		SY25/26	SY26/27	SY27/28
Best Place to Learn & Best Place to Work				
	Multi-Tiered System of Supports	Pilot the plan for Gifted and Talented program expansions during MTSS Continue to evaluate the current MTSS system to ensure it meets the needs of all learners Implement plan for the additional staffing to help expand student groupings: MTSS and/or Gifted and Talented. (to include part-time support staff) Implement the current system of IST and determine a path for enhancements Add two academic interventionists to support and expand academic interventions for challenged learners. Determine a plan for a long-term space for academic interventiontion specifically for Tier II and Tier III interventions along with a designated area for high-dosage tutoring.	Review the piloted plan for Gifted and Talented program expansions during MTSS. Seek teacher feedback and input to enhance the program Continue to evaluate the current MTSS system to ensure it meets the needs of all learners Implement plan for the additional staffing to help expand student groupings: MTSS and/or Gifted and Talented. (to include full-time support staff or two part-time) Review/Evaluate/Revise/Implement the current system of IST and determine a path for enhancements Evaluate the student outcomes resulting from the work of the academic interventionists and revise academic interventions for challenged learners based on this information. Build the Instructional Intervention Labs (Facilities Expansion Dependent) for small-group instruction and academic intervention for Tier II and Tier III instruction and tutoring in addition to an area for Gifted and Talented students.	Make enhancements to the plan for Gifted and Talented program based on the feedback and continue to implement the program expansions during MTSS Continue to evaluate the current MTSS system to ensure it meets the needs of all learners Implement guidelines for PBIS specific for grade bands. Get input from teachers. Review/Evaluate/Revise/Implement the current system of IST and determine a path for enhancements. Evaluate the student outcomes resulting from the work of the academic interventionists and revise academic interventions for challenged learners based on this information. Utilize the Instructional Intervention Labs for Tier II/II support for high-dosage tutoring to recover for learning loss along with providing additional learning opportunities for our Gifted and Talented learners. Evaluate student growth in math/reading for those receiving interventions through the Instructional Intervention Labs.
	Math	Year 1 Eureka Squared: Professional Learning for Teachers Continue advanced math section in grades 6-8. Pilot combined 7/8 course with advanced math section in grade 7. Review and/or modify criteria for advanced math section eligibility Implement STEM Night with Science Coach and Technology Teacher	Year 2 Eureka Squared: Continue Professional Learning for Teachers Continue advanced math section in grades 6-8. Pilot 8th grade Algebra I in grade 8. Finalize honors math criteria for eligibility and create policy Seek approval for Algebra I high school credit for grade 8 honors section Evaluate STEM Night from previous year and make changes as needed	Year 3 Eureka Squared: Continue Professional Learning for Teachers Official Launch of Math Honors Class(es) in grades 6-8 Expand STEM Night to include Arts (STEAM)

	Reading, Writing, English, Language Arts	ELA: Create backwards mapping for Writing Fundations Professional Development (all year, all K-3 teachers) Continue to support with Fundations Curricula Review: Scholastic Year 5 Fundations Year 5 (k-2) Fundations Year 4 Second grade Third grade year 3 Lalilo and Freckle Year 3(add 2-to Freckle) (k-1) (2-8) 1st Grade writing pilot Year 3 Create an ELA Curriculum review team (K-8) Family Literacy Night (Year 3)	ELA: Continue to support with Fundations Curriculum Review: Scholastic Year 6 Fundations Year 6 (k-2) Fundations Year 5 Second grade Third grade Fundations year 4 Lalilo and Freckle Year 4 (k-1) (2-8) 1st Grade writing pilot Year 4 Curriculum Pilot (K-8) Family Literacy Night (Year 4)	ELA: Continue to support with Fundations Curriculum Review: Scholastic Year 7? Fundations Year7 (k-2) Fundations Year 6 Second grade Third grade Fundations year 5 Lalilo and Freckle Year 5 (k-1) (2-8) 1st Grade writing pilot Year 5 New Curriculum Implementation? Family Literacy Night (Year 5)
	Social Studies	Social Studies: Complete mapping yearly units & instructional timing guide (3-5) Implement model lessons and resources provided by the state (grades 2 & 3) Use data from assessments to align units and modify the curriculum Evaluate use of question stems in grades 4-8 Continue data analysis & goal-setting w/ students Research school-wide social studies event (culture or diversity fair?)	Social Studies: Complete mapping yearly units & create instructional timing guide (6-8) Evaluate model lessons and resources provided by the state (grades 2 & 3) Explore/choose model lessons and resources provided by the state (grades KN & 1?) Use data from assessments to align units and modify the curriculum Evaluate use of data analysis & goal-setting w/ students Begin curriculum review (Savvas) Implement school-wide social studies event	Social Studies: Implement, evaluate, and revise instructional timing guides and revise if needed Implement model lessons and resources provided by the state (grades KN & 1) Use data from assessments to align units and modify the curriculum Evaluate school-wide social studies event and make changes

		Science:	Science:	Science:
Academic Excellence	**Science**	Implementing all Amplify science kits (K-5) Roll out fifth OSE unit in grades 6-8 Complete instructional timing guide (3-5) Utilize digital Activate Learning platform for OSE Continue using KITE testing platform; use science data to determine enhancements in curriculum Implement STEM night w/ Math Coach and Technology Teacher Curriculum Review: Amplify Year 5 Begin curriculum review: Open SciEd?	Roll out sixth OSE unit in grades 6-8 Evaluate instructional timing guide for K-2; revise if needed Complete instructional timing guide (6-8) Evaluate Activate Learning platform Evaluate KITE testing platform and EOY assessments Evaluate STEM night from previous year & make changes	Evaluate implementation of six OSE units in grades 6-8 Evaluate instructional timing guide for 3-5; revise if needed Expand STEM Night to include Art (STEAM)
	The Arts	Expand the arts track performances to include every Art. Explore what is needed to expand the arts programming and the space required for digital media and recording. Continue PD on Science and Social Studies question stems in the Arts. Create a plan for working with children who are gifted in the Arts.	Create an internal committee to develop a plan for cross curricular grade level projects that would directly connect grade level content with the Arts where there is a direct connection between content for grades 5-8. Based on the findings of SY25/26, develop the multimedia and music recording curricula, purchase the necessary supplies/materials, and include digital media and music recording in the course selection process for the SY27/28 school year (Facilities Expansion Dependent). Build the 21st-Century Media Studio to house a digital recording studio and media lab. Implement PD on Literacy in the Arts Implement the plan for children who are Gifted in the Arts.	Implement the plan for cross curricular grade level projects that directly connect grade level content with the Arts for grades 5-8. Implement the multimedia and music recording course offerings including opening the 21st-Century Media Studio. (Facilities Expansion Dependent.) Continue PD on literacy in the Arts Review, evaluate, and revise as needed the plan for children who are Gifted in the Arts. Evaluate the success of the 21st-Century Media Studio based on 100% of 8th graders completing a real-world digital media and business project.

	Data Driven Instruction	Continue to implement and enhance the system of data-driven PLCs, annual and benchmark data-driven goals, and establish target goals for Reading, Math, Social Studies, and Science. Pilot EduClimber for use by admin teams Measurement: Based on the current data, we will see the following increases. (ESTABLISHED ANNUALLY BASED ON DATA)	Continue to implement and enhance the system of data-driven PLCs, annual and benchmark data-driven goals, and establish target goals for Reading, Math, Social Studies, and Science. Implement EduClimber use by admin teams and teachers to guide whole child decision making. Build the Instructional Intervention Labs and Educator Efficacy & Innovation Lab to support academic interventions and on-going professional development through daily PLCs. Determine baseline data for academic achievement to measure future success for the Instructional Intervention Labs and Educator Efficacy & Innovation Lab. Determine baseline data for teacher retention to measure the success of the Educator Efficacy & Innovation Lab. (ESTABLISHED ANNUALLY BASED ON DATA)	Continue to implement and enhance the system of data-driven PLCs, annual and benchmark data-driven goals, and establish target goals for Reading, Math, Social Studies, and Science. Evaluate and revise as needed the use of EduClimber by admin teams and teachers to guide whole child decision making. Utilize the Instructional Intervention Labs for Tier II/Tier III supports and Gifted & Talented students including gathering student success and growth data. Utilize the Educator Efficacy & Innovation Lab for daily Professional Learning Communities (PLCs) to promote data driven instruction and ongoing teacher supports. Analyze the academic success and teacher retention data after the first year of PCA's Instructional Intervention Labs and Educator Efficacy & Innovation Lab. (ESTABLISHED ANNUALLY BASED ON DATA)
	Specal Education	Evaluate the programming available for C setting learners and learners with autism including a long-term space for setting B/C learners and supporting the sensory needs of neurodivergent students. Implement PD for staff in meeting the needs of students with sensory needs, communication delays, and autism. Increase collaboration between special education and general education by: Schedule and Implement - PD time to communicate and collaborate on the roles for special education teachers, paraprofessionals, and residents on TAM classroom techniques focusing on small grouping. Provide Professional Development on roles and responsibilities Teacher/Para/Special Educator. Ensure there is common planning time for special education and general education teachers Expand the special education team to include a B/C teacher for K-4 and 5-8 as well as at least 5 special educators to support K-2, 1, 3-4, 5-6, 6, and 7-8. Create a PD plan based on the internal audit of files.	Create a plan for the implementation of the Sensory Wellness Hub for students with sensory needs and autism along with space for setting B/C learners. (Partially Facilities Expansion Dependent) Continue to provide and monitor implementation of the PD for meeting the needs of students with sensory/communication needs and autism. Increase collaboration between special education and general education by: Schedule and Implement - PD time to communicate and collaborate on the roles for special education teachers, paraprofessionals, and residents on TAM classroom techniques including Team teaching: A general education teacher and a special education teacher jointly instruct the class. A paraprofessional may also be assigned to the room on a part-time basis. Continue providing Professional Development on roles and responsibilities Teacher/Para/Special Educator. Continue to ensure there is common planning time for special education and general education teachers. Create an induction training plan for all new staff based on roles. Implement the PD plan based on the internal audit of files. Determine baseline data for inclusion success for the new Sensory Wellness Hub based on behavior referrals related to sensory regulation.	Provide training for staff on the utilization of the Sensory Wellness Hub for students with sensory needs and autism. (Partially Facilities Expansion Dependent) Provide Special Education Teachers with space for setting B/C learners. Evaluate the implementation of the PD for meeting the needs of students with sensory/communication needs and autism and make revisions as needed. Increase collaboration between special education & general education by: Schedule and Implement - PD time to communicate and collaborate on the roles for special education teachers, paraprofessionals, and residents on TAM classroom techniques including reinforcement of prior year team teaching, and; Differentiated instruction: Teachers use a variety of strategies to address individual learning needs and styles. This often involves using learning centers and small-group instruction. Focus on social and emotional development: Some TAM programs use practices like "Ego Groups" to help enhance students' self-esteem and foster a positive, supportive social environment. Evaluate and revise as needed the Professional Development on roles and responsibilities Teacher/Para/Special Educator. Implement induction plan for all new staff regarding roles and responsibilities. Implement the PD plan based on the internal audit of files. Evaluate the first year of data for the reduction of behavior referrals due to technology-assisted sensory regulation with the Sensory Wellness Hub.

	Ensure the school is meeting standards for academic excellence	Ensure that the school meets or exceeds the standards for overall academic excellence. (Academic (DSSF) Framework by: Implementing the revised 5 year PD plan aligned to Academic Improvements using SY19 through SY21 information to improve our system of data driven processes including PLC's.	Ensure that the school meets or exceeds the standards for overall academic excellence. (Academic (DSSF) Framework by: Implementing the revised 5 year PD plan aligned to Academic Improvements using SY19 through SY21 information to improve our system of data driven processes including PLC's.	Ensure that the school meets or exceeds the standards for overall academic excellence. (Academic (DSSF) Framework by: Implementing the revised 5 year PD plan aligned to Academic Improvements using SY19 through SY21 information to improve our system of data driven processes including PLC's.
	PCA has a Climate and Culture that supports learning and growing socially, emotionally, and behaviorally.	Evaluate stakeholder perceptions of culture and climate (staff, students, families) and analyze results. Present recommendations for revisions to the Student Code of Conduct. Explore restorative practices framework and training options. Explore enhancements to Social-Emotional-Behavioral (SEB) MTSS, to include exploration of a universal SEB screening tool (e.g., SAEBRS) to consider use and behavior-specific data options (e.g., P-T-R staff training). Develop a process for using specific data sources to target tiered supports and monitor fidelity. Promote alignment of SEB MTSS with academic MTSS. Evaluate continued implementation of SEB Tier I programming. Implement enhancements to school-wide PBIS. Continue partnerships with outside service providers to support student needs. Explore additional opportunities for family engagement/education in SEB-related areas.	Develop a plan based on the results of the culture and climate stakeholder survey. Develop a budget to add a second School Counselor to the Lower School. Evaluate implementation of the Student Code of Conduct. Provide staff professional development on indicated topics explored (e.g., restorative practices, behavior data collection, SEB MTSS process) Implement enhancements to Social-Emotional-Behavioral (SEB) MTSS data collection and processes. Evaluate continued implementation of SEB Tier I programming and explore enhancements to Tier II and III supports. Evaluate school-wide PBIS. Evaluate partnerships with outside service providers and explore additional resources (e.g., internal or external staff) to support growing student needs. Implement additional opportunities for family engagement/education in SEB-related areas.	Implement plan based on the results of the culture and climate stakeholder survey. Add a second School Counselor to the Lower School. Continue staff professional development on SEB topics and associated processes. Continue evaluating and enhancing SEB MTSS, including data, processes, supports. Implement additional partnerships and resources to support growing student needs. Evaluate family engagement/education opportunities on SEB-related areas and refine efforts accordingly.

Organizationally Sound				
	Ensures that School Safety is always a priority	Continue to complete all school safety requirements in accordance with DE Code. Evaluate school safety and implement new school safety improvements based on data. Continue staff professional development on school safety-related topics. Present revision recommendations to the Bullying Policy. Examine implementation of Suicide Prevention Policy and engage stakeholders to facilitate implementation, propose revisions. Consider revisions to threat response protocol. Explore opportunities for more active student involvement in school safety (e.g., student safety patrol)	Continue to complete all school safety requirements in accordance with DE Code. Evaluate school safety and implement new school safety improvements based on data. Continue staff professional development on school safety-related topics. Communicate/train and implement new Bullying Policy. Present recommendations to the Suicide Prevention Policy.	Continue to complete all school safety requirements in accordance with DE Code. Evaluate school safety and implement new school safety improvements based on data. Continue staff professional development on school safety-related topics. Communicate/train and implement new Suicide Prevention Policy.
	Create an environment where Community Connections support learning and school community.	Evaluate current partnerships Including UD, Del State, and Del Tech. Expand current partnerships to include at least one additional community organization.	Evaluate current partnerships Including UD, Del State, and Del Tech. Expand current partnerships to include at least one additional community organization.	Evaluate current partnerships Including UD, Del State, and Del Tech. Expand current partnerships to include at least one additional community organization.
	Create a system that supports Excellence in School Governance that includes student voices.	Evaluate continued implementation of a strong National Junior Honors Society Program . Evaluate continued implementation of the Anchored for Life Program. Evaluate continued implementation of Student Council.	Explore potential enhancements to the National Junior Honors Society Program. Explore potential enhancements to the Anchored for Life Program. Explore potential enhancements of Student Council.	Implement identified enhancements to the National Junior Honors Society Program . Implement identified enhancements to the Anchored for Life Program. Implement identified enhancements to Student Council.
	Enact Policy Improvements	Review set of policies for possible revision. Evaluate the plan for the development and adoption of procedures that align with policies including regular handbook review and make enhancements as needed.	Review set of policies for possible revision. Evaluate the plan for the development and adoption of procedures that align with policies including regular handbook review and make enhancements as needed.	Review set of policies for possible revision. Evaluate the plan for the development and adoption of procedures that align with policies including regular handbook review and make enhancements as needed.

	Ensure the school is meeting standards for organizational excellence	Ensure that the school meets the standards for overall Organizational excellence. (Organizational Framework).	Ensure that the school meets the standards for overall Organizational excellence. (Organizational Framework).	Ensure that the school meets the standards for overall Organizational excellence. (Organizational Framework).
	Establish a system for inventory and tracking	Evaluate the new system for technology inventory, tracking, and help desk. Implement the new online system to track furniture and other school non-consumable resources.	Evaluate the new system for technology inventory, tracking, and help desk. Implement the new online system to track furniture and other school non-consumable resources.	Evaluate the new system for technology inventory, tracking, and help desk. Implement the new online system to track furniture and other school non-consumable resources.
Financial Viability	**Develop Long Range Plan for Campus Improvements and Expansion**	Bring in $1,400,000 in grants and expanded school resources including a new wing to support the expansion of Arts programming, support for neurodivergent learners, and teacher success through the Insturctional Interventional Labs, Sensory Wellness Hubs, 21st-Century Media Studio, and Educator Efficacy & Innovation Lab. Evaluate and revise as needed the on-line system for facilities use requests. Bring in $20,000 in facilities rental costs. Develop an expansion committee to review the potential expansion of facilities and enrollment. Evaluate a long range budget plan for other facilities	Bring in $750,000 in grants and expanded school resources including a new wing to support the expansion of Arts programming, support for neurodivergent learners, and teacher success through the Insturctional Interventional Labs, Sensory Wellness Hubs, 21st-Century Media Studio, and Educator Efficacy & Innovation Lab. Evaluate and revise as needed the on-line system for facilities use requests. Bring in $20,000 in facilities rental costs. Develop an expansion committee to review the potential expansion of facilities and enrollment. Evaluate a long range budget plan for other facilities items such as flooring, roofs, ...	Bring in $160,000 in grants and expanded school resources including classroom materials and supplies Evaluate and revise as needed the on-line system for facilities use requests. Bring in $20,000 in facilities rental costs. Develop an expansion committee to review the potential expansion of facilities and enrollment. Evaluate a long range budget plan for other facilities items such as flooring, roofs, ...
	Multi-year plan for long-term financial viability	Create an annual budget that results in meeting or exceeding overall Delaware State Standards for Charter Schools. (Financial Framework)	Create an annual budget that results in meeting or exceeding overall Delaware State Standards for Charter Schools. (Financial Framework)	Create an annual budget that results in meeting or exceeding overall Delaware State Standards for Charter Schools. (Financial Framework)
		Create an annual budget that results in meeting or exceeding overall Delaware State Standards for Charter Schools. (Financial Framework)	Create an annual budget that results in meeting or exceeding overall Delaware State Standards for Charter Schools. (Financial Framework)	Create an annual budget that results in meeting or exceeding overall Delaware State Standards for Charter Schools. (Financial Framework)