

Provident CS

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Provident Charter School		102027560
Address 1		
1400 Troy Hill Road		
Address 2		
Pittsburgh		
City	State	Zip Code
Pittsburgh	PA	15212
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LEA Profile

The educational community at Provident Charter consists of students in grades 2-8 who come from over 40 districts in the surrounding Pittsburgh area. As a mission driven, brick and mortar charter school, designed to serve students with dyslexia, about 70-75% of our enrolled students have IEPs and receive specially designed instruction. Annual surveys from families have consistently revealed satisfaction rates between 96-98%. Strengths include a well thought out service delivery model that prioritizes reading intervention, while also providing varied and multiple opportunities for experiential or hands on learning opportunities. Challenges include enrolling 50-60 new students in grades 2-7 each year who often are non readers and maintaining teacher training that is specialized to remediate dyslexia.

PCS Central 2025-26 School Year						
Grade	% White	% Minority (non-white)	% Male	% Female	% PPS	% Free & Reduced Lunch
2	33	67	71	29	67	67
3	60	40	52	48	58	54
4	43	57	44	56	54	59
5	68	32	48	52	48	66
6	58	42	45	55	57	48
7	70	30	47	53	45	51

8	69	31	64	36	50	44
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Mission and Vision

Mission

Provident Charter School is designed for children with dyslexia and other language-based learning differences to access their potential by providing a high quality, well-rounded education that is delivered through multi-sensory instructional methods and individual learning plans. Our students move into high school prepared to succeed and confident in their own abilities.

Vision

Provident Charter School provides a rich learning community where all students are welcome, children overcome dyslexia, build a strong academic foundation, discover and develop their talents and prepare for their future.

Educational Values

Students

What is the expectation for students to help the LEA attain the mission and vision? Students need to attend school regularly, and follow the Provident Charter School ethos; that being, "PCS students practice perseverance, compassion, and self-control" as they engage with teachers who provide multi-sensory learning opportunities each day. If they are able to persevere through remediation and overcome obstacles related to dyslexia, then they will achieve the PCS mission and vision and truly be prepared for high school and their future. As PCS is entering its second decade of existence, an emphasis on student agency and engagement through instructional discourse will be prioritized.

Staff

What is the expectation for staff to help the LEA attain the mission and vision? PCS staff are expected to believe that all students regardless of learning differences, culture, race, gender can learn and reach their goals through access to a rigorous and structured curriculum, delivered by well-trained instructors, who participate in ongoing professional development. Staff members and building leadership are partners with families and participate in equitable decision-making. Staff are results oriented, and believe success is achievable through team work and collaborative relationships. Staff celebrate diversity and multiple perspectives, bullying and intolerance is not accepted, and relationship building is valued.

Administration

What is the expectation for administration to help the LEA attain the mission and vision? The PCS administration believe that all students regardless of learning differences, culture, race, gender can learn and reach their goals through access to a rigorous and structured curriculum. Equitable decision-making through a partnership between staff, families and building leadership is prioritized. Administrators and staff are results oriented, and believe success is achievable through team work and collaborative relationships. Diversity and multiple perspectives is celebrated, bullying and intolerance is not accepted, and relationship building is valued. In addition to the previously listed staff values, school administration values prioritizing best interests of students when making decisions. Administration highly values the use of data and technology to support students and families.

Parents

What is the expectation for parents and families to help the LEA attain the mission and vision? PCS families are, and should continue to be, supportive of multi-sensory education, and other school initiatives. Families want to be represented, heard, as well as hear about progress on child's success and/or needs. Families recognize that there are needs that extend beyond reading remediation. They see a need for an understanding and prioritization to improve Executive Functioning, time management and organization of materials. This should be a collaborative effort and will help to prepare students for the future.

Community

What is the expectation for community members to help the LEA attain the mission and vision? Partnerships with community groups can help provide multi-sensory or experiential learning opportunities. These partnerships are also valued because they often are mutually beneficial and have the potential to provide authentic civics lessons. Awareness of community groups and their roles helps prepare our students for their future. PCS has participated in community art events, as well as local community clean ups and food drives. Once a month, the school has a food pantry that is open to families, staff as well as the larger community.

Other (Optional)

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Career and College Readiness - 100% completion	PCS had 100% completion.
There was an upward trend in ELA and Math PSSA scores up until the 24-25 school year.	The amount of proficient and advanced scores increased between 21-22 and 23-24 school years.
At one point, the all student group exceeded the statewide growth in ELA and Science. The growth in math was within 10 points of the statewide average.	The qualitative data (from teachers and formative assessments) as well as the state assessments in both achievement and growth indicate that math instruction should be prioritized.

Challenges

Indicator	Comments/Notable Observations
PCS is still considerably below the statewide average in ELA.	21.1% in 23-24, 12.4% in 24-25
PCS is also considerably below the statewide average in Math.	15.1 % in 23-24 11.6% in 24-25
While there was an upward trend in PSSA scores prior to the 24-25 school year, this past year's PSSA scores had a significant decline.	This was the first year all students moved to digital assessment for state assessments. This could account for some of the decline in scores.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator Growth of ELA PSSA scores prior to the 24-25 school year ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Each student group increased their percentage of proficient or advanced for three consecutive years. There was a 21% increase in Vocabulary for grades 3-5 improving from 27%-48%.
Indicator Growth of Math PSSA scores ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Students with Disabilities	Comments/Notable Observations These student groups increased their growth percentages from 2021-2024. The Economically Disadvantaged group did not show an increase.
Indicator Growth of Science scores ESSA Student Subgroups	Comments/Notable Observations These student groups increased their growth scores from 2021-2023. White and Asian students did not.

African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities	
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Challenges

Indicator Math PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations The number of proficient or advanced economically disadvantaged students decreased. After 3 years of upward trends in proficient and advanced, the 24-25 tests showed a decrease to 11.6%.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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

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

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

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

Career and College Readiness - 100% completion
All Student data for this LEA continues to show growth as opposed to achievement as measured by PSSAs.

Challenges

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

PCS is also considerably below the statewide average in Math and ELA.
Economically disadvantaged and students with disabilities show less achievement than the other student groups.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Firefly	Performance is similar to PSSA scores, but we are able to use data to address specific standards.
Woodcock Reading Mastery	This was historically a valuable tool - an individually administered assessment that is untimed. We are questioning the reliability of scorers since we have so many at this time. We also wonder if the end of the year is not the best time for administering.
Dibels	Our students show consistent growth in fluency.

English Language Arts Summary

Strengths

While our students may not be at grade level, or show high achievement scores, their growth is evident and consistent with all student groups.
Typically our January benchmark data is best for Dibels - fluency and MAZE, Across grade levels, we do see significant movement from students who need "intensive" remediation in the fall to them being on target in January or the spring.
Our students have slightly higher achievement scores in all tested subjects, and considerably higher growth scores. Students enter as non readers and learn to read proficiently before returning to their home districts.

Challenges

We would like to see greater improvement in more generalized reading measures that are closer to grade level. Advanced literacy skills include improved writing/composition skills. Growth is a positive prerequisite - but we want more than just growth.
One challenge that will continue is the fact that we still enroll 50-60 non reading students in grades 2-7 each year. These deficits often require several years to remediate and that prevents high achievement on grade level reading assessments.
Improving attendance will also contribute to student growth, as well as our vision that they hone their strength areas while enrolled with us.

Mathematics

Data	Comments/Notable Observations
Firefly	Performance is similar to PSSA scores, but we are able to use data to address specific standards.
Criterion referenced Math Benchmark Assessments	These may be too long for our population; they have been given in several sessions.

Mathematics Summary

Strengths

A large group of our math teachers have been participating in cohort trainings based on current Math Curriculum and Concrete Representation Abstract methodology. This will help our teachers ensure conceptual understanding exists, as opposed to mere memorization of algorithms. Math professional learning continues to be an area of need.
Math WIN groups have continued to develop in a positive way.

Challenges

Additional and ongoing training and coaching for new staff.
Number sense, gaps in foundational skills
Lack of knowledge about how to remediate in real time to access grade level content.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA -grades 4 and grade 8	This is a relative strong area for our students.
Required experiential learning artifacts incorporating technology and engineering	Our students demonstrate knowledge through various project based learning assignments.
Incorporation of new technology and engineering standards across standards.	Amplify curriculum does not cover all of these standards so our internal team needs to develop these.

Science, Technology, and Engineering Education Summary

Strengths

Our school is one to one with ipads and chromebooks available for all students.
We have an environmental literacy course taught to all 7th grade students.

Challenges

Creating time/finding instructional minutes in the schedule to teach students digital literacy skills.
The provision of more training for newer staff in the use of various machines and tools found in the makerspace.
Incorporation of new technology and engineering standards across standards, as the Amplify curriculum does not cover all of these new standards, so our team internally has been developing them.

Related Academics

Career Readiness

Data	Comments/Notable Observations
CEW artifacts	The LEA has met 100% of the required artifacts and has mapped curriculum content for each grade level to ensure the requirements will continue to be met.

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

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

Summary

Strengths

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

Curricular content for all grades in College and Career Readiness is accessible for all staff.

Annual Career Fair to provide an authentic, interactive CEW experience

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.

Additional interactive experiences that may include visits to colleges or workplaces are desired.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Because we are unique - a mission driven charter school that enrolls students from over 40 different districts in the area, our group breakdown may not be as is commonly seen in other LEAs in our area. In sum, poor performance is seen among all sub groups, but more so among black students, those with two or more ethnicities, and students with disabilities. Despite this, our students show significant growth each year.

We have made consideration gains in developing a WIN (what I need) time that is data informed and dynamic as students' needs change.

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.

With 70-75% of our enrolled students receiving special education services, our challenge is to provide grade level, engaging and rigorous content while providing "just in time" remediation that is customized for their individual learning needs.

Overall teacher math knowledge and proficiency with evidence based math routines. professional learning opportunities for our teachers in the areas of math and writing.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	The Title 1 funding supports reading interventions for our students.
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

Strengths

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

Students have shown considerable growth as a result of reading interventions in place as a result of Title 1 funding. Title II funding has allowed us to continue to provide professional learning opportunities for teachers in the areas of literacy, including writing across content areas.

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.

While they have shown growth, they still may not be demonstrating grade level achievement by scoring proficient or advanced on state assessments.

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Our biggest strength exists in the regularity and quality of assessments we administer. Knowing our students do not perform well on achievement tests, we collect a large amount of data to evaluate their progress and to identify specific standards to address.
Our school has been trained and certified in PBIS. We have a strong foundation, but inconsistent implementation among staff.
We invest considerable time and funding in training teachers in the science of reading (Wilson Reading System, trained and certified teachers) as well as CRA methodology for our math teachers.
We are developing a community wide culture of excellence as we have implemented various staff and student policies to help instill the seriousness of our instructional time together. (Ex include: uniform policy, cell phone policy, lesson planning procedures, WIN, curriculum walk throughs in addition to supervisory observations and walkthroughs.

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?

If there is a collective vision for improving instruction and learning, along with a systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, then student growth and achievement will increase.
Providing teachers with more timely, consistent and ongoing feedback to help improve their practice will help us achieve our mission.
Establishing a fully defined system of Multi-Tiered Supports will allow us to support students' needs effectively and therefore achieve our mission.

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
Career and College Readiness - 100% completion	False
All Student data for this LEA continues to show growth as opposed to achievement as measured by PSSAs.	False
While our students may not be at grade level, or show high achievement scores, their growth is evident and consistent with all student groups.	False
Typically our January benchmark data is best for Dibels - fluency and MAZE, Across grade levels, we do see significant movement from students who need "intensive" remediation in the fall to them being on target in January or the spring.	False
A large group of our math teachers have been participating in cohort trainings based on current Math Curriculum and Concrete Representation Abstract methodology. This will help our teachers ensure conceptual understanding exists, as opposed to mere memorization of algorithms.Math professional learning continues to be an area of need.	True
Our students have slightly higher achievement scores in all tested subjects, and considerably higher growth scores.Students enter as non readers and learn to read proficiently before returning to their home districts.	False
Annual Career Fair to provide an authentic, interactive CEW experience	False
Students have shown considerable growth as a result of reading interventions in place as a result of Title 1 funding. Title II funding has allowed us to continue to provide professional learning opportunities for teachers in the areas of literacy, including writing across content areas.	True
Our school is one to one with ipads and chromebooks available for all students.	False
Because we are unique - a mission driven charter school that enrolls students from over 40 different districts in the area, our group breakdown may not be as is commonly seen in other LEAs in our area. In sum, poor performance is seen among all sub groups, but more so among black students, those with two or more ethnicities, and students with disabilities. Despite this, our students show significant growth each year.	False
We have an environmental literacy course taught to all 7th grade students.	False
Math WIN groups have continued to develop in a positive way.	False
Curricular content for all grades in College and Career Readiness is accessible for all staff.	False
We have made consideration gains in developing a WIN (what I need) time that is data informed and dynamic as students' needs change.	False
Our biggest strength exists in the regularity and quality of assessments we administer. Knowing our students do not perform well on achievement tests, we collect a large amount of data to evaluate their progress and to identify specific standards to address.	True
Our school has been trained and certified in PBIS. We have a strong foundation, but inconsistent implementation among staff.	True

We invest considerable time and funding in training teachers in the science of reading (Wilson Reading System, trained and certified teachers) as well as CRA methodology for our math teachers.	True
We are developing a community wide culture of excellence as we have implemented various staff and student policies to help instill the seriousness of our instructional time together. (Ex include: uniform policy, cell phone policy, lesson planning procedures, WIN, curriculum walk throughs in addition to supervisory observations and walkthroughs.	True

Challenges

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

Strength	Check for Consideration in Plan
PCS is also considerably below the statewide average in Math and ELA.	True
Economically disadvantaged and students with disabilities show less achievement than the other student groups.	False
We would like to see greater improvement in more generalized reading measures that are closer to grade level. Advanced literacy skills include improved writing/composition skills. Growth is a positive prerequisite - but we want more than just growth.	False
One challenge that will continue is the fact that we still enroll 50-60 non reading students in grades 2-7 each year. These deficits often require several years to remediate and that prevents high achievement on grade level reading assessments.	False
Additional and ongoing training and coaching for new staff.	True
Improving attendance will also contribute to student growth, as well as our vision that they hone their strength areas while enrolled with us.	False
Additional interactive experiences that may include visits to colleges or workplaces are desired.	False
The provision of more training for newer staff in the use of various machines and tools found in the makerspace.	False
Creating time/finding instructional minutes in the schedule to teach students digital literacy skills.	False
With 70-75% of our enrolled students receiving special education services, our challenge is to provide grade level, engaging and rigorous content while providing "just in time" remediation that is customized for their individual learning needs.	False
Overall teacher math knowledge and proficiency with evidence based math routines. professional learning opportunities for our teachers in the areas of math and writing.	True
Number sense, gaps in foundational skills	False
Incorporation of new technology and engineering standards across standards, as the Amplify curriculum does not cover all of these new standards, so our team internally has been developing them.	False
Lack of knowledge about how to remediate in real time to access grade level content.	True
While they have shown growth, they still may not be demonstrating grade level achievement by scoring proficient or advanced on state assessments.	True
Providing teachers with more timely, consistent and ongoing feedback to help improve their practice will help us achieve our mission.	True

Establishing a fully defined system of Multi-Tiered Supports will allow us to support students' needs effectively and therefore achieve our mission.	True
If there is a collective vision for improving instruction and learning, along with a systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, then student growth and achievement will increase.	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.

Teacher development, specific to remediation of neurological learning challenges, stands out in the needs assessment. A common, collective vision for improving instruction and learning also stands out.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
While they have shown growth, they still may not be demonstrating grade level achievement by scoring proficient or advanced on state assessments.		False
PCS is also considerably below the statewide average in Math and ELA.	Their growth may not be sufficient for significant increase in achievement. The new online format may have also resulted in decreased scores for last year alone.	True
Additional and ongoing training and coaching for new staff.		False
Providing teachers with more timely, consistent and ongoing feedback to help improve their practice will help us achieve our mission.	This has been prioritized and the administrative team has also been more intentional about providing feedback that is immediate, as well as feedback that is intermittent, but consistent. Improving communication skills among all staff is relevant to this challenge.	True
Establishing a fully defined system of Multi-Tiered Supports will allow us to support students' needs effectively and therefore achieve our mission.	This has existed, in part, but will be formalized by the end of the 27-28 school year.	True
Overall teacher math knowledge and proficiency with evidence based math routines. professional learning opportunities for our teachers in the areas of math and writing.		False
Lack of knowledge about how to remediate in real time to access grade level content.		False
If there is a collective vision for improving instruction and learning, along with a systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, then student growth and achievement will increase.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Students have shown considerable growth as a result of reading interventions in place as a result of Title 1 funding. Title II funding has allowed us to continue to provide professional learning opportunities for teachers in the areas of literacy, including writing across content areas.	The funding received is helpful to continue to provide these trainings. We have built capacity internally to provide the reading intervention training, however The Writing Revolution trainings for teachers in all content areas should continue; this takes time given the large size of our staff.
A large group of our math teachers have been participating in cohort trainings based on current Math Curriculum and Concrete Representation Abstract methodology. This will help our teachers ensure conceptual understanding exists, as opposed to mere memorization of algorithms. Math professional learning continues to be an area of need.	Training is required, but need to commit to consistent in class coaching, modeling instructional strategies as well as data analysis that is diagnostic and prescriptive.
Our biggest strength exists in the regularity and quality of assessments we administer. Knowing our students do not perform well on achievement tests, we collect a large amount of data to evaluate their progress and to identify specific standards to address.	We need to continue to develop our understanding of our data warehouse and how to use it to inform us and our stakeholders.

Our school has been trained and certified in PBIS. We have a strong foundation, but inconsistent implementation among staff.	
We invest considerable time and funding in training teachers in the science of reading (Wilson Reading System, trained and certified teachers) as well as CRA methodology for our math teachers.	
We are developing a community wide culture of excellence as we have implemented various staff and student policies to help instill the seriousness of our instructional time together. (Ex include: uniform policy, cell phone policy, lesson planning procedures, WIN, curriculum walk throughs in addition to supervisory observations and walkthroughs.	This culture of high expectations has been established; it now needs to include improvements with attendance.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If PCS prioritizes instructional delivery with engaging, grade level content and "just in time" remediation, students will demonstrate improved achievement with grade level standards.
	If PCS provides consistent and ongoing feedback to improve teachers' communication specific to leading students through academic discourse routines, then students will engage in higher level thinking, speaking and writing.
	If PCS commits to a fully defined system of Multi-Tiered Support System, then the LEA will be able to fully support students' academic, social/emotional, and behavioral needs. It is anticipated that this support structure will produce gains in both growth and achievement, despite enrolling a disproportionate number of students with diverse academic and behavioral needs.
	If the LEA engages staff, families and administrators regularly to establish a clear collective vision for improving instruction and learning, then the collaborative planning will result in the following: a culture of high expectations for learning, a positive school climate and improved communication between all stakeholders regarding the collective vision for instructional improvement, especially between teachers and students.

Goal Setting

Priority: If PCS provides consistent and ongoing feedback to improve teachers' communication specific to leading students through academic discourse routines, then students will engage in higher level thinking, speaking and writing.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2028, academic discourse will be evident across all content areas in at least 75% of Provident Charter School Central classroom walkthroughs, demonstrating instruction that promotes student engagement and supports the social construction of knowledge.			
Measurable Goal Nickname (35 Character Max)			
Timely and Consistent Feedback			
Target Year 1	Target Year 2	Target Year 3	
By the end of Target Year 1, Provident Charter School will first conduct a walkthrough collection window to establish a baseline percentage of classrooms where academic discourse routines and practices are evident within structured walkthroughs. Once the baseline has been established, Provident Charter School will increase the percentage of walkthroughs demonstrating this focus area by 10 percentage points.	By the end of Target Year 2, Provident Charter School will increase the percentage of classrooms where academic discourse routines and practices are evident within structured walkthroughs by 25 percentage points beyond the 2025-2026 baseline.	By June 2028, academic discourse will be evident across all content areas in at least 75% of Provident Charter School Central classroom walkthroughs, demonstrating instruction that promotes student engagement and supports the social construction of knowledge.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Quarter 1, Provident Charter School will establish the foundational systems needed to support academic discourse by finalizing an academic discourse framework, calibrating leaders on discourse indicators in the walkthrough tool, and completing baseline walkthroughs for all teachers.	By the end of Quarter 2, Provident Charter School will begin initial implementation of academic discourse practices by providing introductory professional learning to all classroom teachers, launching discourse-focused coaching and feedback cycles, and supporting grade level teams in completing their first PDSA cycle centered on discourse routines.	By the end of Quarter 3, Provident Charter School will expand the implementation of academic discourse opportunities by ensuring teachers receive multiple discourse-focused coaching cycles, delivering additional content based discourse professional learning, and guiding grade level teams through a second PDSA cycle to strengthen discourse routines.	By the end of Quarter 4, Provident Charter School Central will continue to build upon academic discourse practices by conducting end of year walkthrough observations to assess progress toward the annual target, collecting data from teachers on quality of deliver feedback related to academic discourse routines, reviewing implementation trends with the leadership team, using data to refine future professional learning related to academic discourse practices, and establish goals for the upcoming year.

Priority: If PCS commits to a fully defined system of Multi-Tiered Support System, then the LEA will be able to fully support students' academic, social/emotional, and behavioral needs. It is anticipated that this support structure will produce gains in both growth and achievement, despite enrolling a disproportionate number of students with diverse academic and behavioral needs.

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

Measurable Goal Statement (Smart Goal)
 By June 2028, Provident Charter School Central will implement a unified MTSS framework that integrates academic and behavioral supports, including districtwide Tier 1 expectations, a documented MTSS decision tree, consistent Tier 2 processes, regular data mining and analysis routines conducted by MTSS teams, and the development and monitoring of individualized intervention plans for students receiving Tier 2 and Tier 3 supports. Full implementation will be evidenced by functioning MTSS teams, documented procedures, and data-based decision-making cycles.

Measurable Goal Nickname (35 Character Max)

MTSS

Target Year 1	Target Year 2	Target Year 3	
<p>By the end of Target year 1, Provident Charter School Central will create clarity around key MTSS processes by documenting existing Tier 1, Tier 2, and Tier 3 academic and behavioral supports; defining MTSS team roles and responsibilities in both buildings; identifying the essential data sources for screening and progress monitoring; and drafting the MTSS decision tree and individualized intervention plan templates for future implementation.</p>	<p>By the end of Target Year 2, Provident Charter School will begin initial implementation of MTSS components by finalizing the MTSS decision tree, using it during MTSS meetings, implementing individualized intervention plans for students receiving Tier 2 and Tier 3 supports, establishing consistent Tier 2 academic and behavioral routines, and conducting quarterly MTSS data discussions using the identified data sources.</p>	<p>By June 2028, Provident Charter School Central will implement a unified MTSS framework that integrates academic and behavioral supports, including districtwide Tier 1 expectations, a documented MTSS decision tree, consistent Tier 2 processes, regular data mining and analysis routines conducted by MTSS teams, and the development and monitoring of individualized intervention plans for students receiving Tier 2 and Tier 3 supports. Full implementation will be evidenced by functioning MTSS teams, documented procedures, and data-based decision-making cycles.</p>	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
<p>By the end of quarter 1, Provident Charter School Central will create clarity around key MTSS processes by documenting existing Tier 1, Tier 2, and Tier 3 academic and behavioral supports; defining MTSS team roles and responsibilities; identifying the essential data sources for screening and progress monitoring; and drafting the MTSS decision tree and individualized intervention plan templates for future implementation.</p>	<p>By the end of Quarter 2, Provident Charter School Central will deepen clarity around MTSS processes by identifying and organizing the essential data sources for universal screening and progress monitoring, and by drafting early versions of MTSS team procedures for how data will be reviewed during meetings</p>	<p>By the end of Quarter 3, Provident Charter School Central will continue to build systemwide clarity by creating draft versions of the PCS MTSS decision tree, including academic and behavioral entry/exit considerations and, designing a draft individualized intervention plan template for future use with Tier 2 and Tier 3 students.</p>	<p>By the end of Quarter 4, Provident Charter School Central will strengthen coherence across MTSS tools and procedures by refining all draft components, piloting foundational data discussions, and aligning Year 1 work to the structures needed for implementation in Year 2.</p>

Priority: If PCS prioritizes instructional delivery with engaging, grade level content and "just in time" remediation, students will demonstrate improved achievement with grade level standards.

Outcome Category

English Language Growth and Attainment

Measurable Goal Statement (Smart Goal)

By target year 3, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the ELA PSSA from the 2024-2025 baseline of 12.4% to 20%, with annual gains of at least 2.5 percentage points. In addition to overall proficiency targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least one full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.

Measurable Goal Nickname (35 Character Max)			
ELA			
Target Year 1	Target Year 2	Target Year 3	
By target year 1, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the ELA PSSA from the 2024-2025 baseline of 12.4% to 14.9%. In addition to overall proficiency targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least one full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.	By target year 2, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the ELA PSSA from the 2024-2025 baseline of 12.4% to 17.4%. In addition to overall proficiency targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least one full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.	By target year 3, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the ELA PSSA from the 2024-2025 baseline of 12.4% to 20%, with annual gains of at least 2.5 percentage points. In addition to overall proficiency targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least one full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
During Quarter 1, students will complete the Fall Firefly Benchmark Assessment, which establishes the baseline percentage of students scoring Near Target or Prepared. Based on the Fall 2025 administration, 5.3% of students in grades 3-8 met benchmark expectations in ELA.	By Quarter 2, the percentage of students scoring Near Target or Prepared on the Winter Firefly Benchmark will increase to 8%, reflecting early incremental growth following initial cycles of Tier 1 instruction and targeted intervention.	By Quarter 3, the percentage of students scoring Near Target or Prepared on the Spring Firefly Benchmark will increase to 11%, demonstrating continued progress aligned to instructional pacing and ongoing remediation in reading.	By target year 1, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the ELA PSSA from the 2024-2025 baseline of 12.4% to 14.9%. In addition to overall proficiency targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least one full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By target year 3, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the Math PSSA from the 2024-2025 baseline of 11.6% to 18%, and reduce the amount of students scoring Below Basic by at least 3 percentage points annually from the 2024-2025 baseline of 58% over the same period. In addition to overall proficiency and Below Basic reduction targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least once full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.			
Measurable Goal Nickname (35 Character Max)			
MATH			
Target Year 1	Target Year 2	Target Year 3	
By target year 1, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the Math PSSA from the 2024-2025 baseline of 11.6% to 13.5%, and reduce	By target year 2, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the Math PSSA from the 2024-2025 baseline of 11.6% to 15.5%, and reduce	By target year 3, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the Math PSSA from the 2024-2025 baseline of 11.6% to 18%, and reduce the	

the amount of students scoring Below Basic from s 2024-2025 baseline of 58% to 55% over the same period. In addition to overall proficiency and Below Basic reduction targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least once full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.	the amount of students scoring Below Basic from s 2024-2025 baseline of 58% to 52% over the same period. In addition to overall proficiency and Below Basic reduction targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least once full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.	amount of students scoring Below Basic by at least 3 percentage points annually from the 2024-2025 baseline of 58% over the same period. In addition to overall proficiency and Below Basic reduction targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least once full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
During Quarter 1, students will complete the Fall Firefly Benchmark Assessment, which establishes the baseline percentage of students scoring Near Target or Prepared. Based on the Fall 2025 results, 2.2% of students in grades 3-8 met benchmark expectations in math.	By Quarter 2, the percentage of students scoring Near Target or Prepared on the Winter Firefly Benchmark will increase to 5%, reflecting early and achievable progress in response to instruction and intervention.	By Quarter 3, the percentage of students scoring Near Target or Prepared on the Spring Firefly Benchmark will increase to 8%, representing continued steady growth consistent with learning trajectories for students with learning disabilities.	By target year 1, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the Math PSSA from the 2024-2025 baseline of 11.6% to 13.5%, and reduce the amount of students scoring Below Basic from s 2024-2025 baseline of 58% to 55% over the same period. In addition to overall proficiency and Below Basic reduction targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least once full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.

Priority: If the LEA engages staff, families and administrators regularly to establish a clear collective vision for improving instruction and learning, then the collaborative planning will result in the following: a culture of high expectations for learning, a positive school climate and improved communication between all stakeholders regarding the collective vision for instructional improvement, especially between teachers and students.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By the end of 2028, the LEA will have developed a written framework for implementing the American School Counselor Association Student Standards across all grade bands as well as a written framework for implementing PDE School Climate Standards, and will be implementing all Tier 1 ASCA Standards related to mindsets/behaviors, school culture programs and new CEW standards.			
Measurable Goal Nickname (35 Character Max)			
ASCA and Climate Standards			
Target Year 1	Target Year 2	Target Year 3	

By the end of year one, the LEA will have completed written frameworks for implementing ASCA Standards and PDE Climate Standards.	By the end of Target Year 2, all grade levels will be receiving Tier 1 ASCA Standards via monthly lessons	By the end of 2028, the LEA will have developed a written framework for implementing the American School Counselor Association Student Standards across all grade bands as well as a written framework for implementing PDE School Climate Standards, and will be implementing all Tier 1 ASCA Standards related to mindsets/behaviors, school culture programs and new CEW standards.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Q1, school counselors will identify topics and objectives for monthly anti-bullying lessons and begin delivering monthly lessons beginning in October 2025. The School Climate Committee will begin a review of the PDE Climate Standards.	By the end of Q2, the PDE inclusion programming through Mikayla's Voice will culminate with a final assembly and art project. Additionally, the School Climate Committee will delegate members to begin drafting a framework for implementing school climate standards with a goal to complete the framework by the beginning of Q4. The school counselors will begin a review of the ASCA standards.	By the end of Q3 the school counselors will present school administration with a draft framework to review with a plan to have final draft complete by the end of Q4.	By the end of year one, the LEA will have completed written frameworks for implementing ASCA Standards and PDE Climate Standards

Outcome Category			
Essential Practices 2: Empower Leadership			
Measurable Goal Statement (Smart Goal)			
By the end of 2028, as measured by an increase in the percentage of parents/guardians and staff who report "Satisfied" or "Highly Satisfied" with the frequency, clarity, and accessibility of communications on the annual stakeholder climate survey, the LEA will improve communication with all stakeholders by establishing and maintaining a high-impact, two-way communication system that ensures all stakeholders (students, parents/guardians, staff, and community members) are consistently informed about and actively engaged in supporting the school's mission and collective vision for continuous improvement.			
Measurable Goal Nickname (35 Character Max)			
Communication			
Target Year 1	Target Year 2	Target Year 3	
The LEA will add additional communication strategies which include interim progress reports in content areas, monthly Family Flyer email, a Curriculum Coaches Newsletter, and a monthly virtual family meeting hosted by administration and/or board members.	By the end of Target Year 2, the LEA will have established an improved representation in which each grade level or department is included, on various school wide committees including Professional Development, Induction, Calendar, Special Area programming and Curriculum review.	By the end of 2028, as measured by an increase in the percentage of parents/guardians and staff who report "Satisfied" or "Highly Satisfied" with the frequency, clarity, and accessibility of communications on the annual stakeholder climate survey, the LEA will improve communication with all stakeholders by establishing and maintaining a high-impact, two-way communication system that ensures all stakeholders (students, parents/guardians,	

		staff, and community members) are consistently informed about and actively engaged in supporting the school's mission and collective vision for continuous improvement.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Q1, interim progress reports will be sent to families of students in all grades.	By the end of Q2, a mid year survey will be distributed to assess satisfaction with frequency, clarity and accessibility of communication tools currently in use.	By the end of Q3, at least five family virtual meetings will be held and five Coaching newsletters that provide instructional tips, videos and resources, will be delivered	The LEA add additional communication tools which include a monthly Family Flyer email, a Curriculum Coaches Newsletter, and a monthly virtual family meeting hosted by administration and/or board members.

Action Plan

Measurable Goals

MTSS	Timely and Consistent Feedback
ELA	MATH
ASCA and Climate Standards	Communication

Action Plan For: Structured Literacy Implementation

Measurable Goals:	
<ul style="list-style-type: none"> By June 2028, Provident Charter School Central will implement a unified MTSS framework that integrates academic and behavioral supports, including districtwide Tier 1 expectations, a documented MTSS decision tree, consistent Tier 2 processes, regular data mining and analysis routines conducted by MTSS teams, and the development and monitoring of individualized intervention plans for students receiving Tier 2 and Tier 3 supports. Full implementation will be evidenced by functioning MTSS teams, documented procedures, and data-based decision-making cycles. By target year 3, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the ELA PSSA from the 2024-2025 baseline of 12.4% to 20%, with annual gains of at least 2.5 percentage points. In addition to overall proficiency targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least one full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming. 	

Action Step		Anticipated Start/Completion Date	
Implement Foundations Tier One programming with fidelity across grades 2-5		2025-08-08	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	On-site Foundations Trainer Foundations Kits and Instructional Materials	Yes	No
Action Step		Anticipated Start/Completion Date	
Implement individualized coaching cycles aligned to teacher needs in structured literacy practices and establish cohort-based professional learning groups focused on deep study, observation, and reflection on fidelity components within structured literacy programs at PCS.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Structured Literacy Coordinators Fidelity Walkthrough Forms	No	No
Action Step		Anticipated Start/Completion Date	
Conduct walkthroughs on structured literacy implementation focused on correct delivery of routines, multi sensory components, and error correction procedures.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Structured Literacy Coordinators Fidelity Walkthrough Forms	No	No
Action Step		Anticipated Start/Completion Date	
Conduct structured literacy data meetings on a quarterly basis to assess student growth and determine Tier 1 shifts and/or additional Tier 2 / Tier 3 supports needed.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Data Warehouse Data Collection Tools Structured Literacy Coordinators Data Meeting Framework	No	No
Action Step		Anticipated Start/Completion Date	

Develop a comprehensive Tiered Structure Literacy Plan that defines the instructional routines, materials, frequency, and fidelity expectations for Tier 1, Tier 2, and Tier 3. Align this plan with the MTSS decision tree by establishing entry and exit criteria, progress monitoring requirements, and data-based decision rules to ensure consistent instructional pathways.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Tier 2 Intervention Programs Data Mining and Analysis Tier 3 Intervention Programs	No	No
Action Step		Anticipated Start/Completion Date	
Provide professional learning to all teachers of structured literacy in accordance with Act 135 that leads to certification as a Dyslexia Practitioner.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jillian Lohner / Structured Literacy Coordinator	Wilson Reading System In-House Trainer Training Materials	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
If all structured literacy action steps are implemented, Provident Charter School Central will have a fully articulated, tiered structured literacy system in which all teachers consistently deliver core ELA programming aligned with the principles and practices of the science of reading. Through coaching, fidelity monitoring, and PLC/MTSS data routines, teachers will demonstrate increased instructional consistency, improved accuracy of structured literacy routines, stronger use of multi sensory strategies, and documented fidelity across all three tiers. This will in turn impact student growth and achievement from foundational reading skills to advanced language concepts.	Annual Monitoring by Department of Instruction and Learning through review of coaching logs, fidelity walkthroughs, and data meeting agendas

Action Plan For: Communications ToolKit

Measurable Goals:
<ul style="list-style-type: none"> By the end of 2028, as measured by an increase in the percentage of parents/guardians and staff who report "Satisfied" or "Highly Satisfied" with the frequency, clarity, and accessibility of communications on the annual stakeholder climate survey, the LEA will improve communication with all stakeholders by establishing and maintaining a high-impact, two-way communication system that ensures all stakeholders (students, parents/guardians, staff, and community members) are consistently informed about and actively engaged in supporting the school's mission and collective vision for continuous improvement.

Action Step	Anticipated Start/Completion Date		
Provident Charter School will implement a comprehensive communications plan in which families receive timely school and student updates at least monthly, while other stakeholders receive annual school related communication. The plan will also include a description of the process for stakeholder engagement in the collective vision and planning for ongoing school improvement.	2025-09-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Maria Paluselli	Communication Toolkit	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Interim Progress Reports Classroom communications, including special area classes Annual Reports, Comprehensive Communications Plan, Monthly Family Communications, Annual Safety Updates, Parent Group Meetings, Collective Vision Planning Sessions	Development and review of Formal Communications Plan by CEO and Administrative team, Family Engagement Surveys following monthly sessions, Annual Family Satisfaction Survey reviewed by Director of Communications and CEO, Annual Staff Survey reviewed by the Administrative Team
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Action Plan For: Concrete, Representational Abstract

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, Provident Charter School Central will implement a unified MTSS framework that integrates academic and behavioral supports, including districtwide Tier 1 expectations, a documented MTSS decision tree, consistent Tier 2 processes, regular data mining and analysis routines conducted by MTSS teams, and the development and monitoring of individualized intervention plans for students receiving Tier 2 and Tier 3 supports. Full implementation will be evidenced by functioning MTSS teams, documented procedures, and data-based decision-making cycles. By target year 3, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the Math PSSA from the 2024-2025 baseline of 11.6% to 18%, and reduce the amount of students scoring Below Basic by at least 3 percentage points annually from the 2024-2025 baseline of 58% over the same period. In addition to overall proficiency and Below Basic reduction targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least once full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.

Action Step		Anticipated Start/Completion Date	
Deliver professional learning for all math teachers and interventionists on the CRA instructional sequence, emphasizing how concrete tools, representational models, and abstract notation support deeper conceptual understanding for all learners. Include modeling, rehearsal, and calibration using grade-level standards and Provident Charter School Central math materials.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Manipulatives (base-10 blocks, fraction tiles, algebra tiles, number lines, integer chips) Anchor charts showing CRA sequences for key standards Sample CRA lesson templates Videos or demonstration lessons PA standards-aligned problem sets	Yes	No
Action Step		Anticipated Start/Completion Date	
Ensure Tier 1 math instruction incorporates evidence-based CRA routines aligned with Eureka Math ² in Grades 2–5 and Desmos/Amplify Math in Grades 6–8. Teachers will intentionally connect each new concept to concrete manipulatives, move to representational models (e.g., diagrams, number lines, bar models, algebra tiles), and then support students in abstract procedures using curated tasks from each curriculum. CRA routines will be embedded into lesson preparation, daily math discourse, and problem-solving, ensuring conceptual understanding precedes symbolic fluency.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Manipulative kits aligned to modules (base-10 blocks, place value disks, number bonds, fraction tiles) Eureka Math ² Teacher Edition guidance on visual models Problem sets flagged for CRA	Yes	No

	opportunities Bar model templates, place value charts, number line graphics CRA lesson-planning template customized for Eureka modules Algebra tiles, integer tiles, geoboards, area/volume models Desmos Classroom activities emphasizing visual/representational reasoning Amplify Math lesson structures with embedded visuals CRA-aligned supplementary tasks for symbolic procedures Vertical whiteboards or dry erase tiles for representational modeling		
Action Step		Anticipated Start/Completion Date	
Math WIN teachers will use the CRA instructional framework to deliver targeted Tier 2 math intervention focused on priority standards identified as gaps through Firefly benchmark data, unit assessments, and diagnostic screeners. Interventionists will design and deliver CRA-based small-group lessons that address specific skill deficits (e.g., place value reasoning, fraction equivalence, proportional reasoning, integer operations). Tier 2 instruction will be aligned to and supportive of Tier 1 Eureka Math ² (Grades 2–5) and Desmos/Amplify Math (Grades 6–8) content progressions.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	CRA-aligned Tier 2 intervention lessons for foundational priority skills Scaffolded problem sets targeting gaps identified through Firefly Representational templates for number lines, bar models, area models Diagnostic mini-assessments per standard	No	No
Action Step		Anticipated Start/Completion Date	
Provide Tier 3 intensive math intervention using extended CRA instructional cycles, increased modeling, and high-frequency practice. Interventions will be delivered in very small groups (1:1, 1:2, or 1:3) with extended time spent on the concrete and representational stages before progressing to abstract reasoning.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Diagnostic assessments to identify root causes of misconceptions Customized Tier 3 lesson templates	No	No
Action Step		Anticipated Start/Completion Date	
Embed CRA expectations into the MTSS math decision tree by defining: Required CRA components at Tier 1 (Eureka/Desmos lessons) CRA-based intervention routines at Tier 2 Extended CRA cycles at Tier 3 Entry and exit criteria for movement between tiers Required progress monitoring tools for all tiers		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Embed CRA expectations into the MTSS math decision tree by defining: Required CRA components at Tier 1	No	No

	(Eureka/Desmos lessons) CRA-based intervention routines at Tier 2 Extended CRA cycles at Tier 3 Entry and exit criteria for movement between tiers Required progress monitoring tools for all tiers		
Action Step		Anticipated Start/Completion Date	
Use Collaborative Planning Sessions for CRA-Focused Lesson Planning and Data Analysis. During these session, teachers will analyze Eureka Math ² and Desmos/Amplify upcoming lessons for CRA entry points, examine student work to identify where breakdowns occur (concrete, representational, or abstract level), co-plan CRA-aligned lessons and scaffolds for upcoming units, review Firefly and unit assessment data to determine which students need Tier 2 or Tier 3 support, and share manipulatives, representations, and model student exemplars.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Access to curriculum lesson plans Student work artifacts Common formative assessments Manipulatives for PLC modeling	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
As CRA instruction is implemented with fidelity across tiers, students will demonstrate increased conceptual understanding and improved accuracy on problem solving, leading to higher performance on Firefly math benchmarks and PSSA math assessments.	Quarterly MTSS meetings to review Firefly and Tier 1 Assessment Data Walkthroughs from Department of Instruction and Learning and Building Principals using CRA evaluation form Annual administrative review of math PSSA scores and trend analysis

Action Plan For: PBIS Framework

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, Provident Charter School Central will implement a unified MTSS framework that integrates academic and behavioral supports, including districtwide Tier 1 expectations, a documented MTSS decision tree, consistent Tier 2 processes, regular data mining and analysis routines conducted by MTSS teams, and the development and monitoring of individualized intervention plans for students receiving Tier 2 and Tier 3 supports. Full implementation will be evidenced by functioning MTSS teams, documented procedures, and data-based decision-making cycles.

Action Step	Anticipated Start/Completion Date		
Administer the SRSS-IE screener for all students three times per year to identify internalizing and externalizing risk levels. Train teachers on rating procedures, confidentiality, and interpretation to ensure valid and reliable screenings.	2025-08-26	2028-06-09	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	SRSS-IE Rating Forms Teacher training slide decks Data Warehouse for Data Collection	Yes	No
Action Step	Anticipated Start/Completion Date		

Utilize SRSS-IEE results during MTSS meetings to assign students to Tier 1 reinforcement, Tier 2 targeted supports, or Tier 3 intensive behavioral interventions. Embed SRSS-IEE cut scores into the MTSS Decision Tree.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Updated MTSS Decision Tree SRSS-IE cut score guide MTSS meeting protocols and documentation tools	No	No
Action Step		Anticipated Start/Completion Date	
Analyze SRSS-IE grade- and school-wide trends to identify areas of need and refine Tier 1 PBIS expectations, reinforcement systems, and SEL routines.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Robert Casey, Vice Principal	PBIS Lesson Plans for reteaching expectations Reinforcement systems SEL curriculum resources	No	No
Action Step		Anticipated Start/Completion Date	
Assign students flagged by SRSS-IE or meeting entry cut-points as defined on the MTSS decision tree to appropriate Tier 2 interventions (Check-In / Check-Out, Mentoring, Small-group SEL/Social Skills, Behavior Contracts). Monitor progress every 6 weeks.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jennie Smith, Classroom Environment Coordinator	CICO Templates Small-group SEL curriculum Progress Monitoring Forms Behavior Skill-Building Lessons	No	No
Action Step		Anticipated Start/Completion Date	
Provide professional learning focused on PBIS Tier 1 expectations, classroom routines, resetting behavior, reinforcement strategies, de-escalation techniques, and understanding SRSS-IE data.		2025-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Robert Casey / Vice Principal	PD Slide Decks / Videos	Yes	No
Action Step		Anticipated Start/Completion Date	
Use PBIS fidelity tools (TFI 3.0, SAS Survey) to monitor implementation quality and guide annual refinements. Track behavioral data monthly to identify shifts in climate.		2025-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Robert Casey, Vice Principal	PBIS TFI 3.0 Self-Assessment Survey SWIS incident reports PBIS walkthrough forms	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
If Provident Charter School Central implements these action steps with fidelity, PCSC will have a school wide behavioral MTSS system that includes universal SRSS-IE screening, consistent PBIS Tier 1 routines, documented Tier 2 and Tier 3 behavioral interventions, trained staff capable of interpreting data and delivering interventions, and a functioning fidelity monitoring process that guides continuous improvement.	Quarterly Fidelity Walkthroughs by PBIS Tier 1 Team Members Annual evaluation by PBIS Tier 1 Team of TFI 3.0 Staff evaluation using SAS by administration annually

Action Plan For: Schema Based Instruction for Math Problem Solving

Measurable Goals:

- By target year 3, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the Math PSSA from the 2024-2025 baseline of 11.6% to 18%, and reduce the amount of students scoring Below Basic by at least 3 percentage points annually from the 2024-2025 baseline of 58% over the same period. In addition to overall proficiency and Below Basic reduction targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least once full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.

Action Step		Anticipated Start/Completion Date	
Deliver comprehensive training to all math teachers and special educators on Schema-Based Instruction (SBI), including identifying common problem types (change, comparison, part-part-whole, ratios, proportions, percent, multi-step scenarios), using visual representations (bar models, tape diagrams, ratio tables, part-whole diagrams), applying structured problem-solving routines. PD will include modeling, teacher rehearsal, and grade-band application using curriculum-aligned examples.		2026-08-27	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	SBI professional learning modules Problem type anchor charts Sample visual models by grade band Worked examples aligned to curriculum tasks	Yes	No
Action Step		Anticipated Start/Completion Date	
Collaborate with grade level teams to integrate SBI routines into daily Tier 1 instruction by identifying the schema (problem type) before solving, selecting an appropriate visual model, using structured problem-solving steps consistently, and connecting SBI strategies to CRA transitions when appropriate.		2026-08-27	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Integrate SBI routines into daily Tier 1 instruction by: Identifying the schema (problem type) before solving Selecting an appropriate visual model Using structured problem-solving steps consistently Connecting SBI strategies to CRA transitions when appropriate	No	No
Action Step		Anticipated Start/Completion Date	
Create and implement grade-appropriate visual model anchor charts (e.g., tape diagrams, bar models, part-whole charts, ratio tables)		2026-08-27	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Printed anchor charts, classroom posters, student problem-solving notebooks, model exemplars.	No	No
Action Step		Anticipated Start/Completion Date	
Implement fidelity checks through walkthroughs and coaching cycles focusing on schema identification during problem solving, accurate use of visual representations, consistent use of problem-solving routines, and student discourse explaining models.		2027-08-27	2028-06-09

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	SBI fidelity checklist, walkthrough tool, coaching logs.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Provident Charter School Central will establish a school wide schema-based problem-solving framework that improves instructional coherence and contributes to increased student performance on Firefly math benchmarks and PSSA problem solving tasks.	Monthly Classroom walkthroughs by building leadership and the department of instruction and learning Quarterly Review of Data by MTSS team Administrative review of PSSA scores annually

Action Plan For: Explicit Instruction in Text Structure

Measurable Goals:
<ul style="list-style-type: none"> By target year 3, Provident Charter School will increase the percentage of students scoring Proficient or Advanced on the ELA PSSA from the 2024-2025 baseline of 12.4% to 20%, with annual gains of at least 2.5 percentage points. In addition to overall proficiency targets, Provident Charter School Central will monitor growth specifically for students who have been enrolled at least one full academic year prior to testing to ensure that longitudinal growth reflects the impact of our instructional programming.

Action Step	Anticipated Start/Completion Date		
Deliver targeted professional learning to all ELA teachers on text structures (compare/contrast, chronological, cause/effect, problem/solution) and author's craft moves (word choice, figurative language, tone, point of view). Training will show how to embed explicit instruction within EL's Close Read protocols, Language Dives, anchor texts, and module lessons.	2026-08-26 2028-06-09		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Annotated EL module texts Text structure signal-word charts Author's craft exemplar passages from modules TDA-aligned model annotations	Yes	No
Action Step	Anticipated Start/Completion Date		
During Close Reading within EL Modules, teachers will explicitly teach how the text is organized, how paragraphs function, how authors use structure to develop ideas, and how craft moves influence meaning. Teachers will model annotation of structure and craft during each close read, and students will apply the strategy through guided practice.	2026-08-26 2028-06-09		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Structure-focused annotation guides Paragraph function anchor charts Teacher exemplar annotations Module-aligned graphic organizers for craft/structure	No	No
Action Step	Anticipated Start/Completion Date		
Integrate explicit instruction in craft and structure into Language Dives and teacher-selected supplemental short texts. Teachers will analyze sentence-level craft	2026-08-26 2028-06-09		

moves (syntax, cohesive devices, figurative language) and demonstrate how these contribute to meaning, tone, and text structure.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Language Dive sentence strips Craft move mini-lessons Supplemental complex texts aligned to module themes Analysis organizers (sentence-craft ? meaning charts)	No	No
Action Step		Anticipated Start/Completion Date	
Within EL Module writing lessons, teachers will explicitly teach students to identify text structure, select text evidence tied to that structure, explain the author’s craft choices, and write clear, analytical paragraphs based on those observations. Teachers will model TDA-style responses (“Claim ? Evidence ? Analysis”) using module texts.		2026-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	TDA paragraph frames EL-aligned writing rubrics Model essays demonstrating structure/craft analysis Evidence-selection organizers	No	No
Action Step		Anticipated Start/Completion Date	
During PLCs, teachers will analyze Firefly item-level data, module assessments, and writing samples to determine where students struggle with structure and craft (e.g., misidentifying text organization, misunderstanding author’s purpose, weak analysis). PLCs will build short re-teaching cycles aligned to upcoming EL lessons.		2026-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	PLC protocols for text structure/craft analysis Student work samples for error analysis	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Provident Charter School Central will implement explicit instruction in text structure and author's craft across all EL Module Close Reads, Language Dives, and writing lessons to support increased student performance on Firefly ELA benchmarks and PSSA TDA tasks.	Monthly Classroom Walkthroughs by Building Principals and Instructional Leadership PLC Artifact Review Monthly Quarterly Firefly Data Review Coaching Cycle Reviews

Action Plan For: Instructional Coaching with Formative Feedback Cycles

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, academic discourse will be evident across all content areas in at least 75% of Provident Charter School Central classroom walkthroughs, demonstrating instruction that promotes student engagement and supports the social construction of knowledge.

Action Step	Anticipated Start/Completion Date	
Provide professional learning on high-quality questioning, scaffolding strategies, academic discourse facilitation, and how the coaching feedback cycle works (observe ? feedback ? reflect ? practice).	2025-08-26	2026-08-26

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Professional learning slide decks on questioning, scaffolding, and discourse routines Sample classroom videos illustrating strong discourse facilitation Discourse rubric or look-for tool Teacher handouts with examples of high-quality questioning and scaffolding moves Talk moves cheat sheet for teachers Anchor documentation explaining the coaching-feedback cycle	Yes	No
Action Step		Anticipated Start/Completion Date	
Instructional leaders and coaches conduct routine observations using a calibrated tool that measures questioning, scaffolding, talk moves, and student engagement.		2026-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	alibrated walkthrough tool focused on discourse (questioning, scaffolding, student talk ratios) Tablet or digital platform for recording observation notes (e.g., Google Forms, TeachBoost) Look-for descriptors and exemplar clips Scheduling system for biweekly/monthly observations Observation norming guide for administrators and coaches	No	No
Action Step		Anticipated Start/Completion Date	
Teachers receive written and verbal feedback within 48–72 hours with specific action steps tied to discourse goals, plus opportunities to practice and refine the targeted skill.		2026-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Feedback templates aligned to discourse goals Coaching scripts or protocols (e.g., “Praise–Prompt–Plan” or “Observe–Feedback–Reflect”) Teacher goal-setting sheet Feedback turnaround norms (e.g., 48-hour feedback window) Coaching logs to track progress over time	No	No
Action Step		Anticipated Start/Completion Date	
Teachers reflect on video clips, walkthrough notes, or modeled lessons to refine discourse routines and increase consistency across lessons.		2026-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini, Chief Academic Officer	Teacher reflection forms Video reflection platform (e.g., Swivl, Google Drive folder, iPad recording) Model video library showing effective questioning,	No	No

	scaffolding, and discourse routines Practice protocols (e.g., rehearsals, role-playing questioning sequences) Coaching cycle planner		
Action Step		Anticipated Start/Completion Date	
School leaders and coaches review aggregated data to identify professional development needs, trends, and strengths related to academic discourse facilitation.		2026-08-26	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Iachini / Chief Academic Officer	Aggregated walkthrough data reports Calibration charts for scoring/questioning techniques Excel/Google Sheets dashboards summarizing discourse look-fors	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Provident Charter School Central will implement a school-wide coaching system in which every teacher receives structured feedback on academic discourse practices at least once per quarter, and leadership teams review aggregated trend data non discourse - related instructional practices quarterly.	Quarterly discourse focused walkthroughs conducted by building leaderships teams Quarterly Feedback logs from instructional coaches reviewed by administrative team Teacher reflection forms and implementation checks reviewed by Department of Instruction and Learning

Action Plan For: Implementation of American School Counselor Association Standards

Measurable Goals:
<ul style="list-style-type: none"> By the end of 2028, the LEA will have developed a written framework for implementing the American School Counselor Association Student Standards across all grade bands as well as a written framework for implementing PDE School Climate Standards, and will be implementing all Tier 1 ASCA Standards related to mindsets/behaviors, school culture programs and new CEW standards.

Action Step		Anticipated Start/Completion Date	
School Counselors and Administrative Team will complete a program assessment to determine the learning objectives within the ASCA student "mindsets and behaviors." The results of the assessment will inform the delivery framework that will be developed by the end of the year.		2026-01-05	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kristy Yonushonis, Principal	ASCA templates for Assessing Counseling Programs	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Results of the counseling program assessment is expected output that can be communicated. A framework for delivery of instruction to address the objectives directly tied to the ASCA mindsets and behaviors will be additional expected output.	Kristy Yonushonis, Principal

Action Plan For: Positive School Climate

Measurable Goals:
<ul style="list-style-type: none"> By the end of 2028, the LEA will have developed a written framework for implementing the American School Counselor Association Student Standards across all grade bands as well as a written framework for implementing PDE School Climate Standards, and will be implementing all Tier 1 ASCA Standards related to mindsets/behaviors, school culture programs and new CEW standards.

Action Step		Anticipated Start/Completion Date	
The LEA established School Climate Committee will review several tools to assess specific areas of school climate.		2026-01-23	2026-02-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Maria Paluselli, CEO	CSCI, EDSCLS, School Climate Domain Assessment Tool	No	Yes
Action Step		Anticipated Start/Completion Date	
The School Climate Committee will create subgroups that can identify organization wide behaviors and values that align with the PDE Climate Standards. They will review the school climate survey results and identify areas of need as they relate to the standards.		2026-01-23	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Maria Paluselli	PDE Climate Standards Subcommittee product	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Output will include: Results from Climate Assessments, Existing organization wide behaviors that align with the standards, New/necessary behaviors created based on climate assessment	School Climate Committee, annually Maria Paluselli, CEO

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Structured Literacy Implementation	Title 1 funds are used to pay salaries of Reading Interventionists who provide High Dosage Tutoring.	119,998.00
Total Expenditures			119

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Literacy Implementation	Implement Foundations Tier One programming with fidelity across grades 2-5
Structured Literacy Implementation	Provide professional learning to all teachers of structured literacy in accordance with Act 135 that leads to certification as a Dyslexia Practitioner.
Concrete, Representational Abstract	Deliver professional learning for all math teachers and interventionists on the CRA instructional sequence, emphasizing how concrete tools, representational models, and abstract notation support deeper conceptual understanding for all learners. Include modeling, rehearsal, and calibration using grade-level standards and Provident Charter School Central math materials.
Concrete, Representational Abstract	Ensure Tier 1 math instruction incorporates evidence-based CRA routines aligned with Eureka Math ² in Grades 2–5 and Desmos/Amplify Math in Grades 6–8. Teachers will intentionally connect each new concept to concrete manipulatives, move to representational models (e.g., diagrams, number lines, bar models, algebra tiles), and then support students in abstract procedures using curated tasks from each curriculum. CRA routines will be embedded into lesson preparation, daily math discourse, and problem-solving, ensuring conceptual understanding precedes symbolic fluency.
PBIS Framework	Administer the SRSS-IE screener for all students three times per year to identify internalizing and externalizing risk levels. Train teachers on rating procedures, confidentiality, and interpretation to ensure valid and reliable screenings.
PBIS Framework	Provide professional learning focused on PBIS Tier 1 expectations, classroom routines, resetting behavior, reinforcement strategies, de-escalation techniques, and understanding SRSS-IE data.
Schema Based Instruction for Math Problem Solving	Deliver comprehensive training to all math teachers and special educators on Schema-Based Instruction (SBI), including identifying common problem types (change, comparison, part–part–whole, ratios, proportions, percent, multi-step scenarios), using visual representations (bar models, tape diagrams, ratio tables, part-whole diagrams), applying structured problem-solving routines. PD will include modeling, teacher rehearsal, and grade-band application using curriculum-aligned examples.
Explicit Instruction in Text Structure	Deliver targeted professional learning to all ELA teachers on text structures (compare/contrast, chronological, cause/effect, problem/solution) and author’s craft moves (word choice, figurative language, tone, point of view). Training will show how to embed explicit instruction within EL’s Close Read protocols, Language Dives, anchor texts, and module lessons.
Instructional Coaching with Formative Feedback Cycles	Provide professional learning on high-quality questioning, scaffolding strategies, academic discourse facilitation, and how the coaching feedback cycle works (observe ? feedback ? reflect ? practice).

Wilson Three Day and Practicum

Action Step
<ul style="list-style-type: none"> Provide annual training and refreshers for teachers using UFLI Foundations, Foundations, Orton-Gillingham, Sonday System, and Wilson Reading System to ensure fidelity implementation across all three tiers.

Audience		
Interventionist and Wilson Practitioners		
Topics to be Included		
Structured literacy lesson plan components, error correction, use of materials, phonology, orthography and morphology.		
Evidence of Learning		
Implementation of Wilson lessons with fidelity.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jill Lohner, Betta Risa, Shannon Iachini	2024-09-16	2025-06-05

Learning Format

Type of Activities	Frequency
Workshop(s)	One 3 day workshop, then 65 supervised lessons with at least 5 observations with fidelity.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Practicum - observations from trainer with student - at least 5 times.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Fundations Training

Action Step		
<ul style="list-style-type: none"> Implement Foundations Tier One programming with fidelity across grades 2-5 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Professional Learning in Concrete, Representational, Abstract

Action Step		
<ul style="list-style-type: none"> Deliver professional learning for all math teachers and interventionists on the CRA instructional sequence, emphasizing how concrete tools, representational models, and abstract notation support deeper conceptual understanding for all learners. Include modeling, rehearsal, and calibration using grade-level standards and Provident Charter School Central math materials. Ensure Tier 1 math instruction incorporates evidence-based CRA routines aligned with Eureka Math² in Grades 2–5 and Desmos/Amplify Math in Grades 6–8. Teachers will intentionally connect each new concept to concrete manipulatives, move to representational models (e.g., diagrams, number lines, bar models, algebra tiles), and then support students in abstract procedures using curated tasks from each curriculum. CRA routines will be embedded into lesson preparation, daily math discourse, and problem-solving, ensuring conceptual understanding precedes symbolic fluency. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-monthly - Monthly
Observation and Practice Framework Met in this Plan	

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources
- 3c: Engaging Students in Learning
- 3e: Demonstrating Flexibility and Responsiveness
- 1b: Demonstrating Knowledge of Students

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

PBIS Professional Learning

Action Step		
<ul style="list-style-type: none"> • Administer the SRSS-IE screener for all students three times per year to identify internalizing and externalizing risk levels. Train teachers on rating procedures, confidentiality, and interpretation to ensure valid and reliable screenings. • Provide professional learning focused on PBIS Tier 1 expectations, classroom routines, resetting behavior, reinforcement strategies, de-escalation techniques, and understanding SRSS-IE data. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 2c: Managing Classroom Procedures • 3a: Communicating with Students • 2d: Managing Student Behavior • 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Workshop(s)	Semi-Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 2a: Creating an Environment of Respect and Rapport • 2c: Managing Classroom Procedures • 2e: Organizing Physical Space 	

- 2d: Managing Student Behavior

This Step Meets the Requirements of State Required Trainings

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

Schema Based Problem Solving Routine

Action Step		
<ul style="list-style-type: none"> • Deliver comprehensive training to all math teachers and special educators on Schema-Based Instruction (SBI), including identifying common problem types (change, comparison, part–part–whole, ratios, proportions, percent, multi-step scenarios), using visual representations (bar models, tape diagrams, ratio tables, part-whole diagrams), applying structured problem-solving routines. PD will include modeling, teacher rehearsal, and grade-band application using curriculum-aligned examples. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	

Explicit Instruction in Text Structure

Action Step		
<ul style="list-style-type: none"> • Deliver targeted professional learning to all ELA teachers on text structures (compare/contrast, chronological, cause/effect, problem/solution) and author’s craft moves (word choice, figurative language, tone, point of view). Training will show how to embed explicit instruction within EL’s Close Read protocols, Language Dives, anchor texts, and module lessons. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Academic Discourse and Language

Action Step		
<ul style="list-style-type: none"> Provide professional learning on high-quality questioning, scaffolding strategies, academic discourse facilitation, and how the coaching feedback cycle works (observe ? feedback ? reflect ? practice). 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Annual
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Communication and Stakeholder Engagement					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All stakeholders, families, staff, community and board	School wide events Title 1/Federal Programs Professional Learning opportunities Family Engagement Transition for our Students School Climate, including Safety	Rachel Owens, Director of Communication and Stakeholder Engagement	12/06/2025	06/30/2025
Communications					
Type of Communication			Frequency		
Email			Monthly		

Counseling Program Review

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All LEA Stakeholders	Results of ASCA Program Assessment	Kristy Yonushonis	01/02/2026	06/05/2026

Communications

Type of Communication	Frequency
Email	Once

School Climate Study

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All LEA Stakeholders	Results of student, staff and family climate survey	Maria Paluselli, CEO	01/23/2026	02/27/2026

Communications

Type of Communication	Frequency
Email	Once

School Climate Implementation Framework

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All LEA Stakeholders	Existing school wide values and behaviors that align with PDE School Climate Standards New behaviors identified/needed based on stakeholder climate survey	Maria Paluselli, CEO	02/16/2026	09/30/2026

Communications

Type of Communication	Frequency
Email	Once

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Maria Paluselli	2025-12-29
Building Principal Signature	Date
Kristy Yonushonis	2024-09-02
School Improvement Facilitator Signature	Date