**Arts Academy CS**  
Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

# Profile and Plan Essentials

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| --- | --- | --- |
| **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 |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Mary Gotzon | Staff Member | Arts Academy Charter Middle School | mgotzon@arts-cs.org |
| Christa Greagori | Administrator | Arts Academy Charter Middle School | cgreagori@arts-cs.org |
| Karl Eisenhart | Administrator | Arts Academy Charter Middle School | keisenhart@arts-cs.org |
| Susan Ott | Parent | Arts Academy Charter Middle School | sdott610@gmail.com |
| Angelin Deleon | Staff Member | Arts Academy Charter Middle School | adeleon@arts-cs.org |
| Jamie Hill | Principal | Arts Academy Charter Middle School | jhill@arts-cs.org |
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# 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 Pensylvania.

# 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 |

## 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 |
| Only 4.4% of students scored proficient or advanced in math | Students in grades 5-8 are not making the statewide standard for proficient/advanced in mathematics. Our math academic growth score is 50.0% and the state standard to meet is 70% |
| Regular attendance in grades 5, 6, 7 and 8. | By the year 2030 the statewide attendance goal is to have 94.1% of the students in attendance. Our statewide percentage is 79.1%. |

## 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), 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. |
| **Indicator**  English Language Arts  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  At AACMS we have both writing and English classes. This assists our students to evolve their skills. |
| **Indicator**  Advanced in science  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  10.8% of 8th graders scored Advanced in Science |
| **Indicator**  Early Indicators of math proficiency  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  All students have a math class, and our 8th grade has the option to take Algebra 1. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  mathematics  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), 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. 5.6 % of our students were proficient or advanced. The state average was 38.3%. |
| **Indicator**  Regular Attendance  **ESSA Student Subgroups** | **Comments/Notable Observations**  Many of our students had attendance issues due to COVID and its effects on them and their families. |

## 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.

|  |
| --- |
| 8th grade advanced in science |
| 2.1% scored advanced in English |
| 7th grade early indicator of proficiency in math |

### 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.

|  |
| --- |
| Decrease the percentage of students with unexcused absences numbering 10 or more in the school year. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| AmesWeb 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** |
| AmesWeb 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 sumative 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 FRCPP 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

**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

**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 3.6% down from the previous year of 7.6% proficient/advanced in math |
|  |  |
|  |  |

## 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.

|  |
| --- |
| Curriculum focused on the state standards |
| SAS portal is used by our teachers |
| Recently updated all curriculum and pacing guides |
|  |
|  |

### 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. The is especially the case in math. |
|  |
|  |
|  |

# 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 access 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 |
| 8th grade advanced in science | 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 |
| 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 |
| 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 |
| SAS portal is used by our teachers | False |
| We have a fully engaged Teacher induction program. | False |
| Students have the ability to explore their art form as a career opportunity. | False |
| Recently updated all curriculum and pacing guides | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. | 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 |
| Decrease the percentage of students with unexcused absences numbering 10 or more in the school year. | True |
| Reading Comprehension (whole story) is an area of weakness for AACMS. | True |
| 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 |
| 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 |
| Critical thinking is an area that we need to improve upon in science. | False |
| Offer all of our students the use of the PA Career Zone for job explorations, career survey and career possibilities. | False |
| We need to work on engaging the parents in our school community. | False |
| 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 |
| Encouraging our students to engage and connect with mathematics. | 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. | 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. | False |
| We need to review and access the effectiveness of our ELD program. | 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.

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** |
| Decrease the percentage of students with unexcused absences numbering 10 or more in the school year. | 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 |
| Reading Comprehension (whole story) is an area of weakness for AACMS. | Inconsistent access to rigorous, cultural responsive instruction and interventions. | False |
| We need a more structured evaluation process of teaching methodology and student performance. |  | 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. |  |

## 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 population 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 population 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 absences 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 measures 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 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. | he 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 5% or greater after the second year as measured by scores on the PSSA. | 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 measures 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

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

## Action Plan For: Attendance Improvement

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * Reduce the percentage of students who accrue 10 or more unexcused absences from the previous year percentage of 17.5% of the students population 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/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/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:** | | | |
| * 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 measures by scores on the PSSA. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/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.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * Attendance Improvement * Economically Disadvantaged testing results | Teachers' salaries and benefits | 165 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Total Expenditures | | | | 165 |

# 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 and Black 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 | 2024-10-01 | 2025-05-01 |

## 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 | 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. Supportive Learning Environment: Emphasize the creation of an inclusive environment that responds to the diverse needs of students. Community Involvement: Encourage community engagement and support for the RTI initiative. Data-Driven Results: Share how the RTI program uses data to monitor student progress and tailor interventions effectively. | Jesse Garin/Dean of Students | 10/01/2024 | 05/01/2025 |
| **Communications** | | | | | |
| **Type of Communication** | | | **Frequency** | | |
| Email | | | As needed | | |

# Approvals & Signatures

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

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Karl Eisenhart | 2025-08-11 |
| **Building Principal Signature** | **Date** |
| Jamie Hill | 2025-08-14 |
| **School Improvement Facilitator Signature** | **Date** |
| Mary Gotzon | 2025-08-11 |