

Arts Academy CS

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Charter School		121395927
Address 1		
1610 East Emmaus Avenue		
Address 2		
City	State	Zip Code
Allentown	PA	18103
Chief School Administrator		Chief School Administrator Email
Mr Karl Eisenhart		keisenhart@arts-cs.org
Single Point of Contact Name		
Karl Eisenhart		
Single Point of Contact Email		
keisenhart@arts-cs.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
6103510234		506
Principal Name		
Jamie Hill		
Principal Email		
jhill@arts-cs.org		
Principal Phone Number		Principal Extension
6103510234		518
School Improvement Facilitator Name		School Improvement Facilitator Email
Mary Gotzon		mgotzon@arts-cs.org

LEA Profile

Arts Academy Charter Middle school is an arts-focused public middle school for students in grades five through eight with a passion for the Arts. We serve over 20 different districts within Pennsylvania.

Mission and Vision

Mission

The Arts Academy Charter Middle School provides opportunities for students to explore their artistic passions and talents in a supportive, challenging and rigorous academic and artistic environment.

Vision

The Arts Academy Charter Middle School is the signature model of success in combining arts-focused education through enriching the lives of students and inspiring them to greater achievement.

Educational Values

Students

Our students are our greatest asset. The students of AACMS have a variety of ways to discuss school issues with their teachers, counselor and the administration. Each student has a unique ID and email address. The students use this way of communicating to let us know what is on their mind. We have a referral process where our students can fill out a form to make an appointment to speak to a variety of staff. The students have the ability to express their views on any aspect of the school in a respectful way.

Staff

The teachers and staff of AACMS are in tune to what is going on in our communities. Working in a charter school that provides an art and academic education to students from over 20 different districts, our staff must understand the communities that our students reside. We communicate with our parents through a wide variety of methods including: email, regular mail, certified mail, parent portal, social media, Power School and Schoology, to name a few methods. Our staff live our values in their daily life, perform their art and participate in a variety of art forms. Educationally, our teachers instill a love for learning in both the academic and arts curriculums.

Administration

The administration for AACMS must have a love for the arts and participate in the arts at a variety of levels. Our administration supports our students, staff, teachers and parents to offer and review the academic and artistic curriculums on a monthly and yearly capacity. Moving throughout the school and performances assists us to understand what our stakeholders need.

Parents

Our parents are part of the core group of our school. We highly suggest that our parents participate in the school activities as often as possible. At AACMS our parents communicate with us in a wide variety of ways.

Community

As an arts school, we reach out to many community members to assist with our arts based charter school. The community members have donated their time and supplies to assist us.

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	True 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
College and Career Readiness	We exceed statewide percentage of 86.2% I will continue to motivate our teachers to continue the career readiness
English Language Arts in grades 5, 6, 7 and 8.	Although we did not make the statewide average of 55.0%, we have almost half of our students in proficient or advanced category.

Challenges

Indicator	Comments/Notable Observations
Students in grades 5-8 are not meeting the statewide standard for proficient/advanced in mathematics.	Only 4.9% of students scored proficient or advanced in math. Our math academic growth score is 50.0 and the state standard to meet is 70.0, with the statewide average growth score being 74.9.
Regular attendance in grades 5, 6, 7 and 8 is below the statewide average.	By the year 2030 the statewide attendance goal is to have 94.1% of the students in attendance. Our statewide percentage is 79.6%.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator College and Career readiness ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Students are exposed to careers through speakers, career surveys, research and field trips. Data from the FRPAI indicates that the LEA achieved 100% proficiency in this benchmark for All students including all subgroups (e.g., Hispanic, Economically Disadvantaged, and Combined Ethnicity). However, there was an insufficient sample for students in the Black, White, ELL, and Students with Disabilities subgroups.
Indicator English Language Arts ESSA Student Subgroups Hispanic, White	Comments/Notable Observations Hispanic and White students achieved higher than the all-student rate of proficiency. Hispanic students achieved a rate of 31.1%, which was the first year that this subgroup surpassed the All-Student group (30.7%). The White student subgroup achieved 41.3% proficiency.
Indicator Science PSSA ESSA Student Subgroups Combined Ethnicity, Hispanic, White, Economically Disadvantaged	Comments/Notable Observations The data from the 2023-2024 PSSA in Science shows that the White student subgroup consistently achieves above the statewide average. The data from the 2023-2024 PSSA in Science shows that the Hispanic student subgroup continues to hold

	improvement from the 2021-2022 school year. The data from the 2023-2024 PSSA in Science shows that the Economically Disadvantaged student subgroup continues to hold improvement from the 2021-2022 school year. The data from the 2023-2024 PSSA in Science shows that the Combined Ethnicity student subgroup had a 5% increase in proficiency from the 2022-2023 school year.
Indicator Early Indicators of Math Proficiency ESSA Student Subgroups Hispanic, Economically Disadvantaged	Comments/Notable Observations The data from the 2024-2025 PSSA in Math for 7th grade shows that the Hispanic student subgroup for Grade 7 improved their math proficiency by 1.5%. This is above the All-Student group proficiency of 2.5% The data from the 2024-2025 PSSA in Math for 7th grade shows that the Economically Disadvantaged student subgroup for Grade 7 improved their math proficiency by 0.3%. Their rate of proficiency is on par with the All-Student group.
Indicator Mathematics ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All student subgroups (save for students with disabilities and combined ethnicity) have maintained improvement in the PSSA in Math since 2020-2021. Black student subgroup - from 0% to 1.8% Hispanic student subgroup - from 3.2% to 4.8% White student subgroup - from 6% to 6.7% Economically Disadvantaged student subgroup - 1.6% to 3.4% Combined Ethnicity student subgroup maintained a proficiency of 4.1% from 2023-24 to 2024-25.
Indicator Regular Attendance ESSA Student Subgroups African-American/Black	Comments/Notable Observations The regular attendance of the Black student subgroup was higher than all other student subgroups and the All-Student group.

Challenges

Indicator Mathematics ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Our students come from a wide variety of districts and have levels of experience in mathematics. Our goal is to improve all of our students' skills in math. The statewide average for 2024-2025 was 41.7% proficiency. The All-Student group achieved 4.9% proficiency, down from 5.2% proficiency from the previous school year. Black student subgroup - from 2.4% to 1.8% Hispanic student subgroup - from 5.3% to 4.8% White student subgroup - from 8.9% to 6.7% Economically Disadvantaged student subgroup - 4.2% to 3.4% English Learner student subgroup - 4.8% in 2024-2025 with previously insufficient samples. Students with Disabilities student subgroup - maintained 0% proficiency Combined Ethnicity student subgroup maintained a proficiency of 4.1% from 2023-24 to 2024-25.
Indicator Regular Attendance ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White,	Comments/Notable Observations Black student subgroup - below the statewide average; dropped from 78.6% to 71.1% average attendance Hispanic student subgroup - below the statewide average; dropped from 79% to 65.8% average attendance White student subgroup - below the statewide average; dropped from 85.2% to 70.8% average attendance Economically Disadvantaged student subgroup -

Economically Disadvantaged, English Learners, Students with Disabilities	below the statewide average; dropped from 78.4% to 62.2% average attendance Students with Disabilities student subgroup - below the statewide average; dropped from 79.6% to 53.7% average attendance Combined Ethnicity student subgroup - below the statewide average; dropped from 79.3% to 64.7% average attendance Insufficient samples - American Indian/Alaska Native; Asian; Hawaiian Pacific Islander; English Learner
--	---

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. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

8th grade advanced in science
2.1% scored advanced in English
7th grade early indicator of proficiency in math
Students in the Hispanic sub-group achieved higher rates of proficiency in the PSSA for ELA and Math (Grade 7) than the All-Student group
Students in the Economically Disadvantaged sub-group maintained improved rates of proficiency in the PSSA for Science and achieved higher rates of proficiency in the PSSA Math (Grade 7) than the All-Student group.

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Students in grades 5-8 are not meeting the statewide standard for proficient/advanced in ELA.
Regular attendance in grades 5-8 is below the statewide average.
Students in grades 5-8 are not meeting the statewide standard for proficient/advanced in mathematics.
The academic growth score for ELA for SY 24-25 is 59, as compared to the statewide average growth score of 75.4. The all-student group, Hispanic subgroup, economically disadvantaged subgroup, and combined ethnicity subgroup did not meet the statewide goal and showed a decrease in performance from the previous year. The black student subgroup met the interim target, but decreased in performance from the previous year. The students with disabilities subgroup exceeded the interim target, but decreased from the previous year. The white student subgroup exceeded the interim target and increased in performance from the previous year. All listed subgroups exceeded the All-student group score by a score greater than or equal to 62.
The academic growth score for Math for SY 24-25 is 50, as compared to the statewide average growth score of 74.9. The all-student group, Hispanic subgroup, economically disadvantaged subgroup, and combined ethnicity subgroup did not meet the statewide goal and maintained their scores from the previous year. The black student subgroup did not meet the interim target but increased in performance from the previous year. The students with disabilities

subgroup exceeded the interim target, and increased in performance from the previous year. The white student subgroup did not meet the interim target and decreased in performance from the previous year. All listed subgroups either met or exceeded the All-student group score of 50.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
AimsWeb Benchmarking	Completed in the fall, winter and spring.
PSSA testing	completed in the spring

English Language Arts Summary

Strengths

Vocabulary is our strongest ELA skill as a school, with 77.9% of our students achieving in the average to well above average range.
The choice of reading materials within the classroom is also a strength. Our teachers use both novels and a literature book with a wide variety of short stories.

Challenges

Reading Comprehension (whole story) is an area of weakness for AACMS.
Length of sustained reading. Need to build endurance of students to read at length.

Mathematics

Data	Comments/Notable Observations
AimsWeb Benchmarking	Completed in the fall, winter, and spring
PSSA testing	Completed in the spring
Future Ready Index	Identified economically disadvantaged students as a focus group.

Mathematics Summary

Strengths

We have a strong RTI program to assist our students in the math content area.
We offer free math tutoring after school.
Our math teachers attend outside math classes and workshops to enhance their ability to teach math.
Our math teachers provide instruction in a variety of ways to reach our students, including small group instruction, hands-on teaching methods, and group work to show concept mastery.

Challenges

Economically Disadvantaged students are scoring Proficient /Advanced in math at a rate of 3.6% down from the previous year of 7.6% proficient/advanced in math
The Rate of Growth percentile in Math Basics measurements on grade level curriculum increased from a median score of 37.5 school-wide to 38.75 school-wide.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA testing	The students take the PSSA test every spring
In-class formative and summative assessments	Assessments provided through curriculum and teacher created.

Science, Technology, and Engineering Education Summary

Strengths

We send our science teachers to outside classes and workshops to enhance their ability to teach science.
Our students enjoy the hands-on aspects of science.

Challenges

Critical thinking is an area that we need to improve upon in science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Teacher lesson plans	Our teaching staff adds career readiness to a variety of lesson plans.
Guest speakers	Variety of in-person and virtual guest speakers.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

Teachers incorporate Career readiness into their lesson plans and units.
Teachers discuss careers that are based on college, trade school or work right out of high school.
Our students with an IEP use the PA Career Zone for job explorations, career survey and career possibilities.
Students have the ability to explore their art form as a career opportunity.

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.

Field trips to assist in the career and job readiness for our students.
Enable new teachers to add career readiness to their plans.
Offer all of our students the use of the PA Career Zone for job explorations, career survey and career possibilities.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
This subgroup had an insufficient sample until the 2024-2025 school year, when 23.8% of the subgroup achieved Proficient or Advanced on the PSSA for English.	This subgroup had not previously had the population to be sufficient for review. Upon evaluation of the date, this subgroup's success rate for the PSSA ELA testing is on par with all other subgroups. It is expected that this subgroup's achievement rate will increase, as the LEA has acquired a dedicated ELL teacher for the 2025-2026 school year.
This subgroup had an insufficient sample until the 2024-2025 school year, when 4.8% of the subgroup achieved Proficient or Advanced on the PSSA for Math.	This subgroup had not previously had the population to be sufficient for review. Upon evaluation of the date, this subgroup's success rate for the PSSA Math testing is on par with the All Student Group. It is expected that this subgroup's achievement rate will increase, as the LEA has acquired a dedicated ELL teacher for the 2025-2026 school year and implemented a new math curriculum.

Students with Disabilities

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

Data	Comments/Notable Observations
Data shows that the percentage of students with disabilities achieving Proficient or Advanced on the PSSA for English dropped from 28.6% to 8.2%.	This could be attributed to changes in population and disability categories, however, a review of curriculum, support services, and accommodations provided in the general education classroom is warranted.
Data shows that the percentage of students with disabilities achieving Proficient or Advanced on the PSSA for Math dropped from 3.6% to 0%.	This could be attributed to changes in population and disability categories, however, a review of curriculum, support services, and accommodations provided in the general education classroom is warranted. The LEA has also implemented a new general education math curriculum to improve math scores.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Math proficiency on Future Ready index	Economically Disadvantaged students are scoring Proficient /Advanced in math at a rate of 3.4% down from 12.7% proficient/advanced in math in 2019-2020.
The data from FRPAI shows that this subgroup's rate of proficiency in the PSSA for English dropped from 53.6% in the 2019-2020 to 24% in the 2024-2025 school year.	The COVID slide shows notable impacts in student progress. To combat the lack of recoupment a review of the ELA curriculum and implementation of a research-based ELA curriculum is warranted.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations

Black	The data from the FRPAI indicates that this subgroup's proficiency in the PSSA for ELA dropped from 57.5% in 2019-2020 to 23.6% in 2024-2025. This may be due to population changes of the school's enrollment. To encourage progress in reading and writing skills, the LEA will utilize community resources and interagency partnerships to increase library card enrollment and use through physical libraries and PAPowerLibrary. The data from the FRPAI indicates that this subgroup's proficiency in the PSSA for Math dropped 10.5% in 2019-2020 to 1.8% proficiency in 2024-2025. Although COVID and population change can account for much of this decrease, the LEA has addressed it by implementing a new math curriculum for the 2025-2026 school year.
Hispanic	The data from the FRPAI indicates that this subgroup's proficiency in the PSSA for ELA dropped from 60.9% in 2019-2020 to 31.1% in 2024-2025. This may be due to population changes of the school's enrollment. To encourage progress in reading and writing skills, the LEA will utilize community resources and interagency partnerships to increase library card enrollment and use through physical libraries and PAPowerLibrary. The data from the FRPAI indicates that this subgroup's proficiency in the PSSA for Math dropped 14.1% in 2019-2020 to 4.8% proficiency in 2024-2025. Although COVID and population change can account for much of this decrease, the LEA has addressed it by implementing a new math curriculum for the 2025-2026 school year.
White	The data from the FRPAI indicates that this subgroup's proficiency in the PSSA for ELA dropped from 72.7% in 2019-2020 to 41.3% in 2024-2025. This may be due to population changes of the school's enrollment. To encourage progress in reading and writing skills, the LEA will utilize community resources and interagency partnerships to increase library card enrollment and use through physical libraries and PAPowerLibrary. The data from the FRPAI indicates that this subgroup's proficiency in the PSSA for Math dropped 21.5% in 2019-2020 to 6.7% proficiency in 2024-2025. Although COVID and population change can account for much of this decrease, the LEA has addressed it by implementing a new math curriculum for the 2025-2026 school year.
2 or More Races	The data from the FRPAI indicates that this subgroup's proficiency in the PSSA for ELA dropped from 47.7% in 2019-2020 to 28.3% in 2024-2025. This may be due to population changes of the school's enrollment. To encourage progress in reading and writing skills, the LEA will utilize community resources and interagency partnerships to increase library card enrollment and use through physical libraries and PAPowerLibrary. The data from the FRPAI indicates that this subgroup's proficiency in the PSSA for Math dropped 6.8% in 2019-2020 to 4.1% proficiency in 2024-2025. Although COVID and population change can account for much of this decrease, the LEA has addressed it by implementing a new math curriculum for the 2025-2026 school year.
American Indian/Alaskan Native	Insufficient data
Asian	Insufficient data
Hawaiian/Pacific Islander	Insufficient data

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.

Curriculum focused on the state standards
SAS portal is used by our teachers
Newly implemented research-based math curriculum

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.

Encouraging our students to engage and connect with mathematics.
Curriculum and pacing guides are difficult to follow with students coming into the school with such a diverse learning history. This is especially the case in math.
Parent/family disengagement

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Director of Special Education is hands on with her students and teachers.
Title 1 Program	Title 1 funds provides the RTI services that our students require in math and ELA.
English Language Development Plan	Needs review.

Strengths

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

Special Education: quality of staff, parent communication and the curriculum.
RTI program is staffed by trained teachers.

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.

Staff retention in all academic and special education areas.
Keeping the staff trained when there is a large amount of teacher turnover every year.
Hiring a part time ESL teacher for our students who are in the ESL program.

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	Emerging
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	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
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	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
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	Emerging

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 fully engaged Teacher induction program.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

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?

>

We need to work on engaging the parents in our school community.
--

We need a more structured evaluation process of teaching methodology and student performance.

We need to review and assess the effectiveness of our ELD program.
--

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
7th grade early indicator of proficiency in math	False
2.1% scored advanced in English	True
Students in the Hispanic sub-group achieved higher rates of proficiency in the PSSA for ELA and Math (Grade 7) than the All-Student group	False
Students in the Economically Disadvantaged sub-group maintained improved rates of proficiency in the PSSA for Science and achieved higher rates of proficiency in the PSSA Math (Grade 7) than the All-Student group.	False
Vocabulary is our strongest ELA skill as a school, with 77.9% of our students achieving in the average to well above average range.	False
8th grade advanced in science	False
The choice of reading materials within the classroom is also a strength. Our teachers use both novels and a literature book with a wide variety of short stories.	True
We have a strong RTI program to assist our students in the math content area.	True
We offer free math tutoring after school.	True
Our math teachers attend outside math classes and workshops to enhance their ability to teach math.	False
We send our science teachers to outside classes and workshops to enhance their ability to teach science.	False
Our students enjoy the hands-on aspects of science.	True
Our math teachers provide instruction in a variety of ways to reach our students, including small group instruction, hands-on teaching methods, and group work to show concept mastery.	True
Teachers incorporate Career readiness into their lesson plans and units.	False
Teachers discuss careers that are based on college, trade school or work right out of high school.	False
Our students with an IEP use the PA Career Zone for job explorations, career survey and career possibilities.	False
We have a fully engaged Teacher induction program.	False
Special Education: quality of staff, parent communication and the curriculum.	True
RTI program is staffed by trained teachers.	True
Curriculum focused on the state standards	True
Students have the ability to explore their art form as a career opportunity.	False
Newly implemented research-based math curriculum	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
SAS portal is used by our teachers	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
Regular attendance in grades 5-8 is below the statewide average.	True
Students in grades 5-8 are not meeting the statewide standard for proficient/advanced in ELA.	False
Reading Comprehension (whole story) is an area of weakness for AACMS.	True
Students in grades 5-8 are not meeting the statewide standard for proficient/advanced in mathematics.	False
The academic growth score for ELA for SY 24-25 is 59, as compared to the statewide average growth score of 75.4. The all-student group, Hispanic subgroup, economically disadvantaged subgroup, and combined ethnicity subgroup did not meet the statewide goal and showed a decrease in performance from the previous year. The black student subgroup met the interim target, but decreased in performance from the previous year. The students with disabilities subgroup exceeded the interim target, but decreased from the previous year. The white student subgroup exceeded the interim target and increased in performance from the previous year. All listed subgroups exceeded the All-student group score by a score greater than or equal to 62.	False
The academic growth score for Math for SY 24-25 is 50, as compared to the statewide average growth score of 74.9. The all-student group, Hispanic subgroup, economically disadvantaged subgroup, and combined ethnicity subgroup did not meet the statewide goal and maintained their scores from the previous year. The black student subgroup did not meet the interim target but increased in performance from the previous year. The students with disabilities subgroup exceeded the interim target, and increased in performance from the previous year. The white student subgroup did not meet the interim target and decreased in performance from the previous year. All listed subgroups either met or exceeded the All-student group score of 50.	False
Length of sustained reading. Need to build endurance of students to read at length.	False
Economically Disadvantaged students are scoring Proficient /Advanced in math at a rate of 3.6% down from the previous year of 7.6% proficient/advanced in math	True
Critical thinking is an area that we need to improve upon in science.	True
Field trips to assist in the career and job readiness for our students.	False
Enable new teachers to add career readiness to their plans.	False
Offer all of our students the use of the PA Career Zone for job explorations, career survey and career possibilities.	False
Encouraging our students to engage and connect with mathematics.	True
The Rate of Growth percentile in Math Basics measurements on grade level curriculum increased from a median score of 37.5 school-wide to 38.75 school-wide.	True
We need to work on engaging the parents in our school community.	True
Keeping the staff trained when there is a large amount of teacher turnover every year.	False
Hiring a part time ESL teacher for our students who are in the ESL program.	False
Staff retention in all academic and special education areas.	True
Curriculum and pacing guides are difficult to follow with students coming into the school with such a diverse learning history. This is especially the case in math.	True
We need a more structured evaluation process of teaching methodology and student performance.	True
We need to review and assess the effectiveness of our ELD program.	False
Parent/family disengagement	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

We analyzed academic achievement for the following subgroups: Economically Disadvantaged students and students with disabilities, by comparing standardized test scores and proficiency levels across different subjects. We evaluated disparities in educational outcomes, considering factors such as socioeconomic status, language proficiency, and access to support services. Additionally, we would explore the effectiveness of inclusive education practices and targeted interventions to address the unique needs of students with disabilities. We will collaborate with educators, administrators, and specialists to gain insights and identify areas for improvement in promoting equitable academic success among these subgroups.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular attendance in grades 5-8 is below the statewide average.	Hypothesized Root Cause: Economic instability, transportation issues, lack of engagement,	True
Staff retention in all academic and special education areas.		False
Economically Disadvantaged students are scoring Proficient /Advanced in math at a rate of 3.6% down from the previous year of 7.6% proficient/advanced in math	Inconsistent access to rigorous, cultural responsive instruction and interventions.	True
We need to work on engaging the parents in our school community.		False
Reading Comprehension (whole story) is an area of weakness for AACMS.	Inconsistent access to rigorous, cultural responsive instruction and interventions.	False
Encouraging our students to engage and connect with mathematics.		False
Critical thinking is an area that we need to improve upon in science.		False
Curriculum and pacing guides are difficult to follow with students coming into the school with such a diverse learning history. The is especially the case in math.		False
We need a more structured evaluation process of teaching methodology and student performance.		False
The Rate of Growth percentile in Math Basics measurements on grade level curriculum increased from a median score of 37.5 school-wide to 38.75 school-wide.		False
Parent/family disengagement		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The choice of reading materials within the classroom is also a strength. Our teachers use both novels and a literature book with a wide variety of short stories.	giving teachers access to a wide variety of novels to teach helps with buy in from the teachers.
Curriculum focused on the state standards	This ensures teachers are meeting standards accessed by state testing,
Our students enjoy the hands-on aspects of science.	
Special Education: quality of staff, parent communication and the curriculum.	Early Intervention: Effective communication enables early identification of potential issues that might lead to absences. Staff can work with parents to address these issues proactively. Monitoring and Feedback: Regular updates and feedback between staff and parents can help monitor student progress and attendance patterns. This ongoing dialogue can quickly identify and resolve issues before they lead to chronic absenteeism. Engagement and Motivation: Positive communication can engage and motivate students and parents, highlighting the importance of regular attendance for the student's educational progress and overall well-being.

RTI program is staffed by trained teachers.	Through effective communication, schools can share resources and strategies with parents to help manage and support their child's attendance, such as information on community services, transportation options, and health resources.
2.1% scored advanced in English	
We have a strong RTI program to assist our students in the math content area.	Our students feel comfortable asking for assistance.
We offer free math tutoring after school.	
Our math teachers provide instruction in a variety of ways to reach our students, including small group instruction, hands-on teaching methods, and group work to show concept mastery.	
Newly implemented research-based math curriculum	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The primary reason for the high percentage of students with unexcused absences appears to be a lack of engagement and relevance in the curriculum, exacerbated by traditional teaching methods, and various socio-economic, health, and policy-related factors. Addressing these issues through curriculum reforms, professional development for teachers, enhancing extracurricular offerings, and improving school policies and communication with families can help reduce absenteeism and improve student engagement and success.
	The percentage of economically disadvantaged students who score proficient/advanced in Math scores on the PSSA must increase from the current level of 2.5%.

Goal Setting

Priority: The primary reason for the high percentage of students with unexcused absences appears to be a lack of engagement and relevance in the curriculum, exacerbated by traditional teaching methods, and various socio-economic, health, and policy-related factors. Addressing these issues through curriculum reforms, professional development for teachers, enhancing extracurricular offerings, and improving school policies and communication with families can help reduce absenteeism and improve student engagement and success.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Reduce the percentage of students who accrue 10 or more unexcused absences from the previous year percentage of 17.5% of the students to 10% or less of the student population as measured at the end of the school year through attendance data collection from the school's student information platform			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target Year 1	Target Year 2	Target Year 3	
Reduce the students who accrue 10 or more unexcused absences to 15% of the student population.	Reduce the students who accrue 10 or more unexcused absences to 12.5% of the student population.	Reduce the percentage of students who accrue 10 or more unexcused absences from the previous year percentage of 17.5% of the students to 10% or less of the student population as measured at the end of the school year through attendance data collection from the school's student information platform	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Reduce the students who accrue 10 or more unexcused absences to 2% of the student population.	Reduce the students who accrue 10 or more unexcused absences to 5% of the student population	Reduce the students who accrue 10 or more unexcused absences to 10% of the student population.	Reduce the students who accrue 10 or more unexcused absence to 15% of the student population.

Priority: The percentage of economically disadvantaged students who score proficient/advanced in Math scores on the PSSA must increase from the current level of 2.5%.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
The percentage of students who are determined to be economically disadvantaged within the school and who score proficient or higher in Math on the PSSA will increase from the past year level of 2.5% to 8% or greater within 3 years as measured by scores on the PSSA.			
Measurable Goal Nickname (35 Character Max)			
Improve Math Scores			
Target Year 1	Target Year 2	Target Year 3	
The percentage of students who are determined to be economically disadvantaged within the school and who score	The percentage of students who are determined to be economically disadvantaged within the school and who score	The percentage of students who are determined to be economically disadvantaged within the school and who score	

proficient or higher in Math on the PSSA will increase from the past year level of 2.5% to 4% or greater after the first year as measured by scores on the PSSA.	proficient or higher in Math on the PSSA will increase from the past year level of 2.5% to 5% or greater after the second year as measured by scores on the PSSA.	proficient or higher in Math on the PSSA will increase from the past year level of 2.5% to 8% or greater within 3 years as measured by scores on the PSSA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Benchmark testing will be given to determine baseline.	Not applicable - PSSA test is given in the 4th quarter.	Not applicable - PSSA test is given in the 4th quarter.	The percentage of students who are determined to be economically disadvantaged within the school and who score proficient or higher in Math on the PSSA will increase from the past year level of 2.5% to 4% or greater after the first year as measured by scores on the PSSA.

Action Plan

Measurable Goals

Improve Math Scores	Attendance
---------------------	------------

Action Plan For: Attendance Improvement

Measurable Goals:
<ul style="list-style-type: none"> Reduce the percentage of students who accrue 10 or more unexcused absences from the previous year percentage of 17.5% of the students to 10% or less of the student population as measured at the end of the school year through attendance data collection from the school's student information platform

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify a person responsible for tracking attendance issues and reaching out to communicate with families.		2025-08-25	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jesse Garin, Dean of Students	Training on Powerschool as to better track attendance. Develop weekly procedures to follow. Hiring an assistant to support in this process.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Involvement of the local magistrate to help hold parents accountable for their actions.		2025-09-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jesse Garin, Dean of Students	none	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A decrease in the number of truant students.	Dean of Students, weekly review data, use of Powerschool and attendance secretary.

Action Plan For: Economically Disadvantaged testing results

Measurable Goals:
<ul style="list-style-type: none"> The percentage of students who are determined to be economically disadvantaged within the school and who score proficient or higher in Math on the PSSA will increase from the past year level of 2.5% to 8% or greater within 3 years as measured by scores on the PSSA.

Action Step		Anticipated Start Date	Anticipated Completion Date
The incorporation of RTI programs to assist economically disadvantaged students. In addition, students will be included in small group settings. If needed, they will also be removed from non-academic courses to assist them.		2025-09-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Christa Greagori, Director of Support Services	Study Island, paraprofessionals	No	No
--	---------------------------------	----	----

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased testing results on both Aimsweb and PSSA testing.	Director of Support Services and principal will review data and compare with previous years.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	<ul style="list-style-type: none">• Attendance Improvement• Economically Disadvantaged testing results	Teachers' salaries and benefits	170595	
Total Expenditures				170595

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
--------------------------------	--------------

Integrating RTI for Equity in Education

Audience		
Faculty and Staff		
Topics to be Included		
Hold workshops for teachers and staff to educate them on the specifics of the RTI program, focusing on its benefits for economically disadvantaged students.		
Evidence of Learning		
Share stories, statistics, and infographics about the importance of RTI and its impact on student success.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Christa Greagori	2025-08-01	2028-05-01

Learning Format

Type of Activities	Frequency
Inservice day	annually
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

Empower and Engage: RTI for Equity Communication Campaign					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents and guardians of students, Teachers and school staff and students	<p>Equity in Education: Highlight how RTI programs are designed to ensure that all students, particularly those from economically disadvantaged backgrounds and Black students, receive the support they need to succeed.</p> <p>Supportive Learning Environment: Emphasize the creation of an inclusive environment that responds to the diverse needs of students.</p> <p>Community Involvement: Encourage community engagement and support for the RTI initiative.</p> <p>Data-Driven Results: Share how the RTI program uses data to monitor student progress and tailor interventions effectively.</p>	Jesse Garin/Dean of Students	10/01/2024	05/01/2025

Communications

Type of Communication	Frequency
Email	As needed

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation Statement - FRCCP August 2025.pdf

Chief School Administrator	Date
Karl Eisenhart	2026-03-18
Building Principal Signature	Date
Jamie Hill	2026-03-18
School Improvement Facilitator Signature	Date