Evergreen Community CS

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
Charter School		120450003
Address 1		
PO Box 523		
Address 2		
City	**State**	**Zip Code**
Mountainhome	PA	18342
Chief School Administrator		**Chief School Administrator Email**
Ms Jill Shoesmith		evergrn@ptd.net
Single Point of Contact Name		
Kathryn Yerkes		
Single Point of Contact Email		
kyerkes@gmail.com		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
570-595-6355		
Principal Name		
Steven Richard		
Principal Email		
srichard@evergreencommunityschool.org		
Principal Phone Number		**Principal Extension**
570-595-6355		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Steven Richard		srichard@evergreencommunityschool.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jill Shoesmith	Administrator	Evergreen Community CS	evergrn@ptd.net
Steven Richard	Administrator	Evergreen Community CS	srichard@evergreencommunityschool.org
Natasha Keelen	Staff Member	Evergreen Community CS	natashakeelen@yahoo.com
Kathryn Yerkes	Staff Member	Evergreen Community CS	kyerkes@gmail.com
Nancy Price	Teacher	Evergreen Community CS	senora@evergreencommunityschool.org
Eric Noone	Board Member	Evergreen Community CS	enoone@evergreencommunityschool.org
Patti O'Keefe	Community Member	Evergreen Community CS	pattiok2013@gmail.com
Jessica Fuehrer	Parent	Evergreen Community CS	jessfuehrer@gmail.com
Isabella Kochanski	Student	Evergreen Community CS	bkochanski@evergreencommunityschool.org

LEA Profile

The Director of Evergreen and all staff members collaborate at school during regular hours, and at special meetings, providing information and needs regarding special education, student health care, guidance, technology, and other student services that the school provides. School demographics and enrollment information are compiled from office records. Needs assessments are ongoing, relating to school safety, curriculum development and implementation, instructional effectiveness, and the use of student assessment data. As a team we are identifying our needs with regard to implementing data-driven decision-making and instruction. Progress on completion of the plan will adhere to a timeline ensuring its finalization prior to the March, 2026 deadline. The Director, Principal, and Special Education Representative will be responsible for final completion of the Comprehensive Plan on PDE's website. The final results of the needs assessments, goals, and action plans will be presented to our review committee, comprised of Board Members, teachers, and parents. The plan will be revised based on the committee's feedback and suggestions. The plan will also be presented to the Board of Trustees for feedback before being finalized.

Mission and Vision

Mission

The mission of Evergreen Community Charter School is to prepare young people for meaningful life experiences with respect to career decisions, interpersonal relations, and community involvement.

Vision

To achieve this mission, emphasis is placed on the integration of technical and academic applications through a cross-curricular approach. This method of education is a model which serves the needs of the child as a whole being by creating environments for learning that respect individual differences and emphasize social interaction. All levels of abilities are served as students live and learn in a natural, mixed-age group which is very much like the society they will live in as adults. The high level of academic achievement so common in this method is a natural outcome of experience in such a supportive environment. The education of the whole personality rather than the teaching of a specific body of knowledge lends itself to opportunities for community service, travel, and cooperative experiences with local business partners. Evergreen Community Charter School is committed to the future. Our strength in environmental sciences, communications skills, mathematics, foreign language, theater, and travel gives us the confidence to expand our programs.

Educational Values

Students

Our students are an integral part of our school community. They each have value and share in the responsibility for their success in the educational process. Each student possesses unique strengths and needs. They are to be respectful and respected and need the opportunity to learn in an educational program that maximizes their potential.

Staff

Our teachers foster higher level thinking and learning among all students. Teachers and parents are strategic partners in the success of each student. Our teachers continue to develop and grow each year. Evergreen's teachers recognize individual differences in each student and help each to meet his or her potential.

Administration

Evergreen's administrators utilize community resources and input in the decision-making process. Our administrators make decisions consistent with the mission statement of the LEA. They are committed to personal and professional growth and development. The administrators plan and implement a safe and positive learning environment. Our administrators encourage excellence and innovation as they assist teachers in implementing the district curriculum. Evergreen's administrators focus on positive communication between families and school.

Parents

Evergreen's parents and guardians provide continuous positive involvement in the educational process. Parents and guardians support educators in educational programs and discipline to enable students to be in a safe environment conducive to learning. Parents and guardians communicate with students and educators.

Community

The school community is respectful and responsive to its diverse composition. Our community creates an environment that supports each student at his or her individual level.

Other (Optional)

Omit selected.

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Based on the Future Ready PA Index, Evergreen exceeded the Career Standards Benchmark statewide average and statewide performance standard.	100%
Although our sample was insufficient for Future Ready PA Index in High School Graduation Rate, Evergreen exceeded The statewide average and the 2023 statewide graduation goal.	100% Graduation
Based on the Future Ready PA Index, Evergreen exceeded the state average for Proficient or Advanced on PA State Assessments in ELA.	However the interim goal was not met.
Based on the Future Ready Index, Evergreen exceeded the statewide average for attendance.	

Challenges

Indicator	Comments/Notable Observations
Based on the Future Ready Index Evergreen did not meet the Interim Goal/Improvement Target for Mathematics/Algebra for Proficient or Advanced.	
Based on the Future Ready Index Evergreen did not meet the Interim Goal/Improvement Target for ELA or Mathematics/Algebra.	
The majority of our student groups are small and show as Insufficient Sample, which skews results in the Future Ready Data.	For all but the classification of White.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator Scores of Proficient or Advanced in ELA exceeds the statewide average. **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Students with Disabilities	**Comments/Notable Observations** Our population is too small for all of the subgroups to be tallied.
Indicator Our Career Standards Benchmark is 100%. **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Students with Disabilities	**Comments/Notable Observations** Our population is too small for all of the subgroups to be tallied.
Indicator Our graduation rate is 100%. **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Students with Disabilities	**Comments/Notable Observations** Our population is too small for all of the subgroups to be tallied.
Indicator Based on PVAAS, the CDT results for Algebra I students meet the expected growth. **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Students with Disabilities	**Comments/Notable Observations**
Indicator Based on PVAAS, Evergreen met the growth standard for PSSA in English Language Arts for 7th & 8th grades. **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Students with Disabilities	**Comments/Notable Observations** Sixth grade students come from other placements.

Challenges

Indicator To continue to increase scores in ELA PSSA and Literature Keystone tests.	**Comments/Notable Observations**

ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Students with Disabilities	
Indicator To continue to increase scores in Math PSSA and Keystone Algebra. **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Students with Disabilities	**Comments/Notable Observations**
Indicator To increase PSSA and Keystone Test scores in Science. **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Students with Disabilities	**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.

Based on the Future Ready PA Index, Evergreen exceeded the Career Standards Benchmark statewide average and statewide performance standard.
Although our sample was insufficient for Future Ready PA Index in High School Graduation Rate, Evergreen exceeds the statewide average

and the 2023 statewide graduation goal.
Based on PVAAS, Evergreen meets or exceeded the growth indicator for 2025 for 7th and 8th grades in PSSA ELA and PSSA Math.
Based on PVAAS, Evergreen meets or exceeded the growth indicator for 2025 for Keystone Algebra I and Biology.
100% of students participate in standardized testing.

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.

Increase PSSA and Keystone test scores across all student groups and all grades.
Continuous review of achievement to help direct changes in curriculum.
Make steady progress to ELA and Math scores for incoming sixth grade students with lower skills.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT's used for Math, Science and ELA.	Evergreen has not utilized CDTs for ELA courses to date. This year they will be used for the Keystone Literature content.
Utilize Lexia for students with reading weaknesses and disabilities	Students using Lexia are making encouraging progress.

English Language Arts Summary

Strengths

Screening used to identify the needs of incoming and/or struggling students.
Qualified, motivated teachers willing to adapt and improve curriculum to help students in ELA.

Challenges

Students did not meet the Growth standard for ELA/Literature in 2024-2025.
Ameliorating deficits in incoming student testing scores.

Mathematics

Data	Comments/Notable Observations
CDTs	Used yearly for math courses aligning with PSSAs and Keystone tests.
Flexible scheduling to provide support for struggling math students.	Multiple options for scheduling courses.

Mathematics Summary

Strengths

Qualified, motivated teachers able to adapt and improve curriculum to help struggling students.
Screening to identify needs of incoming and/or struggling students.
Flexible scheduling to accommodate all: struggling students to highly motivated students.
AP Calculus offered to interested students.

Challenges

All student groups did not meet Interim Goal/Improvement Target.

All student groups did not meet the Standard Demonstrating Growth.
Student groups did not meet the goal for Percent Advanced.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science scores.	Scores were not tallied in 2025.
Keystone Biology Scores.	Records show Suppress: Waiver.

Science, Technology, and Engineering Education Summary

Strengths

Screening process to identify needs in new and/or struggling students
Extra support from teachers to work with students on building skills.
71% of 8th grade students in 2023-24 scores proficient or advanced in Science PSSAs.

Challenges

No science scores were reported in FRCCP in 2024-25.
Only 52% of students scored Proficient or Advanced in the 2024-25 Keystone Biology test.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career readiness is embedded in all subjects across the curriculum in all grades.	All students complete career exploration for their individual folders
Teachers and the advisor provide guidance and career readiness lessons to students.	Embedded in curriculum
All student complete career readiness activities yearly.	Results are shared with home and filed in individual folders

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

East Stroudsburg University

Agreement Type

Dual Credit

Program/Course Area

General Core Requirements

Uploaded Files

ESU Agreement2025.pdf

Partnering Institution

Northampton Community College

Agreement Type

Dual Credit

Program/Course Area

General Core Requirements

Uploaded Files

NCC Agreement.pdf

Partnering Institution

Penn State

Agreement Type

Dual Credit

Program/Course Area

General Core Requirements

Uploaded Files

Penn State Scranton Agreement.pdf

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.

100% Participation in Career Readiness Activities
Social Studies options that include AP courses
Senior Science options
Varied Physical Education Activities
Personal Finance required for all students in high school

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.

CTE options are unavailable due to transportation issues
Family and consumer sciences are offered as electives due to scheduling issues

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Students with disabilities are included in regular education classes	They receive accommodations and modifications
Support classes are scheduled as needed	
Flexibility in supporting special education students	Tutoring, resource scheduling, etc.

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.

Students with disabilities are supported schoolwide.
Team meetings to address any issues that may arise.
Flexibility in scheduling math courses.
Extra reading skills classes scheduled.

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.

Plans are in place for English Language Learners when the need arises.
Time constraints for more resource time.
Attendance date for students with disabilities, black and Hispanic students is unavailable due to insufficient numbers.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Not required for Charter Schools
Title 1 Program	We do not receive Title I funds
Student Services Assurances	Submitted
K-12 Guidance Plan (339 Plan)	Not required for Charter Schools
Technology Plan	NA
English Language Development Programs	In place, but no English Language Learners at this time
Academic Standards and Assessment Requirements	Submitted
Gifted Education Plan	Submitted
Induction Plan	Submitted

Strengths

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

Required plans have been submitted
All programs have active leadership and engage a variety of school stakeholders in the planning and implementation process
MTSS framework is utilized

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.

Prioritizing needs to ensure equity of services, student supports and resources
Ongoing teacher training and development

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Continue to monitor Materials and Lesson Plans for alignment to PA standards
Continue to foster high expectations for students across all grades
Coordinate resources to achieve the school's goals and priorities.

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?

Plan to address deficits for regaining ground in standardized testing
Continue to identify and address individual learning needs
Continue to recruit and retain high-quality staff

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
Based on the Future Ready PA Index, Evergreen exceeded the Career Standards Benchmark statewide average and statewide performance standard.	True
Although our sample was insufficient for Future Ready PA Index in High School Graduation Rate, Evergreen exceeds the statewide average and the 2023 statewide graduation goal.	True
100% of students participate in standardized testing.	True
Screening used to identify the needs of incoming and/or struggling students.	True
Based on PVAAS, Evergreen meets or exceeded the growth indicator for 2025 for 7th and 8th grades in PSSA ELA and PSSA Math.	True
Based on PVAAS, Evergreen meets or exceeded the growth indicator for 2025 for Keystone Algebra I and Biology.	True
Qualified, motivated teachers willing to adapt and improve curriculum to help students in ELA.	True
Qualified, motivated teachers able to adapt and improve curriculum to help struggling students.	True
Screening to identify needs of incoming and/or struggling students.	True
Flexible scheduling to accommodate all: struggling students to highly motivated students.	True
Screening process to identify needs in new and/or struggling students	True
Extra support from teachers to work with students on building skills.	True
71% of 8th grade students in 2023-24 scores proficient or advanced in Science PSSAs.	True
AP Calculus offered to interested students.	True
100% Participation in Career Readiness Activities	True
Social Studies options that include AP courses	True
Senior Science options	True
Varied Physical Education Activities	True
Personal Finance required for all students in high school	True
Students with disabilities are supported schoolwide.	True
Team meetings to address any issues that may arise.	True
Flexibility in scheduling math courses.	True
Extra reading skills classes scheduled.	True

Required plans have been submitted	True
All programs have active leadership and engage a variety of school stakeholders in the planning and implementation process	True
MTSS framework is utilized	True
Continue to monitor Materials and Lesson Plans for alignment to PA standards	True
Continue to foster high expectations for students across all grades	True
Coordinate resources to achieve the school's goals and priorities.	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
Increase PSSA and Keystone test scores across all student groups and all grades.	True
Continuous review of achievement to help direct changes in curriculum.	True
Make steady progress to ELA and Math scores for incoming sixth grade students with lower skills.	False
Students did not meet the Growth standard for ELA/Literature in 2024-2025.	False
Ameliorating deficits in incoming student testing scores.	False
All student groups did not meet Interim Goal/Improvement Target.	False
No science scores were reported in FRCCP in 2024-25.	False
Only 52% of students scored Proficient or Advanced in the 2024-25 Keystone Biology test.	False
CTE options are unavailable due to transportation issues	False
Family and consumer sciences are offered as electives due to scheduling issues	False
Plans are in place for English Language Learners when the need arises.	False
Time constraints for more resource time.	False
All student groups did not meet the Standard Demonstrating Growth.	False
Student groups did not meet the goal for Percent Advanced.	False
Attendance date for students with disabilities, black and Hispanic students is unavailable due to insufficient numbers.	False
Prioritizing needs to ensure equity of services, student supports and resources	True
Ongoing teacher training and development	True
Plan to address deficits for regaining ground in standardized testing	False

Continue to identify and address individual learning needs	False
Continue to recruit and retain high-quality staff	False

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.

The need to increase student achievement on standardized testing by aligning curriculum and teacher trainings.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Increase PSSA and Keystone test scores across all student groups and all grades.	Ensure there is a system in place to encourage school-wide use of data that focuses on school improvement and academic growth	True
Continuous review of achievement to help direct changes in curriculum.	Ensure there is a system in place to encourage school-wide use of data that focuses on school improvement and academic growth	True
Prioritizing needs to ensure equity of services, student supports and resources	Ensure there is a system in place to encourage school-wide use of data that focuses on school improvement and academic growth	True
Ongoing teacher training and development	Improving teacher engagement in a multi-tiered system of supports	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Based on the Future Ready PA Index, Evergreen exceeded the Career Standards Benchmark statewide average and statewide performance standard.	
Although our sample was insufficient for Future Ready PA Index in High School Graduation Rate, Evergreen exceeds the statewide average and the 2023 statewide graduation goal.	
Based on PVAAS, Evergreen meets or exceeded the growth indicator for 2025 for 7th and 8th grades in PSSA ELA and PSSA Math.	
Based on PVAAS, Evergreen meets or exceeded the growth indicator for 2025 for Keystone Algebra I and Biology.	
100% of students participate in standardized testing.	Testing gives complete information for making decisions based on data
Screening used to identify the needs of incoming and/or struggling students.	
Qualified, motivated teachers willing to adapt and improve curriculum to help students in ELA.	
Qualified, motivated teachers able to adapt and improve curriculum to help struggling students.	Self-assessment in how to change curriculum to improve skills and comprehension
Screening to identify needs of incoming and/or struggling students.	School-based assessments can be the first indication of struggling students
Flexible scheduling to accommodate all: struggling students to highly motivated students.	
Screening process to identify needs in new and/or struggling students	

Extra support from teachers to work with students on building skills.	
71% of 8th grade students in 2023-24 scores proficient or advanced in Science PSSAs.	
AP Calculus offered to interested students.	
100% Participation in Career Readiness Activities	
Social Studies options that include AP courses	
Senior Science options	
Varied Physical Education Activities	
Personal Finance required for all students in high school	
Students with disabilities are supported schoolwide.	
Team meetings to address any issues that may arise.	
Flexibility in scheduling math courses.	
Extra reading skills classes scheduled.	
Required plans have been submitted	
All programs have active leadership and engage a variety of school stakeholders in the planning and implementation process	
MTSS framework is utilized	
Continue to monitor Materials and Lesson Plans for alignment to PA standards	
Continue to foster high expectations for students across all grades	
Coordinate resources to achieve the school's goals and priorities.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Increase the percentage of student achievement on PSSAs and Keystone Exams
	Improve communication and collaboration to improve student outcomes that include higher levels of performance and rigorous coursework
	If students' needs are identified and prioritized, the school will work to ensure equity of services, student supports, and resources
	Ensuring student's needs are identified through teacher engagement with mutli-tiered system of supports

Goal Setting

Priority: Increase the percentage of student achievement on PSSAs and Keystone Exams

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Establish common curriculum-based assessments for each major content area so that subject anchors are adequately addressed in the required courses by 2029.		
Measurable Goal Nickname (35 Character Max)		
Student Achievement - Standard Aligned Curriculum		
Target Year 1	**Target Year 2**	**Target Year 3**
Establish common curriculum-based assessments for each major content area so that progress is made toward subject anchors being adequately addressed in the required courses by 2027.	Establish common curriculum-based assessments for each major content area so that continued progress is made toward subject anchors being adequately addressed in the required courses by 2028.	Establish common curriculum-based assessments for each major content area so that subject anchors are adequately addressed in the required courses by 2029.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By 2029, develop and implement programs that measure and significantly close achievement gaps for students with IEPs. and those with academic deficits, to reach proficiency rates that are 20% higher than 2024-2025 data.		
Measurable Goal Nickname (35 Character Max)		
Student Achievement - Improve learning deficits		
Target Year 1	**Target Year 2**	**Target Year 3**
By 2027, develop and implement programs that measure and significantly close achievement gaps for students with IEPs. and those with academic deficits., to reach proficiency rates that are 20% higher than 2024-2025 data.	By 2028, develop and implement programs that measure and significantly close achievement gaps for students with IEPs. and those with academic deficits., to reach proficiency rates that are 20% higher than 2024-2025 data.	By 2029, develop and implement programs that measure and significantly close achievement gaps for students with IEPs. and those with academic deficits, to reach proficiency rates that are 20% higher than 2024-2025 data.

Priority: Improve communication and collaboration to improve student outcomes that include higher levels of performance and rigorous coursework

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
Establish professional learning community protocols, expectations and logs to document data discussions, intervention targets, and/or curriculum revisions. Update curriculum in subjects by 2029		
Measurable Goal Nickname (35 Character Max)		
Professional Development Goals		
Target Year 1	**Target Year 2**	**Target Year 3**
Establish professional learning community protocols, expectations and logs to document data discussions, intervention targets, and/or curriculum revisions. Update 33% of curriculum in subjects by 2027	Establish professional learning community protocols, expectations and logs to document data discussions, intervention targets, and/or curriculum revisions. 66% of curriculum in subjects will be updated by 2028	Establish professional learning community protocols, expectations and logs to document data discussions, intervention targets, and/or curriculum revisions. Update curriculum in subjects by 2029

Priority: If students' needs are identified and prioritized, the school will work to ensure equity of services, student supports, and resources

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 2029, Evergreen will ensure equity of services, student supports and resources as evidenced by the implemented MTSS framework.		
Measurable Goal Nickname (35 Character Max)		
School Culture - Community Service		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 2027, Evergreen will ensure progress toward equity of services, student supports and resources as evidenced by the implemented MTSS framework.	By June 2028, Evergreen will ensure continued progress toward equity of services, student supports and resources as evidenced by the implemented MTSS framework.	By June 2029, Evergreen will ensure equity of services, student supports and resources as evidenced by the implemented MTSS framework.

Priority: Ensuring student's needs are identified through teacher engagement with mutli-tiered system of supports

Outcome Category
Professional learning

Measurable Goal Statement (Smart Goal)		
By June 2029, Evergreen will ensure teachers' ability to use data-driven decision-making, evidence-based interventions, and collaborative problem-solving to support each student.		
Measurable Goal Nickname (35 Character Max)		
Multi-tiered system of supports teacher engagement		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 2027, Evergreen will ensure progress toward teachers' ability to use data-driven decision-making, evidence-based interventions, and collaborative problem-solving to support each student.	By June 2028, Evergreen will continue to improve teachers' ability to use data-driven decision-making, evidence-based interventions, and collaborative problem-solving to support each student.	By June 2029, Evergreen will ensure teachers' ability to use data-driven decision-making, evidence-based interventions, and collaborative problem-solving to support each student.

Action Plan

Measurable Goals

Student Achievement - Standard Aligned Curriculum	Professional Development Goals
Student Achievement - Improve learning deficits	
	School Culture - Community Service
Multi-tiered system of supports teacher engagement	

Action Plan For: MTSS

Measurable Goals:
• Establish common curriculum-based assessments for each major content area so that subject anchors are adequately addressed in the required courses by 2029. • By 2029, develop and implement programs that measure and significantly close achievement gaps for students with IEPs. and those with academic deficits, to reach proficiency rates that are 20% higher than 2024-2025 data. • Establish professional learning community protocols, expectations and logs to document data discussions, intervention targets, and/or curriculum revisions. Update curriculum in subjects by 2029

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
For students in grades 6-12, Evergreen will implement an MTSS framework by gathering, reviewing and analyzing data to determine student needs.		2026-09-08	2029-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
School Principal	MTSS Benchmark Data, Progress Monitoring Data, Attendance Data	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create student continuum of services data		2027-09-07	2029-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS Committee	Service Providers	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Regularly scheduled MTSS data meetings	Administration, MTSS committee will meet regularly to review and evaluate student needs

Action Plan For: Professional Development Action Steps

Measurable Goals:
• Establish professional learning community protocols, expectations and logs to document data discussions, intervention targets, and/or curriculum revisions. Update curriculum in subjects by 2029

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Check and Connects with students grades 6-12 as Tier 2 or 3 intervention.		2026-09-05	2029-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Kathy Yerkes/Special Education Representative	Collected Data	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Classroom observations will indicate effective implementation of Professional Development focus areas. Student achievement and growth will be positively affected.	Administration will conduct informal observations, and student data will be reviewed regularly.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	For students in grades 6-12, Evergreen will implement an MTSS framework by gathering, reviewing and analyzing data to determine student needs.
MTSS	Create student continuum of services data
Professional Development Action Steps	Implement Check and Connects with students grades 6-12 as Tier 2 or 3 intervention.

MTSS

Action Step		
• For students in grades 6-12, Evergreen will implement an MTSS framework by gathering, reviewing and analyzing data to determine student needs.		
Audience		
All teachers and administrators		
Topics to be Included		
Math 6-12, ELA 6-12, Science 6-12, and Social Studies/History 6-12. Applying effective teaching strategies, Understanding Data, Classroom Management. Consistent implementation of inclusive and equitable practices.		
Evidence of Learning		
Observable actions in the classroom, increased student achievement and/or growth, attendance at sessions. Diversity and Inclusion strategies, and practices in place schoolwide. Building and maintaining relationships between adults and students.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal	2026-09-08	2029-06-05

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Communicate Completed Steps to Stakeholders					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Staff, Parents & Guardians, School Board Members, Community Members	Review and discuss the continuum of supports and services Evergreen provides for students in grades 6-12.	Administrators	09/08/2026	06/05/2029

Communications

Type of Communication	Frequency
Other	Completed steps will be presented at a school board meeting, and posted on the meetings' agenda, and the school website.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Jill Shoesmith	2026-03-10
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**