.
Indicator Math/Algebra 1 ESSA Student Subgroups	Comments/Notable Observations The White sub-group (9.5% proficiency) did not meet the interim target for growth in Math and had a decrease in performance from the previous year.

White	
Indicator Regular Attendance ESSA Student Subgroups Multi-Racial (not Hispanic), English Learners	Comments/Notable Observations Combined Ethnicity/Multi-Racial Subgroup (76.6% regular attendance) and English Learner Subgroup (72.4% regular attendance) underperformed the all student group (80.7%) for Regular Attendance in 22-23.
Indicator N/A - Insufficient Sample Size ESSA Student Subgroups Hawaiian Native/Pacific Islander	Comments/Notable Observations N/A - Reach has an insufficient sample size for this ESSA Subgroup

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.

English Language Growth and Attainment: The All Student Group met the interim improvement target in 2022-2023 at 16.1%.
Science/Biology: In 2022-2023, the All Student Group met the standard demonstrating growth in science/biology with an academic growth score of 74.3.

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.

Math Proficiency: During the 2022-2023 school year, Reach did not meet or exceed the statewide average of 38.3% (Reach 7.8%)
Math Growth: During the 2022-2023 school year, Reach did not meet the standard demonstrating growth of 74.9 (Reach =50)
ELA Proficiency: During the 2022-2023 school year, Reach did not meet or exceed the statewide average of 54.5% (Reach 25.9%)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
<p>Mastery Connect Standards-Based Benchmark Assessments - Students complete an on-grade level standards-based assessment three times per year to drive classroom instruction in preparation for PSSAs and Keystones.</p>	<p>Strengths - Grades 3-5 had the highest overall participation in the benchmark throughout the year, with an average participation score of 64%. 5th grade participation jumped the highest throughout the year from 65% to 81%. Challenges – High school English participation dropped significantly from the beginning of the year from 35% to 26%. For those who did participate, a majority of students scored below mastery, with most students scoring in the near mastery or practicing range. Notable Observations - Students in high school English did show gains in a majority of standards over the year, with a majority of students scoring in the practicing range at the beginning of the year and moving to the near mastery range to exceeds mastery range by the end of the year.</p>
<p>DIBELS - Students complete DIBELS three times per year to assess early literacy skills and intervene with targeted instruction as needed.</p>	<p>Strengths – Grade 4 started the year with the strongest readers, having 34% of readers well below the reading benchmark and 44% at or above the benchmark. Grades K, 1 and 2 showed a significant in increase in scores over the year with fewer students scoring below or near benchmark at the end of the year than the beginning. Challenges - While grades 3 and 4 showed an increase in students who exceeded the benchmark, they also had a significant growth in students who scored well below benchmark levels with the number of students scoring at benchmark also shrinking. Notable Observations – Participation for 5 out of 6 grades was actually largest in the middle of the year window. Grade 5 was the only grade that had consistent participation growth after each window. The rest of the grades grew in participation from fall to winter and then dropped in participation from winter to spring.</p>

English Language Arts Summary

Strengths

<p>DIBELS – Grade 4 started the year with the strongest readers, having 34% of readers well below the reading benchmark and 44% at or above the benchmark.</p>
<p>Mastery Connect Benchmarks - Students in high school English did show gains in a majority of standards over the year, with a majority of students scoring in the practicing range at the beginning of the year and moving to the near mastery range to exceeds mastery range by the</p>

end of the year.

Challenges

DIBLES - While grades 3 and 4 showed an increase in students who exceeded the benchmark, they also had a significant growth in students who scored well below benchmark levels with the number of students scoring at benchmark also shrinking.

Mathematics

Data	Comments/Notable Observations
Mastery Connect Standards-Based Benchmark Assessments - Students complete an on-grade level standards-based assessment three times per year to drive classroom instruction in preparation for PSSAs and Keystones.	Strengths – Participation in the Algebra benchmark rose from 39% in the fall to 63% in the spring. Students showed significant gains in their scores for 9 specific standards with a majority of students scoring higher in the spring than in the fall. Challenges - Overall participation in elementary benchmarks went up from spring to fall but score averages went down with a majority of significant increase showing mastery of skills. Percentages grew at the practicing and mastery levels but percentages at the mastery and exceeds mastery level did not grow and in some cases, even shrank.
IXL Math - Students engage in IXL math as a practice and intervention tool. Students complete the diagnostic assessment and work weekly to remediate personalized skill gaps and practice math skills.	Strengths - 51% of Middle School students are on track to demonstrate at least one year's worth of growth in Math from September to June. Students scoring exceeds or mastery levels in the fall but many more students scoring practicing or near mastery in the spring. Notable Observations – Middle school math showed an increase in participation of at least 10% over the year, but scores did not. Challenges - IXL math has low participation in the middle school, with only 33% of students working regularly in the program. Notable Observations - Third grade has the highest overall participation in IXL (57%) and is also showing over 50% of students on track to grow at least one year's worth of Math skills.

Mathematics Summary

Strengths

IXL - 51% of Middle School students are on track to demonstrate at least one year's worth of growth in Math from September to June.

Mastery Connect Benchmarks - Participation in the Algebra benchmark rose from 39% in the fall to 63% in the spring. Students showed significant gains in their scores for 9 specific standards with a majority of students scoring higher in the spring than in the fall.

Challenges

IXL math has low participation in the middle school, with only 33% of students working regularly in the program.

Science, Technology, and Engineering Education

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

Science, Technology, and Engineering Education Summary

Strengths

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

Challenges

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

Related Academics

Career Readiness

Data	Comments/Notable Observations
Local Career Artifact Collection	As of March 31, 2024, 70% of Reach students in Grades 5, 8, and 11 have demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. 100% of students in grade 5 received career kits used to enhance career focused learning opportunities.
Local STEM Opportunities	100% of students have STEM opportunities and 50% of secondary students participate in advanced STEM courses this school year.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Bucks County Community College

Agreement Type

Program/Course Area

Dual enrollment all appropriate high school/post secondary courses approved

Uploaded Files

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

Partnering Institution

Harrisburg Area Community College

Agreement Type

Program/Course Area

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

Uploaded Files

HACC.pdf

Partnering Institution

Messiah University

Agreement Type

Program/Course Area

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

Uploaded Files

Messiah Dual Enrollment Agreement - Template.pdf

Partnering Institution

Northern PA Regional College

Agreement Type

Program/Course Area

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

Uploaded Files

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

Partnering Institution

East Stroudsburg University

Agreement Type

Statewide Articulation

Program/Course Area

Internships/Student Teaching

Uploaded Files

ESU Agreement.pdf

Partnering Institution

Mercyhurst University

Agreement Type

Dual Credit

Program/Course Area

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

Uploaded Files

Summary

Strengths

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

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

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Reach will continue to expand our career and STEM opportunities for students.

Reach will continue to seek collegiate partnerships to support student growth and opportunities.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
IXL Math: EL students grew an average of 40 points from September to May on local benchmarks in IXL in 2023, while the all student group grew an average of 107 points.	EL students showed less growth on IXL math benchmarks than the all student group.

Students with Disabilities

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

Data	Comments/Notable Observations
IXL Math: Students with disabilities (IEP) grew an average of 113 points from the September to May local benchmarks in IXL math in 2023.	Students with disabilities (113 points) demonstrated more growth than the all student group (107 points) on local math benchmark assessments.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
IXL Math: Students considered economically disadvantaged based on	Students considered economically advantaged grew at a

federal reporting ended the year with an average growth of 105 points in IXL math in 2023.	similar rate than the all student group on local math assessments.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Asian	IXL Math: Yearlong growth average 110, which is slightly above the all student group average of 107 (2023)
Black	IXL Math: Yearlong growth average 83, which is below the all student group average of 107 (2023)
Hispanic	IXL Math: Yearlong growth average 66, which is significantly below the all student group average of 107 (2023)
White	IXL Math: Yearlong growth average 115, which is slightly above the all student group average of 107 (2023)
2 or More Races	IXL Math: Yearlong growth average 90, which is slightly below the all student group average of 107 (2023)
Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander student group demonstrated an above average attendance rate with 98.6% average attendance.
American Indian/Alaskan Native	American Indian/Alaskan Native sub-group has the lowest overall attendance rate in the school with a 89% average daily attendance.

Summary

Strengths

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

Students with disabilities (113 points) demonstrated more growth than the all student group (107 points) on local math benchmark assessments.
Students considered economically advantaged grew at a similar rate than the all student group on local math assessments.
The all student group demonstrated the most growth school-wide on the academic standards aligned with "Numbers and Operations".
IXL Math: White Student Group yearlong growth average 115, which is slightly above the all student group average of 107
IXL Math: Asian student group yearlong growth average 110, which is slightly above the all student group average of 107

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

IXL Math: Hispanic students yearlong growth average 66, which is significantly below the all student group average of 107
EL students showed less growth on IXL math benchmarks than the all student group.
IXL Math: Black student group yearlong growth average 83, which is below the all student group average of 107
Native Hawaiian/Pacific Islander student group demonstrated an above average attendance rate with 98.6% average attendance.

Supplemental LEA Plans

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

Strengths

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

Reach has deployed a new technology solution for students to including laptops, monitors, and writing peripherals during the 23-24 school year.
Reach's CSI and Structured Literacy Plans both prioritize growth in ELA/Reading/Literacy skills and have aligned professional development steps.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

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

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

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

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
English Language Growth and Attainment: The All Student Group met the interim improvement target in 2022-2023 at 16.1%.	False
Science/Biology: In 2022-2023, the All Student Group met the standard demonstrating growth in science/biology with an academic growth score of 74.3.	False
IXL - 51% of Middle School students are on track to demonstrate at least one year's worth of growth in Math from September to June.	False
DIBELS – Grade 4 started the year with the strongest readers, having 34% of readers well below the reading benchmark and 44% at or above the benchmark.	False
Mastery Connect Benchmarks - Students in high school English did show gains in a majority of standards over the year, with a majority of students scoring in the practicing range at the beginning of the year and moving to the near mastery range to exceeds mastery range by the end of the year.	False
Mastery Connect Benchmarks - Participation in the Algebra benchmark rose from 39% in the fall to 63% in the spring. Students showed significant gains in their scores for 9 specific standards with a majority of students scoring higher in the spring than in the fall.	False
STEM focused project based learning activities, STEM camps, STEM boxes, career experiences, and career kits K-5 contribute to the mission and vision of Reach.	False
Reach is demonstrating growth on both internal benchmark assessments and statewide standardized assessments.	False
STEM focused curriculum dedicated to providing students with project based learning.	False
Students considered economically advantaged grew at a similar rate than the all student group on local math assessments.	False
The all student group demonstrated the most growth school-wide on the academic standards aligned with "Numbers and Operations".	False
LMS Coursework - 100% of middle school students were enrolled in the middle school STEM elective.	False
IXL Math: White Student Group yearlong growth average 115, which is slightly above the all student group average of 107	False

30% of Biology students demonstrate that they are exceeding mastery on Standard BIO.A.1.1.1(Describe the characteristics of life shared by all prokaryotic and eukaryotic organisms.)	False
Reach has articulation agreements with multiple institutions across the state, providing opportunities for enrichment and diverse student learning.	False
Implement evidence-based strategies to engage families to support learning	True
STEM	True
Identify and address individual student learning needs	True
Students with disabilities (113 points) demonstrated more growth than the all student group (107 points) on local math benchmark assessments.	False
Career Pathways	True
Reach has deployed a new technology solution for students to including laptops, monitors, and writing peripherals during the 23-24 school year.	False
IXL Math: Asian student group yearlong growth average 110, which is slightly above the all student group average of 107	False
Reach's CSI and Structured Literacy Plans both prioritize growth in ELA/Reading/Literacy skills and have aligned professional development steps.	False

Challenges

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

Strength	Check for Consideration in Plan
Math Proficiency: During the 2022-2023 school year, Reach did not meet or exceed the statewide average of 38.3% (Reach 7.8%)	False
Math Growth: During the 2022-2023 school year, Reach did not meet the standard demonstrating growth of 74.9 (Reach =50)	False
Reach students in grades K-9 have demonstrated higher participation and engagement in school-sponsored STEM-based programs than students in grades 10, 11 , and 12.	False
ELA Proficiency: During the 2022-2023 school year, Reach did not meet or exceed the statewide average of 54.5% (Reach 25.9%)	False
IXL math has low participation in the middle school, with only 33% of students working regularly in the program.	False
DIBLES - While grades 3 and 4 showed an increase in students who exceeded the benchmark, they also had a	False

significant growth in students who scored well below benchmark levels with the number of students scoring at benchmark also shrinking.	
IXL Math: Hispanic students yearlong growth average 66, which is significantly below the all student group average of 107	False
Improvement of schoolwide positive behavior interventions and supports through family mentor team	False
Reach will continue to expand our career and STEM opportunities for students.	False
Reach faces teacher shortage issues in hiring and retaining certified special education teachers during the school year.	False
EL students showed less growth on IXL math benchmarks than the all student group.	False
IXL Math: Black student group yearlong growth average 83, which is below the all student group average of 107	False
Native Hawaiian/Pacific Islander student group demonstrated an above average attendance rate with 98.6% average attendance.	False
17% of Biology Students are "Well below" mastery on Biology Standard BIO.A.2.2.3	False
Reach will continue to seek collegiate partnerships to support student growth and opportunities.	False
Aligning curriculum, instruction	True
Continuing to build out a comprehensive MTSS program	True
Identify professional learning needs through analysis of a variety of data	False
Act 158 Graduation Pathways	True

Most Notable Observations/Patterns

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

Detailed analysis of performance on state academic standards for all applicable student subgroups based on PA Future Ready and Local Data: PA Future Ready Data: In areas of strength, Black students outperform the all-student group for cohort graduation rate and Reach's Asian subgroup is outperforming the all-student group for ELA proficiency. Additionally, we find it to be a strength for our EL population that they are approaching the same ELA proficiency as the all-student group, demonstrating that they are nearly performing at the same level as their native speaking peers. Although these are two bright spots for ELA, students with disabilities sub-group are shown to be performing lower than the all-student group in ELA, which provides an opportunity for growth in this area. Reach also sees areas of need in Science/Biology for the sub-groups of Hispanics and Two or More Races. Additionally, we believe there is a need to support economically disadvantaged students' sub-group, as they demonstrated a decrease in math proficiency. Local Assessment Data Analysis: For the 2024-2025 school year, Reach has indicated a priority challenge for ELA and Math growth, including continuing to focus on implementing a system of MTSS and aligning curriculum. Inequity between student group growth in IXL math can be seen in the data noted within this plan, and we

intend to address those challenges through the use of MTSS. MTSS is one of the priorities checked for consideration in this plan, and Reach believes that continuing to invest in a strong MTSS program can help provide equitable access to education for all students, including the student subgroups as identified in 1111(c)(2). Through these efforts, Reach continues to foster a culture of high expectations for success for all students, educators, families, and community members through empowered leadership and personalized learning. Notably, Reach has transitioned away from Pearson and is now implementing a new curriculum that is fully aligned to the Pennsylvania state standards, as well as utilizing a new LMS and SIS. We will continue to make adjustments to those systems to use high quality effective instructional technology tools.

Analyzing (Strengths and Challenges)

Analyzing Challenges

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

Analyzing Strengths

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

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Essential Practice #1: Align curriculum, assessment, and instruction: If instruction gives all students an equitable opportunity to succeed, then students will be able to access content, engage with it, and be successful.
	Essential Practice #13 MTSS: If we learn to more effectively collect and analyze data based on students' individual needs and align effective strategies to identified needs, then our students will succeed.

Goal Setting

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

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

Outcome Category

English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students will meet or exceed 40.5% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains.			
Measurable Goal Nickname (35 Character Max)			
ELA State Test Growth Goal			
Target Year 1	Target Year 2	Target Year 3	
		Students will meet or exceed 40.5% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of teachers will administer the baseline benchmark assessment.	20% of students will demonstrate proficiency on grade level assessments.	30% of students will demonstrate proficiency on grade level assessments.	Students will meet or exceed 40.5% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains.

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

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

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)			
At least 85% of students are meeting T1 targets for curriculum based assessments.			
Measurable Goal Nickname (35 Character Max)			
Tiered Supports			
Target Year 1	Target Year 2	Target Year 3	
At least 85% of students are meeting T1 targets for curriculum based assessments.	At least 85% of students are meeting T1 targets for curriculum based assessments.	At least 85% of students are meeting T1 targets for curriculum based assessments.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 50% of students are meeting 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 85% of students are meeting T1 targets for curriculum based assessments.

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

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

Action Plan

Measurable Goals

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

Action Plan For: Universal Design for Learning

Measurable Goals:
<ul style="list-style-type: none"> 95% of graduating students will complete statewide high school graduation requirements prior to completing their 12th grade year. By the conclusion of the 24/25 SY, 87% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards 100% of Full Academic Year students will demonstrate active engagement in their schoolwork through lesson completion and monthly contacts. Students will meet or exceed 40.5% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains. Students will meet or exceed 17.9% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains. At least 85% of students are meeting T1 targets for curriculum based assessments.

Action Step		Anticipated Start/Completion Date	
The Career Experience Team will provide 1 after school information session for high school Caretakers and students to learn about current Industry/Work-Based Learning programs.		2024-09-10	2024-11-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Career Readiness	Career Opportunity Resources, Zoom	No	Yes
Action Step		Anticipated Start/Completion Date	
State test data will be analyzed for proficiency including grade, teacher, years enrolled, subgroup, site location, live lesson attendance, pass rate		2024-07-01	2024-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Data and Assessment, Data Coordinator	State test scores, excel, Linkit	No	No
Action Step		Anticipated Start/Completion Date	
Refresher training provided to staff on using data driven instruction in PLCs		2024-08-21	2024-10-18

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Data Coordinator	Data Templates and Tools	Yes	No
Action Step		Anticipated Start/Completion Date	
Vertical alignment meeting between adjacent grades held at beginning of year.		2024-08-21	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Curriculum alignments	No	No
Action Step		Anticipated Start/Completion Date	
Vertical alignment meeting between adjacent grades held at end of year.		2025-04-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Curriculum alignments	No	No
Action Step		Anticipated Start/Completion Date	
Parent, Student and Staff Committee meetings held on STEM implementation		2024-09-03	2025-01-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of STEM	STEM Resouces, Camps, and Club information	No	Yes
Action Step		Anticipated Start/Completion Date	
Parent information sessions will be held to education families about the statewide graduation requirements		2024-09-03	2024-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High School Principal	ACT 158 information	No	Yes
Action Step		Anticipated Start/Completion Date	
UFLI Literacy Training for K-2 Teachers		2024-08-21	2024-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Director of Teaching and Learning	UFLI Manuals	Yes	No
Action Step		Anticipated Start/Completion Date	
K-12 Literacy Training and Coaching Sessions		2024-08-20	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Director of Teaching and	K-12 Literacy Coaching Sessions	Yes	No

Learning			
Action Step		Anticipated Start/Completion Date	
Career artifact information sessions held for K-8 families by career exploration team		2024-09-20	2024-11-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Careers/EDIB	Career Kits	No	Yes
Action Step		Anticipated Start/Completion Date	
Career Kits mailed to all students in grades K-8		2024-07-01	2024-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Careers/EDIB	Career Kits	No	No
Action Step		Anticipated Start/Completion Date	
Reach leadership team will take the PA Science of Reading Knowledge course, offered through PaTTan, in July 2024.		2024-07-01	2024-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Director of Teaching and Learning	Coursework from PaTTan	Yes	No
Action Step		Anticipated Start/Completion Date	
K-8 teachers will take the PA Science of Reading Knowledge course, offered through PaTTan, in June and July 2024.		2024-09-03	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Director of Teaching and Learning	Coursework from PaTTan	Yes	No
Action Step		Anticipated Start/Completion Date	
The secondary 9-12 teachers will take the SAS structured literacy course in the fall		2024-09-03	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer, Director of Teaching and Learning	Coursework from PaTTan	Yes	No

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

Measurable Goals:	
<ul style="list-style-type: none"> 95% of graduating students will complete statewide high school graduation requirements prior to completing their 12th grade year. By the conclusion of the 24/25 SY, 87% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards 100% of Full Academic Year students will demonstrate active engagement in their schoolwork through lesson completion and monthly contacts. Students will meet or exceed 40.5% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains. Students will meet or exceed 17.9% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains. At least 85% of students are meeting T1 targets for curriculum based assessments. 	

Action Step		Anticipated Start/Completion Date	
Orientation sessions will be offered during the day and evening hours for families to learn Reach policies and system navigation.		2024-09-03	2024-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors of Family Services and Director of Teaching and Learning	Zoom, Canvas, Support Materials	No	Yes
Action Step		Anticipated Start/Completion Date	
SEL Training/Trauma Informed School Training		2024-08-20	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
SEL Committee/ Counselors	SEL/Trauma Informed School Learning Materials	Yes	No

Action Step		Anticipated Start/Completion Date	
New staff will be trained in LMS and SIS navigation and tools		2024-08-20	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Manager of Professional Development and Manager of Student Accounts	Canvas, Focus	Yes	No
Action Step		Anticipated Start/Completion Date	
Mid-Year Monitoring of staff contacts to ensure connections are being made with students at-least monthly		2025-01-01	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Directors of Family Service, Data Coordinator	Contact List	No	No
Action Step		Anticipated Start/Completion Date	
Student Internet Safety Trainings for families		2025-02-03	2025-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Safety	Linewize for parents	No	Yes
Action Step		Anticipated Start/Completion Date	
All staff will participate in beginning of year professional development conference to include SEL initiatives on supporting the whole student		2024-08-21	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Hotel Conference Center, Zoom	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
If we learn to more effectively collect and analyze data based on students' individual needs and align effective strategies to identified needs, then our students will succeed.	The Director of Data and Assessment will provide a regular update of CSI goal progress and KPIs to the senior leadership team. KPI data on CSI goal progress with be shared with the whole staff at the weekly all-school meeting on Mondays. Data dashboarding and Canvas analytics tools will be used to track progress on benchmark growth and artifact collection.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Director of MTSS salary to implement and oversee a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring and assessment to identify next steps for instruction for students across all tiers.	<ul style="list-style-type: none"> Universal Design for Learning 	Salary	1	100000
Director of MTSS benefits to implement and oversee a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring and assessment to identify next steps for instruction for students across all tiers.	<ul style="list-style-type: none"> Universal Design for Learning 	Benefits	1	13000
Salaries for three middle school and two elementary	<ul style="list-style-type: none"> Universal Design for Learning 	Salary	1	247749

math intervention specialists to implement MTSS strategies to improve outcomes for struggling math students.				
Benefits for three middle school and two elementary math intervention specialists to implement MTSS strategies to improve outcomes for struggling math students.	<ul style="list-style-type: none"> Universal Design for Learning 	Benefits	1	68000
Total Expenditures				428749

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Universal Design for 	Salaries for 9 secondary	441652

	Learning	teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in math.	
Instruction	<ul style="list-style-type: none"> Universal Design for Learning 	Benefits/retirement/taxes for 9 secondary teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in math.	163411
Instruction	<ul style="list-style-type: none"> Universal Design for Learning 	Salaries for 5 secondary teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in ELA.	278181
Instruction	<ul style="list-style-type: none"> Universal Design for Learning 	Benefits/retirement/taxes for 5 secondary teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in ELA.	102927
Instruction	<ul style="list-style-type: none"> Universal Design for 	Salaries for 6 elementary	325333

	Learning	teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in ELA and Math.	
Instruction	<ul style="list-style-type: none"> Universal Design for Learning 	Benefits/retirement/taxes for 6 elementary teachers at 1.0 FTE each providing supplemental interventions and additional instructional support for students who are at risk of not succeeding in ELA and Math.	120373
Other Expenditures	<ul style="list-style-type: none"> Social Emotional Learning 	health and behavioral supports.	411113
Other Expenditures	<ul style="list-style-type: none"> Social Emotional Learning 	Benefits/retirement/taxes for 6 intervention specialists, 1 manager of counseling and 1 school counselor at 1.0 FTE each providing supplemental college and career readiness advising, additional support with onboarding and orientation, credit and transcript reviews, course	152112

		selection, and intervention support and progress monitoring in collaboration with teachers. Counselors also provide supplemental mental health and behavioral supports.	
Other Expenditures	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Salaries for 2 Truancy officers at 1.0 FTE each providing supplemental supports and services to for students at risk of truancy and/or with low attendance to get them track.	107047
Other Expenditures	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Benefits/retirement/taxes for 2 Truancy officers at 1.0 FTE each providing supplemental supports and services to for students at risk of truancy and/or with low attendance to get them track.	39607
Other Expenditures	<ul style="list-style-type: none"> • Social Emotional Learning 	Salaries for 2 social workers at 1.0 FTE each responsible for implementing supplemental programs for stdts and families for interpersonal adjustment issues, working with	109020

		school teams to ID at risk stdts and ensure access to supplemental school and community resources to remove barriers to attendance and academic success; dropout prevention initiatives; coordinating w/staff and families to advance understanding of emotional and social development.	
Other Expenditures	<ul style="list-style-type: none"> Social Emotional Learning 	Benefits/retirement/taxes for 2 social workers at 1.0 FTE each responsible for implementing supplemental programs for stdts and families for interpersonal adjustment issues, working with school teams to ID at risk stdts and ensure access to supplemental school and community resources to remove barriers to attendance and academic success; dropout prevention initiatives; coordinating w/staff and families to advance understanding of emotional and social development.	40337
Other Expenditures	<ul style="list-style-type: none"> Universal Design for 	Salaries for 9 Family	418000

	<ul style="list-style-type: none"> Learning Social Emotional Learning 	Mentors at 1.0 FTE each identifying students and families at risk, working with those students and families via house-visits, phone calls, virtual meetings, etc. to develop positive relationships, mentor students and families, and keep students and families engaged and on track for success.	
Other Expenditures	<ul style="list-style-type: none"> Universal Design for Learning Social Emotional Learning 	Benefits for 9 Family Mentors at 1.0 FTE each identifying students and families at risk, working with those students and families via house-visits, phone calls, virtual meetings, etc. to develop positive relationships, mentor students and families, and keep students and families engaged and on track for success.	163769
Other Expenditures	<ul style="list-style-type: none"> Universal Design for Learning Social Emotional Learning 	Stipends for community coordinators who meet throughout the year and plan parent/family engagement and involvement activities above and beyond required parent meetings.	33616

		Budget also includes potential expenses for venue rentals for events, travel costs, etc. for community coordinators and teachers for parent/family activities and events.	
Other Expenditures	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Homeless set-aside to be used for data plans/internet services and/or MiFis/wireless Hotspots to ensure student access to curriculum.	5000
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Transfer to Title I from Title II. Salaries for 4 additional Family Mentors at 1.0 FTE each identifying students and families at risk, working with those students and families via house-visits, phone calls, virtual meetings, etc. to develop positive relationships, mentor students and families, and keep students and families engaged and on track for success.	168292
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Universal Design for Learning • Social Emotional Learning 	Transfer to Title I from Title II. Benefits for 4 additional Mentors at 1.0 FTE each identifying	59950

		students and families at risk, working with those students and families via house-visits, phone calls, virtual meetings, etc. to develop positive relationships, mentor students and families, and keep students and families engaged and on track for success.	
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Universal Design for Learning 	Transfer to Title I from Title IV. Salaries for 2 reading intervention specialists 1.0 FTE each providing supplemental instructional support and additional academic interventions and differentiated instruction to students at risk of not succeeding.	90000
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Universal Design for Learning 	Transfer to Title I from Title IV. Benefits/retirement/taxes for 2 reading intervention specialists 1.0 FTE each providing supplemental instructional support and additional academic interventions and differentiated instruction to students at risk of not succeeding.	20912

Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Universal Design for Learning 	Transfer to Title I from Title IV. Salaries for 2 math intervention specialists 1.0 FTE each providing supplemental instructional support and additional academic interventions and differentiated instruction to students at risk of not succeeding.	90000
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Universal Design for Learning 	Transfer to Title I from Title IV. Benefits/retirement/taxes for 2 math intervention specialists 1.0 FTE each providing supplemental instructional support and additional academic interventions and differentiated instruction to students at risk of not succeeding.	20912
Total Expenditures			3361564

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Universal Design for Learning	Refresher training provided to staff on using data driven instruction in PLCs
Universal Design for Learning	UFLI Literacy Training for K-2 Teachers
Universal Design for Learning	K-12 Literacy Training and Coaching Sessions
Universal Design for Learning	Reach leadership team will take the PA Science of Reading Knowledge course, offered through PaTTan, in July 2024.
Universal Design for Learning	K-8 teachers will take the PA Science of Reading Knowledge course, offered through PaTTan, in June and July 2024.
Universal Design for Learning	The secondary 9-12 teachers will take the SAS structured literacy course in the fall
Social Emotional Learning	SEL Training/Trauma Informed School Training
Social Emotional Learning	New staff will be trained in LMS and SIS navigation and tools
Social Emotional Learning	All staff will participate in beginning of year professional development conference to include SEL initiatives on supporting the whole student

Social Emotional Learning Professional Development

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

Lead Person/Position	Anticipated Start	Anticipated Completion
SEL Team, Manager of Professional Development	2024-08-20	2024-08-30

Learning Format

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

Structured Literacy Training

Action Step		
<ul style="list-style-type: none"> UFLI Literacy Training for K-2 Teachers 		
Audience		
Teachers, ESL teachers, and specialists		
Topics to be Included		
UFLI Training for K-2 teachers on phonics instruction		
Evidence of Learning		
Student logs, PD exit ticket, Lesson plans reflecting structured literacy components/standards		
Lead Person/Position	Anticipated Start	Anticipated Completion
Manager of Professional Development, Literacy Coaches, Instructional Coaches	2024-08-26	2024-08-30

Learning Format

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

Language and Literacy Acquisition for All Students (ACT 48)

Action Step
<ul style="list-style-type: none"> K-12 Literacy Training and Coaching Sessions

Audience		
Teachers, ESL teachers, and specialists		
Topics to be Included		
Literacy Coaches will provide training on Language and Literacy Acquisition for All Students at each school level as appropriate (Elem, Middle and High), including special education k-12 structured literacy components, to appropriate teachers, ESL teachers, and specialists.		
Evidence of Learning		
Student logs, PD exit ticket, Lesson plans reflecting structured literacy components/standards		
Lead Person/Position	Anticipated Start	Anticipated Completion
Manager of Professional Development, Literacy Coaches, Instructional Coaches	2024-08-20	2024-12-20

Learning Format

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

Trauma Informed Training (ACT 18)

Action Step		
<ul style="list-style-type: none"> SEL Training/Trauma Informed School Training 		
Audience		
All school staff		
Topics to be Included		
6 pillars of trauma-informed school (safety, trustworthiness, choice, collaboration, and empowerment)		
Evidence of Learning		
Exit Ticket		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of School Counseling, Manager of Professional Development	2024-08-26	2024-10-25

Learning Format

Type of Activities	Frequency
Workshop(s)	One hour annually
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings
At Least 1-hour of Trauma-informed Care Training for All Staff

Communications Activities

Parent, Student and Staff Committee meetings held on STEM implementation

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none">Parent, Student and Staff Committee meetings held on STEM implementation	Parents, Students and Staff	Evaluation of current STEM opportunities and feedback on how to improve STEM at Reach	Director of STEM	09/03/2024	11/22/2024
Communications					
Type of Communication			Frequency		
Webinar			Once		

Statewide Graduation Requirements					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Parent information sessions will be held to education families about the statewide graduation requirements 	High School Families	Act 158 and statewide graduation requirements overview and how students can fulfill them at Reach	High School Principal	09/03/2024	12/20/2024
Communications					
Type of Communication			Frequency		
Webinar			Twice		
Email			Once		
Posting on district website			On Going		

Family Orientation Sessions					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Orientation sessions will be offered during the day and evening hours for families to learn Reach policies and system navigation. 	Orientation sessions will be offered during the day and evening hours for families to learn Reach policies and system navigation	How to be successful at Reach including lesson completion, live lessons, curriculum, attendance, state testing, benchmarking.	Family Mentors	09/03/2024	10/04/2024
Communications					
Type of Communication			Frequency		
Presentation			On Going for New Students		
Other			Recording made available for those who do not attend		

Industry/Work-Based Learning programs					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> The Career Experience Team will provide 1 after school information session for high school Caretakers and students to learn about current Industry/Work-Based Learning programs. 	High School Students and Caretakers	The Career Experience Team will provide information session for high school Caretakers and students to learn about current Industry/Work-Based Learning programs at Reach	Director of Career Readiness	09/03/2024	12/20/2024
Communications					
Type of Communication			Frequency		
Webinar			At least once		

Internet Safety for Students					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Student Internet Safety Trainings for families 	Students and families	Using the Reach internet safety tools for safe internet usage	Director of Student Safety	02/03/2025	03/28/2025
Communications					
Type of Communication			Frequency		
Presentation			At least once		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date