

Spectrum CS

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

| | | |
|---|--------------|---|
| LEA Type | | AUN |
| Public Charter School | | 103023410 |
| Address 1 | | |
| 4369 Northern Pike | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Monroeville | PA | 15146 |
| Chief School Administrator | | Chief School Administrator Email |
| Dr. Matthew Erickson | | merickson@spectrumcsi.org |
| Single Point of Contact Name | | |
| Dr. Matthew Erickson | | |
| Single Point of Contact Email | | |
| merickson@spectrumcsi.org | | |
| Single Point of Contact Phone Number | | Single Point of Contact Extension |
| 4123748130 | | |
| Principal Name | | |
| Dr. Matthew Erickson | | |
| Principal Email | | |
| merickson@spectrumcsi.org | | |
| Principal Phone Number | | Principal Extension |
| 4123748130 | | |
| School Improvement Facilitator Name | | School Improvement Facilitator Email |
| Dr. Matthew Erickson | | merickson@spectrumcsi.org |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|---------------------|------------------|-------------------------------------|-------------------------------|
| Matthew Erickson | Administrator | Spectrum Charter School | merickson@spectrumcsi.org |
| Michele Gutman | Board Member | Spectrum Charter School | mgutman@spectrumcsi.org |
| Lori Yurkovich | Staff Member | Spectrum Charter School | lyurkovich@spectrumcsi.org |
| Lisa Garbin | Staff Member | Spectrum Charter School | lgarbin@spectrumcsi.org |
| Natalie Picone | Staff Member | Spectrum Charter School | npicone@spectrumcsi.org |
| Christina Venturini | Staff Member | Spectrum Charter School | cventurini@spectrumcsi.org |
| Jacob Chapla | Administrator | Spectrum Charter School | jchapla@spectrumcsi.org |
| Ellen Szczerba | Parent | Spectrum Charter School | eszczcerba@spectrumcsi.org |
| Gina Colosimo | Community Member | Westmoreland Food Bank | Gina@westmorelandfoodbank.org |
| Becky Sopata | Community Member | Office of Vocational Rehabilitation | rsopata@pa.gov |
| Darren Penrose | Parent | Spectrum Charter School | athey181@yahoo.com |
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LEA Profile

Spectrum Charter School, Inc. was established in 1999 and the initial Charter was granted by the Board of Gateway School District on November 30, 1999. Classes started in the Fall of 2000. The program was structured to meet the needs of students who do not learn well in typical classroom settings due to unique cognitive, communication and sensory challenges, including students with autism spectrum disorders. In 2002 Spectrum Charter School moved into a larger building located at 4369 Northern Pike in Monroeville. This larger facility with 3.9 acres provided the school the space to expand our community-based educational program, on-site business training, vocational training & assessment, conference areas, and student recreation needs. Spectrum Charter School is currently exploring opportunities to relocate our program to a larger facility to accommodate additional students as our program has grown to more than 60 students.

Communities currently served are 14 School Districts throughout Allegheny and Westmoreland Counties.

Spectrum Charter School, Inc. is a model for innovation and best practices. Students take an active role in the school process and their Individual Education Plans. The environment emphasizes self-determination, student empowerment, and independence.

Our students experience an overall improvement in quality of life, self-worth, behavior, and academic achievement. The development of positive workplace behavior is evidenced by long-term job placements, requests for additional student hours, and repeated inquiries for Spectrum Charter School involvement in community projects such as book sorting, food bank operations, community engagement, etc. Our students have had and continue to have a positive impact throughout Allegheny and Westmoreland Counties.

Our students are prepared for adult life by our approach of teaching traditional, functional, & transitional academics, through community involvement. We replace the traditional special education inclusion model (having students most of their day in regular education classrooms) with a Community Inclusion Model. This means that our students engage in activities with the public in the following areas: making appointments, competitive employment, vocational training, volunteering, using public transportation, shopping, banking, using restaurants, the library, and engaging in recreational pursuits like attending plays, bowling, etc. Spectrum students are integrated into real-life situations.

Spectrum Charter School has a Transition School-To-Work Program which connects the students with the community according to their strengths, interests, and needs through for example volunteering, vocational training, assessment, paid employment, and additionally through business tours. Business tours continue to help students identify what types of jobs they may find interesting enough to pursue and which ones they do not. Students also have the option to attend Forbes Road Career and Technical Center to explore various trades with the opportunity to become certified before graduation. In recent years, some students have taken classes at the Community College of Allegheny County.

Working, volunteering, and learning in the community is an integral part of our mission and has provided students with:

- the opportunity to learn social, health, safety, and independent living skills,
- a good environment to learn professionalism and work ethics,
- opportunities to sample different types of volunteer work that may turn into possible paid competitive employment, and the opportunity to help others in need.

Countless able workers like Spectrum's students have previously gone unnoticed because they have not been visible to potential employers. At Spectrum, students are visible to potential employers and graduate with portfolios & diplomas that reflect their accomplishments and help possible employers in the interviewing and hiring process.

We are providing students with the tools to become as independent as they can be, while decreasing the overall cost of their care throughout their lifetime and increasing their overall quality of life.

While it may appear as though Spectrum students are segregated, in reality, as can be seen by looking more closely, they are being integrated into the community and real life situations, allowing them to impact the community in positive ways.

Mission and Vision

Mission

Our mission is to provide a life changing environment where students and their families feel safe, comfortable, and achieve their highest potential. We envision every student being educated, with skills identified, to live successful and fulfilling lives.

Vision

To be in the forefront on delivery of educational and transitional services for individuals on the spectrum and special education students who seek an alternative to traditional educational environments.

Educational Values

Students

Spectrum Charter School values providing a caring/nurturing, student-centered environment where parents, teachers, and community partner together to empower the successful future of every child.

Staff

Spectrum Charter School values providing a caring/nurturing, student-centered environment where parents, teachers, and community partner together to empower the successful future of every child.

Administration

Spectrum Charter School values providing a caring/nurturing, student-centered environment where parents, teachers, and community partner together to empower the successful future of every child.

Parents

Spectrum Charter School values providing a caring/nurturing, student-centered environment where parents, teachers, and community partner together to empower the successful future of every child.

Community

Spectrum Charter School values providing a caring/nurturing, student-centered environment where parents, teachers, and community partner together to empower the successful future of every child.

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 | False 6 |
| True 7 | True 8 | True 9 | True 10 | True 11 | True 12 | |

Review of the School(s) Level Performance

Strengths

| Indicator | Comments/Notable Observations |
|-----------------------|---|
| Insufficient Evidence | We do not have enough students to get a report. |
| | |
| | |

Challenges

| Indicator | Comments/Notable Observations |
|------------------------------------|---|
| Participation in state assessments | Historically, parents of students eligible for the PASA assessment have opted out of testing. This has been past practice prior to their enrollment at Spectrum Charter School. |
| | |
| | |

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

Strengths

| | |
|--|---|
| Indicator Insufficient Evidence ESSA Student Subgroups Students with Disabilities | Comments/Notable Observations We do not have enough students to get a report. |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |

| | |
|--|--------------------------------------|
| Indicator ESSA Student Subgroups | Comments/Notable Observations |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |

Challenges

| | |
|--|---|
| Indicator Insufficient Evidence ESSA Student Subgroups Students with Disabilities | Comments/Notable Observations We do not have enough students to get a report. |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|-----------------------|
| Insufficient Evidence |
|-----------------------|

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

| |
|---|
| Participation in state assessments (PASA) |
|---|

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|--------------------|--|
| i-Ready Diagnostic | Each student is measured through their Independent Educational Program (IEP) with individualized goals. Teachers also utilize curriculum-based assessments to measure academic progress. |

English Language Arts Summary

Strengths

| |
|---|
| Community engagement in the community to build job readiness skills has increased. Student participation in Forbes Road Career and Technical Center has increased. Student participation in dual enrollment programs at CCAC has increased. |
| Students are making improvements from the Fall i-Ready assessments to the Winter i-Ready assessments |
| 17% of our students are at, above, or early on grade level in Reading (Winter 2025) 15% of our students are at, above, or early on grade level in Mathematics (Winter 2025) |
| 10% are performing at only one grade level below in Reading (Winter 2025) 10% are performing at only one grade level below in Mathematics (Winter 2025) |

Challenges

| |
|---|
| Lack of robust state standardized testing data that measures progress |
| 67% of students are performing multiple grade levels below in Reading (Winter 2025) 79% of students are performing multiple grade levels below in Mathematics (Winter 2025) |

Mathematics

| Data | Comments/Notable Observations |
|---------------------|---------------------------------------|
| i-Ready Diagnostics | Administered fall, winter, and spring |

Mathematics Summary

Strengths

| |
|---|
| Knowledge of basic number sense |
| Good rote memorization of general information |
| Excellent resources and skills |

Challenges

| |
|---|
| Lack of conceptual understanding |
| Lack of links from tasks and skills to real world |
| High percentage of students below grade level |

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|------------------------------|--|
| Curriculum-based assessments | Administered in each class per lesson plans while attending Spectrum Charter School and at Forbes Road Career and Technical Center |
| Grades | Grades are tracked and recorded with grade reports sent home quarterly. |

Science, Technology, and Engineering Education Summary

Strengths

| |
|--|
| All students are taking a science class with a curriculum each year. |
| We have included STEM and Technology courses bi-yearly for all students. |
| Students have the opportunity to enroll at Forbes Road Career and Technical Center to enhance learning opportunities related to science, technology and engineering education. |

Challenges

| |
|---|
| Other than CBAs, SCS utilizes i-Ready assessments, student's individual plans (IEP), and the reevaluation process with additional standardized assessments. |
|---|

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|--|-------------------------------|
| Student Surveys/Follow up questionnaires | |
| Job Readiness Skills Training within the community and classroom/Assessment of performance | |

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

| Data | Comments/Notable Observations |
|---------------------------|--|
| Surveys, NOCTI Assessment | Students have the option beginning in 10th grade to participate in Forbes Road Career and Technical Center. They are assessed using survey tools and their proficiency is measured through the NOCTI assessment process. |

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

False Health, Safety, and Physical Education Omit

| Data | Comments/Notable Observations |
|---------------------------------|-------------------------------|
| Physical Education/Health Class | |
| Curriculum Based Assessments | |

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

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

| Data | Comments/Notable Observations |
|------------------------------|-------------------------------|
| Curriculum Based Assessments | |

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

Community College of Allegheny County

Agreement Type

Dual Credit

Program/Course Area

Community College

Uploaded Files

CCAC - Spectrum Charter School - Dual Enrollment - Sept 2023.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.

| |
|---|
| Hand-on transitions program |
| Addition of behavioral and mental health supports |
| Experienced teaching faculty |

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.

| |
|-----------------------|
| Transition curriculum |
|-----------------------|

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

| |
|---|
| All courses are offered at students ability levels as identified through assessments and CBAs |
| Excellent staff to student ratio |
| Robust resources to meet the needs of all learners |

| |
|--|
| |
| |

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.

| |
|--|
| Growing population demands a need for additional faculty and learning environments |
| |
| |
| |

Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|---------------------------------------|--|
| Special Education Plan | |
| Title 1 Program | We do not participate in Title 1 |
| Student Services | We offer a SAP Program, psychological and counseling services as needed. |
| K-12 Guidance Plan (339 Plan) | Our 339 Plan is comprehensive and complete |
| Technology Plan | Technology is available to all students. |
| English Language Development Programs | |

Strengths

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

| |
|---|
| The addition of a School Counselor will assist in the creation and implementation of future 339 Plans |
| Behavior and Mental Health Supports have been added through the additions of a Behavior Specialist and School Counselor |

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.

| |
|--|
| Our program is currently ineligible for Title 1 Supports |
|--|

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

| |
|---|
| We have a vision for continued improvement. |
| We have a very positive school culture. |
| On-going professional learning practices that support the learning needs of staff and students. |

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?

| |
|--|
| Continue to engage parents |
| Continue to develop support systems to meet the needs of students. |

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 |
|---|---------------------------------|
| Insufficient Evidence | False |
| Community engagement in the community to build job readiness skills has increased. Student participation in Forbes Road Career and Technical Center has increased. Student participation in dual enrollment programs at CCAC has increased. | True |
| Students are making improvements from the Fall i-Ready assessments to the Winter i-Ready assessments | True |
| 17% of our students are at, above, or early on grade level in Reading (Winter 2025) 15% of our students are at, above, or early on grade level in Mathematics (Winter 2025) | True |
| 10% are performing at only one grade level below in Reading (Winter 2025) 10% are performing at only one grade level below in Mathematics (Winter 2025) | True |
| Knowledge of basic number sense | True |
| Good rote memorization of general information | True |
| Excellent resources and skills | True |
| All students are taking a science class with a curriculum each year. | True |
| We have included STEM and Technology courses bi-yearly for all students. | True |
| Hand-on transitions program | True |
| Addition of behavioral and mental health supports | True |
| Experienced teaching faculty | True |
| All courses are offered at students ability levels as identified through assessments and CBAs | True |
| Excellent staff to student ratio | True |
| Robust resources to meet the needs of all learners | True |
| We have a vision for continued improvement. | True |
| We have a very positive school culture. | True |
| On-going professional learning practices that support the learning needs of staff and students. | True |
| Students have the opportunity to enroll at Forbes Road Career and Technical Center to enhance learning opportunities related to science, technology and engineering education. | True |
| The addition of a School Counselor will assist in the creation and implementation of future 339 Plans | False |

| | |
|---|-------|
| Behavior and Mental Health Supports have been added through the additions of a Behavior Specialist and School Counselor | False |
|---|-------|

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 |
|---|---------------------------------|
| Participation in state assessments (PASA) | True |
| Lack of robust state standardized testing data that measures progress | True |
| 67% of students are performing multiple grade levels below in Reading (Winter 2025) 79% of students are performing multiple grade levels below in Mathematics (Winter 2025) | False |
| Lack of conceptual understanding | True |
| Lack of links from tasks and skills to real world | True |
| High percentage of students below grade level | True |
| Other than CBAs, SCS utilizes i-Ready assessments, student's individual plans (IEP), and the reevaluation process with additional standardized assessments. | True |
| Transition curriculum | True |
| Growing population demands a need for additional faculty and learning environments | True |
| Continue to engage parents | True |
| Continue to develop support systems to meet the needs of students. | True |
| Our program is currently ineligible for Title 1 Supports | 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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|---|-------------------|--------------------|
| Participation in state assessments (PASA) | | False |
| Lack of robust state standardized testing data that measures progress | | False |
| Lack of conceptual understanding | | False |
| Lack of links from tasks and skills to real world | | False |
| High percentage of students below grade level | | False |
| Other than CBAs, SCS utilizes i-Ready assessments, student's individual plans (IEP), and the reevaluation process with additional standardized assessments. | | False |
| Transition curriculum | | True |
| Growing population demands a need for additional faculty and learning environments | | True |
| Continue to engage parents | | False |
| Continue to develop support systems to meet the needs of students. | | False |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|-------------------|
| Community engagement in the community to build job readiness skills has increased. Student participation in Forbes Road Career and Technical Center has increased. Student participation in dual enrollment programs at CCAC has increased. | |
| Students are making improvements from the Fall i-Ready assessments to the Winter i-Ready assessments | |
| 17% of our students are at, above, or early on grade level in Reading (Winter 2025) 15% of our students are at, above, or early on grade level in Mathematics (Winter 2025) | |
| 10% are performing at only one grade level below in Reading (Winter 2025) 10% are performing at only one grade level below in Mathematics (Winter 2025) | |
| Knowledge of basic number sense | |
| Good rote memorization of general information | |
| Excellent resources and skills | |
| All students are taking a science class with a curriculum each year. | |
| We have included STEM and Technology courses bi-yearly for all students. | |
| Hand-on transitions program | |

| | |
|--|--|
| Addition of behavioral and mental health supports | |
| Experienced teaching faculty | |
| All courses are offered at students ability levels as identified through assessments and CBAs | |
| Excellent staff to student ratio | |
| Robust resources to meet the needs of all learners | |
| We have a vision for continued improvement. | |
| We have a very positive school culture. | |
| On-going professional learning practices that support the learning needs of staff and students. | |
| Students have the opportunity to enroll at Forbes Road Career and Technical Center to enhance learning opportunities related to science, technology and engineering education. | |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|---|
| | A robust transition program must include comprehensive components related to independent living, post-secondary training, and employment learning opportunities. |
| | As our school expands enrollment, experienced and dedicated team members must be added to support student success. Our school must continue to explore opportunities to find a larger space more conducive for learning that accommodates our student population. |

Goal Setting

Priority: A robust transition program must include comprehensive components related to independent living, post-secondary training, and employment learning opportunities.

| | | |
|---|---|---|
| Outcome Category | | |
| Post-secondary transition to school, military, or work | | |
| Measurable Goal Statement (Smart Goal) | | |
| Over a three-year period, Spectrum Charter School will provide and participate in professional development activities and implement best practices to support student learning related to transition services with 90% teacher and paraprofessional participation from the Transition Team in each event. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Professional Development-Best Practices | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| By the conclusion of year 1, Spectrum Charter School Transition Team faculty and staff will participate in at least two professional development opportunities related to transition services. | By the conclusion of year 2, Spectrum Charter School Transition Team faculty and staff will participate in at least four professional development opportunities related to transition services. | Over a three-year period, Spectrum Charter School will provide and participate in professional development activities and implement best practices to support student learning related to transition services with 90% teacher and paraprofessional participation from the Transition Team in each event. |

Priority: As our school expands enrollment, experienced and dedicated team members must be added to support student success. Our school must continue to explore opportunities to find a larger space more conducive for learning that accommodates our student population.

| | | |
|--|--|--|
| Outcome Category | | |
| Community school model | | |
| Measurable Goal Statement (Smart Goal) | | |
| Over a three year span, Spectrum Charter School will explore opportunities to expand student enrollment, attract high-quality faculty and staff members to support growth, and identify new learning spaces to accommodate our program and enhance learning opportunities. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Program Growth | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| By the conclusion of year one, Spectrum Charter School will identify | By the conclusion of year two, Spectrum Charter School will identify an enrollment | Over a three year span, Spectrum Charter School will explore opportunities to expand student |

| | | |
|--|---|---|
| location options to accommodate a growing school community to enhance learning opportunities for students. | cap that is conducive to the location options selected in year one and determine the faculty and staff needs to support a growing school community. | enrollment, attract high-quality faculty and staff members to support growth, and identify new learning spaces to accommodate our program and enhance learning opportunities. |
|--|---|---|

Action Plan

Measurable Goals

| | |
|---|--|
| Professional Development-Best Practices | |
| Program Growth | |

Action Plan For: Professional Development - Transition

| |
|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> Over a three-year period, Spectrum Charter School will provide and participate in professional development activities and implement best practices to support student learning related to transition services with 90% teacher and paraprofessional participation from the Transition Team in each event. |

| Action Step | | Anticipated Start/Completion Date | |
|---------------------------------------|---|-----------------------------------|------------|
| Professional Development - Transition | | 2025-08-15 | 2028-07-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Dr. Matthew Erickson | Professional Development Training Opportunities | Yes | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|---|
| Training will provide best-practices and pathways to enhance transitional programming. | Transitional Team/Professional Development Days/Intermediate Unit Supports (TAC Team) |

Action Plan For: School Community Growth

| |
|--|
| Measurable Goals: |
| <ul style="list-style-type: none"> Over a three year span, Spectrum Charter School will explore opportunities to expand student enrollment, attract high-quality faculty and staff members to support growth, and identify new learning spaces to accommodate our program and enhance learning opportunities. |

| Action Step | Anticipated Start/Completion Date |
|-------------|-----------------------------------|
| | |

| | | | |
|---|--|--|------------------|
| Explore opportunities to locate learning spaces, evaluate and determine enrollment caps, identify and secure high-quality faculty and staff members to support a growing program. | | 2026-07-01 | 2028-07-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Dr. Matthew Erickson | PA Department of Education, PaTTAN, Allegheny Intermediate Unit (AIU3), Real Estate Agency | Yes | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Explore additional learning spaces | | 2025-07-01 | 2028-07-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Dr. Matthew Erickson | Facilities Committee, Real Estate Agency | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Pending the identification of additional learning spaces, Spectrum Charter School will identify a student enrollment cap number. | | 2026-07-01 | 2028-07-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Dr. Matthew Erickson | Enrollment Data, Leasing Agreement(s) | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Consideration of additional faculty and staff members based on enrollment | | 2026-07-01 | 2028-07-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Dr. Matthew Erickson | Enrollment Data | No | Yes |

| | |
|---|--|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| Identify learning spaces, determine student enrollment cap, identify staffing needs | Board of Trustees, School Community Team input/Quarterly |

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 |
| Professional Development - Transition | Professional Development - Transition |
| School Community Growth | Explore opportunities to locate learning spaces, evaluate and determine enrollment caps, identify and secure high-quality faculty and staff members to support a growing program. |

Professional Development - Transition

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Professional Development - Transition | | |
| Audience | | |
| Transition Team | | |
| Topics to be Included | | |
| Employment, Post-Secondary Education, Independent Living | | |
| Evidence of Learning | | |
| Lesson Plans, Observation, Student Outcomes | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Dr. Matthew Erickson | 2025-07-15 | 2028-07-31 |

Learning Format

| | |
|---|-------------------------------|
| Type of Activities | Frequency |
| Workshop(s) | Professional Development Days |
| Observation and Practice Framework Met in this Plan | |
| | |
| This Step Meets the Requirements of State Required Trainings | |
| Indicator 13 Effective Practices in Transition Training | |

Communications Activities

| Training Identification and Scheduling | | | | | |
|---|-----------------|---|-----------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> Professional Development - Transition | Transition Team | Employment, Post-Secondary Education, Independent Living Skills | Dr. Matthew Erickson | 07/15/2025 | 07/31/2028 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Presentation | | | 1 time per year | | |
| Webinar | | | 1 time per year | | |

School Community Growth

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|--|---|-----------------------|-----------------------|---------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> Explore additional learning spaces | School Community including parents, students, faculty, staff, board of trustees | School Location | Dr. Matthew Erickson | 07/15/2025 | 07/31/2028 |

Communications

| Type of Communication | Frequency |
|-----------------------|-------------------|
| Brief | Quarterly updates |

| Enrollment Cap Determination | | | | | |
|------------------------------|---|-----------------------|-----------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | School Community including parents, students, faculty, staff, board of trustees | Enrollment Cap | Dr. Matthew Erickson | 07/15/2025 | 07/31/2028 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Presentation | | | Annually | | |

| Addition of Faculty and Staff | | | | | |
|-------------------------------|-----------------------------------|-----------------------|-------------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | Faculty, staff, board of trustees | Staffing | Dr. Matthew Erickson | 07/15/2025 | 07/31/2028 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Posting on district website | | | As positions are needed | | |

Approvals & Signatures

| |
|-----------------------|
| Uploaded Files |
| |

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