Basic Information

Plan Entity Name: FY 2026 Stambaugh Charter Academy One Plan (0)
Plan Fiscal Year: FY 2026
Cohort #: 2
District IRN: 000855
Plan Status: Plan Agency Approved
Revision #: 0
Primary Contact:
Primary Contact Email: 73.sjones@nhaschools.com
Primary Contact Phone:
Address:

Plan Information

1. Goal #1 of 3

    1. Root Cause Analysis

        Inconsistent Use of Data to Drive Instruction Root Cause: When data is not consistently used to inform instructional decisions, teachers may miss opportunities to adjust their teaching methods to meet students'' needs in real time. This can lead to students either not being challenged enough or falling behind without timely interventions. Impact: Implementing a consistent, data-driven approach to instruction, where teachers use formative assessments and performance data to guide their planning, would enable them to tailor lessons and interventions more effectively. This would result in more targeted support and higher student achievement. Cultural Disconnect in Curriculum and Instruction Root Cause: A lack of cultural responsiveness in the curriculum can lead to disengagement for students from diverse cultural or linguistic backgrounds. If the curriculum does not reflect the diversity of students' lived experiences, they may struggle to connect with the material. Impact: By making the curriculum more inclusive and culturally relevant, students from diverse backgrounds would feel valued, seen, and more likely to engage in their learning. This would foster an inclusive environment and increase student achievement for all groups.

    2. SMART Goal Statement

        All Students and Students with Disabilities students in **All Grades** will **increase 10.00 %** in **Literacy and Math** at/in **Stambaugh Charter Academy** by **06/30/2028** as measured with **District Capacity Assessment**.

3. Student Measures

    1. Student Measure #1

       Every **Semester**, **Literacy and Math - District Capacity Assessment** of **Students with Disabilities and All Students** will be monitored by **Principal, Curriculum Director, Staff**, with an overall improvement of **increase 10.00 %** by the end of the plan.

       01/01/202606/01/202601/01/202706/01/202701/01/202806/01/2028

4. Strategies and Actions

    1. Strategy #1: Curriculum, Instruction and Assessment

        1. Strategy Level: Level 1

        2. Description:

           Stambaugh is committed to providing high-quality professional development in both literacy and math that is firmly rooted in data and focused on continuous improvement. All professional learning opportunities will be aligned with instructional goals and informed by ongoing data analysis, including student performance data, classroom assessments, and teacher feedback. In literacy, training will focus on deepening teachers' understanding of the curriculum, evidence-based reading strategies, and differentiated instruction to meet the diverse needs of all learners. In math, professional development will emphasize conceptual understanding, problem-solving, and strategies for addressing learning gaps identified through formative assessments and benchmark data.

           Instructional coaches will support teachers through job-embedded learning, modeling lessons, co-planning, and providing targeted feedback based on classroom observations and data trends. Regular data meetings will be held to analyze student progress and adjust instructional practices and interventions as needed. This cycle of professional learning, application, and reflection ensures that instructional decisions are data-driven and aligned with student needs, ultimately leading to improved academic outcomes in both literacy and math.

        3. Embedded Plan Requirement(s):

            - This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.
            - This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
            - This strategy addresses the resource inequity requirement for identified CSI or ATSI schools in ESSA section 1111(d)(1)(B)(iv) and ESSA section 1111(d)(2)(C).
            - This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

- This strategy addresses a requirement for the LEA?s Reading Achievement plan.

4. Action Steps

    1. Start Action Step: 2026, End Action Step: 06/30/2028

    Partner with The Litt training curriculum for Wit & Wisdom, offered by Great Minds, for professional development training. educators effectively implement and teach the K-8 English language arts curriculum.

    Participant(s):

    - District Administration
    - Teachers
    - Staff
    - Principals

    2. Start Action Step: 2026, End Action Step: 06/30/2026

    In Year 1, the focus will be on providing foundational training, familiarizing teachers with the structure, objectives, and key components of the new curriculum. This year will also include establishing a strong support system with coaching and ongoing professional development to address initial challenges and reinforce best practices.

    Participant(s):

    - District Administration
    - Teachers
    - Staff

    3. Start Action Step: 2026, End Action Step: 06/30/2028

    Over the next three years, math coaching will continue with monthly coaching sessions focused on refining instructional practices, modeling strategies, and providing personalized feedback. Monthly data meetings will monitor progress toward math goals, where staff will analyze student performance, identify trends, and adjust instruction based on data. This ongoing support and collaboration will ensure continuous improvement and a sustained focus on elevating math achievement for all students.

    Participant(s):

    - District Administration
    - Teachers
    - Staff
    - Principals

    4. Start Action Step: 2027, End Action Step: 06/30/2027

Year 2 will build on the foundation laid in Year 1 by offering deeper, more targeted training sessions, focusing on differentiation strategies to meet the diverse needs of students, and enhancing teachers' ability to integrate the curriculum across subjects. Additionally, data will be regularly reviewed to assess the impact of the curriculum on student outcomes, and adjustments will be made as needed.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

5. Start Action Step: 2028, End Action Step: 06/30/2028

By Year 3, the goal is to have staff fully proficient in the implementation of the curriculum, with a focus on sustaining high-quality instruction and continued growth through peer collaboration, mentoring, and advanced professional development opportunities.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2. Strategy #2: School Climate and Supports

   1. Strategy Level: Level 1

   2. Description:

   1. Review and Refine the PBIS Framework
   Data Analysis:
   Informed decision-making begins with thorough analysis. Behavior data from Year 1 will be reviewed to identify trends, challenges, and areas of success. This analysis will guide refinements to behavior expectations, reward systems, and the school's behavior matrix to ensure relevance and impact.
   Stakeholder Feedback:
   Feedback from staff, students, and families will be collected through surveys, meetings, and focus groups. This feedback will inform necessary adjustments to ensure the framework is inclusive, supportive, and responsive to the needs of all stakeholders.
   2. Expand and Strengthen Tier 1 Implementation
   Consistency in Tier 1:
   Emphasis will be placed on strengthening universal supports. All staff will continue to model and reinforce clear behavior expectations schoolwide—across classrooms, hallways, the cafeteria, and other shared spaces. Visual reminders and behavior prompts will be updated as needed to align with the refined behavior matrix.

Increased Staff Buy-In:
Refresher training sessions will be offered to reinforce the importance of Tier 1 strategies. New staff will be trained thoroughly on PBIS principles to ensure consistency. Ongoing professional development will continue to build staff confidence in using proactive strategies and responding effectively to student behavior.

Classroom-Based PBIS:
Teachers will receive support in embedding PBIS within their classroom management practices. Emphasis will be placed on using the behavior matrix regularly, setting classroom-specific routines aligned to schoolwide expectations, and consistently acknowledging positive behavior through verbal praise and reinforcement systems.

3. Embedded Plan Requirement(s):

   - This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.

4. Action Steps

   1. Start Action Step: 2026, End Action Step: 06/30/2026

      Year 1, the focus will be on building a strong foundation by forming a PBIS leadership team, establishing clear schoolwide behavior expectations, and developing a behavior matrix and reward system. All staff will receive training on Tier 1 strategies, and students and families will be introduced to the PBIS framework. Monthly coaching, walkthroughs, and data collection will begin to support and monitor initial implementation.

      Participant(s):

      - District Administration
      - Teachers
      - Staff

   2. Start Action Step: 2027, End Action Step: 06/30/2027

      Year 2, the school will strengthen Tier 1 practices and introduce Tier 2 interventions for students requiring additional support. Staff will participate in ongoing professional development to refine PBIS implementation and learn how to provide targeted supports. Classroom-based PBIS strategies will be reinforced, and student engagement will be increased through involvement in reward systems and leadership opportunities. Families and community partners will be more actively engaged, and bi-monthly data reviews will guide adjustments and intervention planning.

      Participant(s):

      - District Administration
      - Teachers

- Staff
3. Start Action Step: 2028, End Action Step: 06/30/2028

Year 3, the school will focus on sustaining progress and expanding Tier 3 supports for students with intensive behavioral needs. Coaching will continue, with peer mentorship and differentiated support for staff. A student PBIS leadership team will help promote schoolwide expectations, and PBIS will be fully embedded into the school culture and improvement plans. Ongoing data-driven decision-making will ensure that PBIS remains responsive and effective, while celebrations and storytelling will help maintain momentum and buy-in across the community.

Participant(s):

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester**, **Instructional and PBIS - Fidelity Instrument** of **All Staff** will be monitored by **Superintendent, Principal, Instructional Coach/es**, with an overall improvement of **increase 100.00 %** by the end of the plan.

01/01/202606/01/202601/01/202706/01/202701/01/202806/01/2028

6. Funding Sources

1. FY 2026

In Year 1, the focus will be on providing foundational training, familiarizing teachers with the structure, objectives, and key components of the new curriculum. This year will also include establishing a strong support system with coaching and ongoing professional development to address initial challenges and reinforce best practices.

General Fund School Improvement 1003 Title IV-A Student Support and Academic
Enrichment IDEA-B Special Education Title II-A Supporting Effective Instruction Title
I-A Improving Basic Programs

2. FY 2026

Year 1, the focus will be on building a strong foundation by forming a PBIS leadership team, establishing clear schoolwide behavior expectations, and developing a behavior matrix and reward system. All staff will receive training on Tier 1 strategies, and students and families will be introduced to the PBIS framework. Monthly coaching,

walkthroughs, and data collection will begin to support and monitor initial implementation.

General Fund Title I-A Improving Basic Programs School Improvement 1003 Title II-A

Supporting Effective Instruction

3. FY 2026,2027,2028

Partner with The Litt training curriculum for Wit & Wisdom, offered by Great Minds, for professional development training. educators effectively implement and teach the K-8 English language arts curriculum.

General Fund School Improvement 1003 Title IV-A Student Support and Academic

Enrichment IDEA-B Special Education Title I-A Improving Basic Programs Title II-A

Supporting Effective Instruction

4. FY 2026,2027,2028

Over the next three years, math coaching will continue with monthly coaching sessions focused on refining instructional practices, modeling strategies, and providing personalized feedback. Monthly data meetings will monitor progress toward math goals, where staff will analyze student performance, identify trends, and adjust instruction based on data. This ongoing support and collaboration will ensure continuous improvement and a sustained focus on elevating math achievement for all students.

General Fund School Improvement 1003 Title IV-A Student Support and Academic

Enrichment IDEA-B Special Education Title II-A Supporting Effective Instruction Title

I-A Improving Basic Programs

5. FY 2027

Year 2 will build on the foundation laid in Year 1 by offering deeper, more targeted training sessions, focusing on differentiation strategies to meet the diverse needs of students, and enhancing teachers' ability to integrate the curriculum across subjects. Additionally, data will be regularly reviewed to assess the impact of the curriculum on student outcomes, and adjustments will be made as needed.

General Fund School Improvement 1003 Title IV-A Student Support and Academic

Enrichment IDEA-B Special Education Title I-A Improving Basic Programs Title II-A

Supporting Effective Instruction

6. FY 2027

   Year 2, the school will strengthen Tier 1 practices and introduce Tier 2 interventions for students requiring additional support. Staff will participate in ongoing professional development to refine PBIS implementation and learn how to provide targeted supports. Classroom-based PBIS strategies will be reinforced, and student engagement will be increased through involvement in reward systems and leadership opportunities. Families and community partners will be more actively engaged, and bi-monthly data reviews will guide adjustments and intervention planning.

   General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective

   Instruction School Improvement 1003

7. FY 2028

   By Year 3, the goal is to have staff fully proficient in the implementation of the curriculum, with a focus on sustaining high-quality instruction and continued growth through peer collaboration, mentoring, and advanced professional development opportunities.

   General Fund School Improvement 1003 Title IV-A Student Support and Academic

   Enrichment IDEA-B Special Education Title II-A Supporting Effective Instruction Title

   I-A Improving Basic Programs

8. FY 2028

   Year 3, the school will focus on sustaining progress and expanding Tier 3 supports for students with intensive behavioral needs. Coaching will continue, with peer mentorship and differentiated support for staff. A student PBIS leadership team will help promote schoolwide expectations, and PBIS will be fully embedded into the school culture and improvement plans. Ongoing data-driven decision-making will ensure that PBIS remains responsive and effective, while celebrations and storytelling will help maintain momentum and buy-in across the community.

   General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective

   Instruction School Improvement 1003

2. Goal #2 of 3

   1. Root Cause Analysis

   Phonemic Awareness Area of Concern: Phonemic awareness is the foundational skill that helps students recognize and manipulate sounds in words. In early elementary grades (PreK-Grade 1), some students may struggle with phonemic awareness, which can hinder their ability to decode words and build a strong foundation for reading. This includes difficulties

with identifying and segmenting sounds, blending sounds to form words, or recognizing rhyming words. Data Indicators: High percentage of students performing below grade-level benchmarks in phonemic awareness assessments. Low proficiency rates in early literacy assessments measuring students' ability to distinguish sounds, rhyme, or segment words. Root Cause: Lack of early exposure to structured phonemic awareness activities, limited instructional time dedicated to sound-symbol relationships, or inconsistent interventions for struggling students. Focus Area for Improvement: Increasing structured phonemic awareness instruction, particularly for at-risk students, to support early literacy development. Low performance in phonics-based assessments, such as decoding unfamiliar words or identifying correct letter-sound correspondences. Significant gaps in students'' ability to apply phonics rules to decode words, especially in the early grades (K-2). Phonics Root Cause: Inadequate or inconsistent phonics instruction, especially for struggling readers or students who may need additional support through interventions. Lack of differentiated instruction in small groups. Focus Area for Improvement: Strengthening explicit phonics instruction and ensuring early intervention for students who show signs of difficulty with decoding.

2. SMART Goal Statement

   Students in **All Grades** at **Stambaugh Charter Academy** will be progress monitored using **NWEA/MAP and AIMS Web** with an anticipated **increase 10.00 %** in **Reading/Literacy** focusing for **Students with Disabilities and All Students** students by **06/30/2028**.

3. Student Measures

   1. Student Measure #1

      An overall improvement of **increase 10.00 %**, will be reached for **Students with Disabilities and kinder-2nd grade** in **Reading/Literacy - NWEA/MAP and AIMS Web** as reported by **Principal, Staff, Instructional Coach/es** each **Semester**.

01/01/202606/01/202601/01/202706/01/202701/01/202806/01/2028

4. Strategies and Actions

   1. Strategy #1: Curriculum, Instruction and Assessment

      1. Strategy Level: Level 2

      2. Description:

         Stambaugh plans to foster inclusivity through the adoption and intentional use of new inclusive curricular tools, Wit Wisdom and For Phonics to reading. This strategy outlines a comprehensive, multi-tiered approach to selecting, implementing, and evaluating curriculum tools that promote inclusion, support diverse learners, and reflect the lived experiences of all students. Schools must commit to continuous improvement by evaluating the impact of curricular changes on student engagement, achievement, and belonging. Evaluation strategies include:
         Quantitative data: Disaggregated student achievement data, behavior data,

attendance, and participation rates by subgroups.

Qualitative feedback: Surveys and focus groups with students, families, and teachers about the inclusivity and relevance of materials.

Curriculum fidelity checks: Classroom walkthroughs and teacher lesson reviews to ensure consistent use of inclusive strategies.

Professional reflection: Teacher self-assessments and peer discussions on what's working and where additional support is needed.

Based on this feedback, the school can make informed decisions about adjustments, additional training needs, and future curriculum investments.

3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the resource inequity requirement for identified CSI or ATSI schools in ESSA section 1111(d)(1)(B)(iv) and ESSA section 1111(d)(2)(C).
- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.
- This strategy addresses a requirement for the LEA?s Reading Achievement plan.

4. Action Steps

   1. Start Action Step: 2026, End Action Step: 06/30/2028

   Stambaugh will implement a structured, multi-year approach focused on strengthening early literacy practices in grades K–2. Th e school will conduct a comprehensive review of the current literacy block to identify instructional gaps related to phonemic awareness, sound-symbol correspondence, and decoding. Based on these findings, the school will adopt a high-quality, evidence-based phonics and phonemic awareness program aligned with the Science of Reading. Professional development will be provided to all K–2 teachers and intervention staff to ensure consistent and explicit instructional delivery, as well as effective small group differentiation. Instructional schedules will be revised to allocate daily, dedicated time for both whole-group and small-group phonics instruction. Students identified as struggling readers will participate in targeted intervention cycles with bi-weekly progress monitoring to ensure accelerated growth and early support.

   Participant(s):

   - District Administration
   - Teachers
   - Staff
   - Principals
   - Instructional Coaches

2. Start Action Step: 2026, End Action Step: 06/30/2028

   To effectively monitor the implementation of professional development and curriculum, principals and school leaders will use a combination of classroom observations and team learning walks. Regular classroom observations and learning walks provide insight into whether instructional strategies from PD sessions are being applied and if the curriculum is being used with fidelity. During these observations, leaders will look for specific indicators such as the use of lesson components from programs Wit & Wisdom and For Phonics to reading, student engagement with rigorous tasks, and the integration of academic vocabulary and questioning techniques introduced in training. We will use a structured walkthrough tool and/or checklist to ensures consistency and focus the observation on key instructional priorities.

   Participant(s):

   - District Administration
   - Principals
   - Building Leadership
   - Instructional Coaches

3. Start Action Step: 2027, End Action Step: 06/30/2027

   Year 1-2: Full Implementation with Support
   Goal: Expand the tool school- or district-wide with structured training and coaching.
   Full-Scale Rollout: Implement the curricular tool across all intended classrooms/grade levels.

   Targeted PD and Coaching: Offer in-depth, ongoing professional development and job-embedded coaching to support implementation, differentiation, and instructional planning.

   Resource Development: Create pacing guides, exemplar lesson plans, and assessment tools aligned to the new curriculum.

   Collaborative Planning: Establish regular teacher collaboration time (PLCs) to reflect on lessons, analyze student work, and refine practices.

   Data Monitoring: Use student assessment data and walkthroughs to identify trends, provide targeted support, and make instructional adjustments.

   Family Communication: Inform families about the curriculum goals and provide strategies to support learning at home.

   Participant(s):

- District Administration
- Teachers
- Staff
- Principals

4. Start Action Step: 2028, End Action Step: 06/30/2028

Year 3: Deepening Practice and Sustainability
Goal: Strengthen instructional consistency and evaluate long-term impact.

Instructional Refinement: Focus on deepening instructional practices through differentiated supports, advanced strategies, and extensions.

Peer Leadership: Empower experienced teachers as mentors, model classrooms, or curriculum leads.

Advanced PD: Offer specialized sessions on integrating the tool with cross-curricular content, technology, or equity strategies.

Impact Evaluation: Collect and analyze multiple data points (achievement, engagement, teacher feedback) to assess the tool's effectiveness.

Adjustments and Scaling: Revise curricular components as needed and plan for expansion to additional subjects or grade levels.

Sustainability Planning: Embed curriculum use into induction programs, PD calendars, and instructional frameworks to ensure long-term success.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Instructional Coaches

2. Strategy #2: School Climate and Supports

    1. Strategy Level: Level 1

    2. Description:

        Strategy Level: Level 1

        Description:
        Focus Areas
        Launch schoolwide PBIS Tier 1 systems

Define clear expectations and routines

Begin improving attendance

Ensure accessibility and inclusion for all students

Key Strategies
Define and Teach Schoolwide Expectations

Establish 3–5 core behavior expectations (e.g., Be Respectful, Be Responsible, Be Safe)

Create and post a behavior matrix showing expectations across settings

Teach and model expectations in all classrooms and common areas

Professional Development

Train all staff on PBIS foundations, behavior management, and trauma-informed practices

Provide specific training for staff supporting students with disabilities and English learners

Launch Tier 1 Systems

Implement universal supports like positive reinforcement, visual cues, and consistent routines

Develop a schoolwide reward system to recognize positive behavior

Ensure that rewards and expectations are accessible for all learners (using visuals, multiple languages, etc.)

Attendance Initiatives

Begin tracking daily attendance and identifying students with early warning signs

Implement classroom and schoolwide attendance recognition programs

Launch communication campaigns to emphasize the importance of regular attendance

Family Engagement

Introduce families to PBIS through newsletters, events, and translated

communication

Provide opportunities for parent input through surveys or meetings

Data Collection

Begin tracking behavior incidents and attendance data schoolwide

Disaggregate data by subgroup (disability status, EL, race/ethnicity) to identify equity gaps

3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the resource inequity requirement for identified CSI or ATSI schools in ESSA section 1111(d)(1)(B)(iv) and ESSA section 1111(d)(2)(C).
- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.
- This strategy addresses a requirement for the LEA?s Reading Achievement plan.

4. Action Steps

1. Start Action Step: 2026, End Action Step: 06/30/2026

Implement a consistent schoolwide PBIS framework by reestablishing clear behavior expectations, reward systems, and behavior matrixes. Staff will receive professional development on Tier 1 PBIS strategies in August 2025, with monthly coaching and walkthroughs to monitor and reinforce implementation. Behavior data will be reviewed bi-monthly to guide targeted supports and Tier 2 interventions.

Participant(s):

- District Administration
- Teachers
- Staff
- Positive Behavior Intervention Support Team

2. Start Action Step: 2027, End Action Step: 06/30/2027

As we move into Year 2 of our Positive Behavioral Interventions and Supports (PBIS) implementation, the focus shifts from initial rollout to refining, expanding, and sustaining practices across all tiers. The following plan outlines targeted actions to strengthen Tier 1 foundations, develop Tier 2 interventions, deepen staff capacity, engage families and the community, and build long-term sustainability.

Participant(s):

- District Administration
- Teachers
- Staff
- Positive Behavior Intervention Support Team

3. Start Action Step: 2028, End Action Step: 06/30/2028

As the school enters Year 3 of implementing a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework, the primary focus is on deepening, sustaining, and expanding the practices developed in the previous years. This phase builds upon the structures established in Year 1 and the refinements made in Year 2 to create a fully integrated, data-driven, and culturally responsive PBIS system that supports the academic and social-emotional success of all students.

Participant(s):

- District Administration
- Teachers
- Staff
- Positive Behavior Intervention Support Team

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester**, **Discipline - Participation** of **All Staff** will be monitored by **Principal, Classroom Teacher/s, Staff**, with an overall improvement of **decrease 10.00 %** by the end of the plan.

01/01/202606/01/202601/01/202706/01/202701/01/202806/01/2028

6. Funding Sources

1. FY 2026

Implement a consistent schoolwide PBIS framework by reestablishing clear behavior expectations, reward systems, and behavior matrixes. Staff will receive professional development on Tier 1 PBIS strategies in August 2025, with monthly coaching and walkthroughs to monitor and reinforce implementation. Behavior data will be reviewed bi-monthly to guide targeted supports and Tier 2 interventions.

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective

Instruction School Improvement 1003

2. FY 2026,2027,2028

Stambaugh will implement a structured, multi-year approach focused on strengthening early literacy practices in grades K–2. Th e school will conduct a comprehensive review of the current literacy block to identify instructional gaps related to phonemic awareness, sound-symbol correspondence, and decoding. Based on these findings, the school will adopt a high-quality, evidence-based phonics and phonemic awareness program aligned with the Science of Reading. Professional development will be provided to all K–2 teachers and intervention staff to ensure consistent and explicit instructional delivery, as well as effective small group differentiation. Instructional schedules will be revised to allocate daily, dedicated time for both whole-group and small-group phonics instruction. Students identified as struggling readers will participate in targeted intervention cycles with bi-weekly progress monitoring to ensure accelerated growth and early support.

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective

Instruction School Improvement 1003

3. FY 2026,2027,2028

To effectively monitor the implementation of professional development and curriculum, principals and school leaders will use a combination of classroom observations and team learning walks. Regular classroom observations and learning walks provide insight into whether instructional strategies from PD sessions are being applied and if the curriculum is being used with fidelity. During these observations, leaders will look for specific indicators such as the use of lesson components from programs Wit & Wisdom and For Phonics to reading, student engagement with rigorous tasks, and the integration of academic vocabulary and questioning techniques introduced in training. We will use a structured walkthrough tool and/or checklist to ensures consistency and focus the observation on key instructional priorities.

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective

Instruction IDEA-B Special Education

4. FY 2027

Year 1-2: Full Implementation with Support Goal: Expand the tool school- or district-wide with structured training and coaching. Full-Scale Rollout: Implement the curricular tool across all intended classrooms/grade levels. Targeted PD and Coaching: Offer in-depth, ongoing professional development and job-embedded coaching to support implementation, differentiation, and instructional planning. Resource Development: Create pacing guides, exemplar lesson plans, and assessment tools aligned to the new curriculum. Collaborative Planning: Establish regular teacher collaboration time (PLCs) to reflect on lessons, analyze student work, and refine practices. Data Monitoring: Use student assessment data and walkthroughs to identify trends, provide targeted support, and make instructional adjustments. Family

Communication: Inform families about the curriculum goals and provide strategies to support learning at home.

> General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective

> Instruction School Improvement 1003

5. FY 2027

As we move into Year 2 of our Positive Behavioral Interventions and Supports (PBIS) implementation, the focus shifts from initial rollout to refining, expanding, and sustaining practices across all tiers. The following plan outlines targeted actions to strengthen Tier 1 foundations, develop Tier 2 interventions, deepen staff capacity, engage families and the community, and build long-term sustainability.

> General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective

> Instruction School Improvement 1003

6. FY 2028

Year 3: Deepening Practice and Sustainability Goal: Strengthen instructional consistency and evaluate long-term impact. Instructional Refinement: Focus on deepening instructional practices through differentiated supports, advanced strategies, and extensions. Peer Leadership: Empower experienced teachers as mentors, model classrooms, or curriculum leads. Advanced PD: Offer specialized sessions on integrating the tool with cross-curricular content, technology, or equity strategies. Impact Evaluation: Collect and analyze multiple data points (achievement, engagement, teacher feedback) to assess the tool's effectiveness. Adjustments and Scaling: Revise curricular components as needed and plan for expansion to additional subjects or grade levels. Sustainability Planning: Embed curriculum use into induction programs, PD calendars, and instructional frameworks to ensure long-term success.

> General Fund Title II-A Supporting Effective Instruction Title I-A Improving Basic

> Programs School Improvement 1003

7. FY 2028

As the school enters Year 3 of implementing a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework, the primary focus is on deepening, sustaining, and expanding the practices developed in the previous years. This phase builds upon the structures established in Year 1 and the refinements made in Year 2 to create a fully integrated, data-driven, and culturally responsive PBIS system that supports the academic and social-emotional success of all students.

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction School Improvement 1003

3. Goal #3 of 3

   1. Root Cause Analysis

   Insufficient Teacher Training and Professional Development Root Cause: Teachers may not have adequate training or ongoing professional development in effectively differentiating instruction for students with disabilities or in using specialized tools and strategies. Impact: Providing continuous, targeted professional development on strategies for teaching students with disabilities—such as differentiated instruction, behavior management, and use of assistive technology—could improve teacher effectiveness and student learning outcomes. Lack of Collaboration Among Support Teams Root Cause: Inadequate communication or collaboration among general education teachers, special education staff, counselors, and other support personnel may hinder the development and implementation of cohesive support plans. Impact: Strengthening collaboration through regular meetings, shared goals, and joint problem-solving would lead to more integrated and holistic support for students with disabilities, benefiting their academic and social growth.

   2. SMART Goal Statement

   Students with Disabilities and English Language Learner students in **All Grades** will **increase 10.00 %** in **Reading/Literacy** at/in **Stambaugh Charter Academy** by **06/30/2028** as measured with **District Capacity Assessment**.

   3. Student Measures

      1. Student Measure #1

      Every **Semester**, **Discipline - District discpline records and incident reports** of **Students with Disabilities and English Language Learners & Immigrant/Migrant Students** will be monitored by **Principal, Staff, Special Education Director**, with an overall improvement of **decrease 5.00 %** by the end of the plan.

      01/01/202606/01/202601/01/202706/01/202701/01/202806/01/2028

      2. Student Measure #2

      Every **Trimester**, **Reading/Literacy - District Capacity Assessment** of **Students with Disabilities and English Language Learners & Immigrant/Migrant Students** will be monitored by **Principal, Classroom Teacher/s, Staff, Special Education Director**, with an overall improvement of **increase 10.00 %** by the end of the plan.

      12/01/202503/01/202606/17/202612/01/202603/01/202706/17/202712/01/202703/01/202806/17/2028

4. Strategies and Actions

   1. Strategy #1: Curriculum, Instruction and Assessment

      1. Strategy Level: Level 1

      2. Description:

         Over the next three years, the school will implement a schoolwide framework for scaffolding instruction using the Gradual Release of Responsibility (GRR) model—I Do, We Do, You Do—to enhance specially designed instruction and support diverse learners. By Year 3, 100% of instructional staff will consistently plan and deliver scaffolded lessons aligned to this model, with evidence of increased student independence, engagement, and mastery of grade-level content.
         Year 1 (Foundation & Awareness): Build Knowledge and Initial Practice
         Provide professional development on the principles of GRR and its alignment with scaffolding and SDI.

         Model GRR strategies in coaching sessions and instructional walkthroughs.

         Teachers begin incorporating I Do/We Do/You Do language and planning into one content area.

         Administrators and coaches conduct baseline observations and gather staff feedback.

         Year 2 (Consistency & Collaboration): Deepen Practice and Peer Support
         Expand implementation to all core content areas and include diverse learners in planning.

         Facilitate monthly collaborative planning sessions focused on designing scaffolded lessons.

         Peer walkthroughs and instructional rounds highlight effective GRR use.

         Adjust professional development to address observed gaps and promote co-teaching strategies.

         Year 3 (Sustainability & Impact): Schoolwide Mastery and Data Use
         Teachers consistently implement GRR strategies across all subjects and student groups.

         Instructional teams use student data to refine scaffolding techniques and increase student independence.

         Student work, observation data, and achievement measures reflect improved outcomes.

School leadership develops internal capacity by training teacher-leaders to sustain GRR coaching.

3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the resource inequity requirement for identified CSI or ATSI schools in ESSA section 1111(d)(1)(B)(iv) and ESSA section 1111(d)(2)(C).
- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.
- This strategy addresses a requirement for the LEA?s Reading Achievement plan.

4. Action Steps

1. Start Action Step: 2026, End Action Step: 06/30/2026

ear 1 (Foundation & Awareness): Build Knowledge and Initial Practice Provide professional development on the principles of GRR and its alignment with scaffolding and SDI.

Model GRR strategies in coaching sessions and instructional walkthroughs.

Teachers begin incorporating I Do/We Do/You Do language and planning into one content area.

Administrators and coaches conduct baseline observations and gather staff feedback.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Instructional Coaches

2. Start Action Step: 2027, End Action Step: 06/30/2027

Year 2 (Consistency & Collaboration): Deepen Practice and Peer Support Expand implementation to all core content areas and include diverse learners in planning.

Facilitate monthly collaborative planning sessions focused on designing scaffolded lessons.

Peer walkthroughs and instructional rounds highlight effective GRR use.

Adjust professional development to address observed gaps and promote co-teaching strategies.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Instructional Coaches

3. Start Action Step: 2028, End Action Step: 06/30/2028

Year 3 (Sustainability & Impact): Schoolwide Mastery and Data Use Teachers consistently implement GRR strategies across all subjects and student groups.

Instructional teams use student data to refine scaffolding techniques and increase student independence.

Student work, observation data, and achievement measures reflect improved outcomes.

School leadership develops internal capacity by training teacher-leaders to sustain GRR coaching.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Instructional Coaches

2. Strategy #2: School Climate and Supports

    1. Strategy Level: Level 1

    2. Description:

    Focus Areas
    Launch schoolwide PBIS Tier 1 systems

    Define clear expectations and routines

    Begin improving attendance

    Ensure accessibility and inclusion for all students

    Key Strategies
    Define and Teach Schoolwide Expectations

Establish 3–5 core behavior expectations (e.g., Be Respectful, Be Responsible, Be Safe)

Create and post a behavior matrix showing expectations across settings

Teach and model expectations in all classrooms and common areas

Professional Development

Train all staff on PBIS foundations, behavior management, and trauma-informed practices

Provide specific training for staff supporting students with disabilities and English learners

Launch Tier 1 Systems

Implement universal supports like positive reinforcement, visual cues, and consistent routines

Develop a schoolwide reward system to recognize positive behavior

Ensure that rewards and expectations are accessible for all learners (using visuals, multiple languages, etc.)

Attendance Initiatives

Begin tracking daily attendance and identifying students with early warning signs

Implement classroom and schoolwide attendance recognition programs

Launch communication campaigns to emphasize the importance of regular attendance

Family Engagement

Introduce families to PBIS through newsletters, events, and translated communication

Provide opportunities for parent input through surveys or meetings

Data Collection

Begin tracking behavior incidents and attendance data schoolwide

Disaggregate data by subgroup (disability status, EL, race/ethnicity) to identify equity gaps

3. Embedded Plan Requirement(s):
   - This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.
   - This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
   - This strategy addresses the resource inequity requirement for identified CSI or ATSI schools in ESSA section 1111(d)(1)(B)(iv) and ESSA section 1111(d)(2)(C).
   - This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.
4. Action Steps

   1. Start Action Step: 2026, End Action Step: 06/30/2026

      Establish Tier 1 PBIS systems with attention to inclusivity and proactive attendance strategies.
      Key Strategies:

      Define and teach schoolwide behavior expectations (e.g., Be Respectful, Be Responsible, Be Safe).

      Develop a PBIS behavior matrix that is accessible for all learners (include visuals, translations, and IEP accommodations).

      Launch an attendance campaign with monthly recognition, parent communication, and monitoring systems.

      Create a PBIS team that includes special education, ELL, and support staff representation.

      Provide professional development on Tier 1 strategies and trauma-informed practices.

      Begin universal screening of attendance and behavior data to identify students needing support.

      Special Populations Focus:

      Ensure all behavior lessons include UDL principles (visuals, modeling, multiple access points).

      Collaborate with IEP teams to align PBIS supports with individual student goals.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Instructional Coaches

2. Start Action Step: 2027, End Action Step: 06/30/2027

Provide targeted Tier 2 supports for students with ongoing behavior and attendance challenges.
Key Strategies:

Implement Tier 2 interventions like Check-In/Check-Out (CICO), social skills groups, and attendance mentoring.

Train staff on de-escalation, restorative practices, and functional behavior assessment (FBA).

Partner with families and community organizations for attendance and behavioral support plans.

Create attendance intervention teams to review data weekly and coordinate outreach.

Expand PBIS team to include student voice (e.g., student ambassadors, peer leaders).

Special Populations Focus:

Disaggregate data by student subgroup to identify disparities.

Provide Tier 2 supports through culturally responsive and linguistically accessible methods.

Engage specialists (e.g., intervention specialists, behavior analysts, ELL teachers) in Tier 2 planning and implementation.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Instructional Coaches

3. Start Action Step: 2028, End Action Step: 06/30/2028

Monitor effectiveness, refine supports, and introduce Tier 3 planning for high-needs students.
Key Strategies:

Evaluate and refine Tier 1 and Tier 2 systems using fidelity tools (e.g., Tiered Fidelity Inventory).

Introduce Tier 3 planning for students with chronic absenteeism or significant behavior needs.

Use data teams to analyze trends and adapt interventions accordingly.

Embed PBIS practices into all classrooms and settings (cafeteria, buses, playgrounds).

Celebrate progress and share data with stakeholders regularly.

Special Populations Focus:

Collaborate with IEP and MTSS teams to integrate Tier 3 supports with individualized student plans.

Offer professional development on trauma, cultural responsiveness, and wraparound services.

Ensure families of students with disabilities and diverse backgrounds are engaged in intervention planning.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Instructional Coaches

5. Adult Measures

1. Adult Measure #1

- School Climate and Supports

Every **Trimester**, **Reading Literacy and Discipline - Student data** of **All Staff** will be monitored by **Principal, Special Education Director, Classroom Teacher/s, Staff**, with an overall improvement of **increase 10.00 %** by the end of the plan.

| 12/01/202503/01/202606/17/202612/01/202603/01/202706/17/202712/01/202703/01 |
| /202806/17/2028 |

6. Funding Sources

   1. FY 2026

      ear 1 (Foundation & Awareness): Build Knowledge and Initial Practice Provide professional development on the principles of GRR and its alignment with scaffolding and SDI. Model GRR strategies in coaching sessions and instructional walkthroughs. Teachers begin incorporating I Do/We Do/You Do language and planning into one content area. Administrators and coaches conduct baseline observations and gather staff feedback.

      | General Fund IDEA-B Special Education Title I-A Improving Basic Programs Title II-A |
      | Supporting Effective Instruction School Improvement 1003 |

   2. FY 2026

      Establish Tier 1 PBIS systems with attention to inclusivity and proactive attendance strategies. Key Strategies: Define and teach schoolwide behavior expectations (e.g., Be Respectful, Be Responsible, Be Safe). Develop a PBIS behavior matrix that is accessible for all learners (include visuals, translations, and IEP accommodations). Launch an attendance campaign with monthly recognition, parent communication, and monitoring systems. Create a PBIS team that includes special education, ELL, and support staff representation. Provide professional development on Tier 1 strategies and trauma-informed practices. Begin universal screening of attendance and behavior data to identify students needing support. Special Populations Focus: Ensure all behavior lessons include UDL principles (visuals, modeling, multiple access points). Collaborate with IEP teams to align PBIS supports with individual student goals.

      | General Fund IDEA-B Special Education Title I-A Improving Basic Programs Title II-A |
      | Supporting Effective Instruction School Improvement 1003 |

   3. FY 2027

      Year 2 (Consistency & Collaboration): Deepen Practice and Peer Support Expand implementation to all core content areas and include diverse learners in planning. Facilitate monthly collaborative planning sessions focused on designing scaffolded lessons. Peer walkthroughs and instructional rounds highlight effective GRR use. Adjust professional development to address observed gaps and promote co-teaching strategies.

General Fund IDEA-B Special Education Title I-A Improving Basic Programs Title II-A

Supporting Effective Instruction School Improvement 1003

4. FY 2027

Provide targeted Tier 2 supports for students with ongoing behavior and attendance challenges. Key Strategies: Implement Tier 2 interventions like Check-In/Check-Out (CICO), social skills groups, and attendance mentoring. Train staff on de-escalation, restorative practices, and functional behavior assessment (FBA). Partner with families and community organizations for attendance and behavioral support plans. Create attendance intervention teams to review data weekly and coordinate outreach. Expand PBIS team to include student voice (e.g., student ambassadors, peer leaders). Special Populations Focus: Disaggregate data by student subgroup to identify disparities. Provide Tier 2 supports through culturally responsive and linguistically accessible methods. Engage specialists (e.g., intervention specialists, behavior analysts, ELL teachers) in Tier 2 planning and implementation.

General Fund IDEA-B Special Education Title I-A Improving Basic Programs Title II-A

Supporting Effective Instruction

5. FY 2028

Year 3 (Sustainability & Impact): Schoolwide Mastery and Data Use Teachers consistently implement GRR strategies across all subjects and student groups. Instructional teams use student data to refine scaffolding techniques and increase student independence. Student work, observation data, and achievement measures reflect improved outcomes. School leadership develops internal capacity by training teacher-leaders to sustain GRR coaching.

General Fund IDEA-B Special Education Title I-A Improving Basic Programs Title II-A

Supporting Effective Instruction School Improvement 1003

6. FY 2028

Monitor effectiveness, refine supports, and introduce Tier 3 planning for high-needs students. Key Strategies: Evaluate and refine Tier 1 and Tier 2 systems using fidelity tools (e.g., Tiered Fidelity Inventory). Introduce Tier 3 planning for students with chronic absenteeism or significant behavior needs. Use data teams to analyze trends and adapt interventions accordingly. Embed PBIS practices into all classrooms and settings (cafeteria, buses, playgrounds). Celebrate progress and share data with stakeholders regularly. Special Populations Focus: Collaborate with IEP and MTSS teams to integrate Tier 3 supports with individualized student plans. Offer professional development on trauma, cultural responsiveness, and wraparound

services. Ensure families of students with disabilities and diverse backgrounds are engaged in intervention planning.

| General Fund IDEA-B Special Education Title I-A Improving Basic Programs Title II-A |
| Supporting Effective Instruction School Improvement 1003 |