Arts Academy CS

Schoolwide Title 1 School Plan | 2026 - 2027

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		
Mary A. Gotzon		
Single Point of Contact Email		
mgotzon@arts-cs.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
6103510234		502
Principal Name		
Jamie Hill		
Principal Email		
jhill@arts-cs.org		
Principal Phone Number		**Principal Extension**
6103930423		518
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Mary Gotzon		mgotzon@arts-cs.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jamie Hill	Principal	AACS	jhill@arts-cs.org
Mary A. Gotzon	Other	AACS	mgotzon@arts-cs.org
Karl Eisenhart	Chief School Administrator	AACS	keisenhart@arts-cs.org
Susan Asp	Board Member	AACS	sasp@arts-cs.org
Susan Ott	Parent	AACS	sott@arts-cs.org
Bill Fitzpatrick	Community Member	AACS	billfritz98@yahoo.com
Clarissa Kauffman-Leinbach	Teacher	AACS	cleinbach@arts-cs.org
Christa Greagori	Education Specialist	AACS	cgreagori@arts-cs.org

LEA Profile

Arts Academy Charter Middle School (AACMS) is a public, tuition-free arts middle school serving grades 5–8 and drawing students from more than 20 districts across Pennsylvania. The school provides a unique blend of strong academic instruction and specialized arts programming, creating a diverse regional community of young artists from urban, suburban, and rural backgrounds. AACMS is known for its inclusive, supportive culture where students feel safe to express themselves, as well as its dedicated faculty who bring both academic and artistic expertise to the classroom. As a charter school, AACMS benefits from the flexibility to innovate in curriculum, scheduling, and arts pathways. Current conditions shaping the school include enrollment patterns influenced by transportation and district demographics, funding tied to per-pupil allocations, rising social-emotional and academic support needs, and the specialized resources required for arts education. Internally, the school's direction is influenced by its strong arts identity, staff capacity, school culture, and data-driven improvement efforts. Externally, demographic shifts, charter policy changes, competition from cyber and specialty programs, and evolving arts-industry trends all play a role. Looking ahead, AACMS anticipates growth in digital and media arts, expanded mental health supports, continued work on equitable access, and deeper partnerships with arts and community organizations.

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 providing arts-focused education that enriches the lives of students and inspires them to greater academic and artistic achievement.

Educational Values

Students

At Arts Academy Charter Middle School, students play an essential role in helping the school fulfill its mission and vision. As our greatest asset, they are expected to actively participate in shaping a positive, creative, and respectful learning environment. Students are encouraged to communicate openly with teachers, counselors, and administrators through their school-issued email accounts, unique student IDs, and the established referral process that allows them to request meetings or share concerns. By expressing their ideas, needs, and perspectives in a thoughtful and respectful manner, students contribute to continuous improvement and help ensure that AACMS remains a supportive, student-centered community. Their engagement, voice, and willingness to collaborate with staff are key to strengthening the school's culture and advancing its commitment to artistic growth, academic success, and personal development.

Staff

The teachers and staff of Arts Academy Charter Middle School are essential partners in advancing the school's mission and vision. Because AACMS serves students from more than 20 districts, staff are expected to understand the diverse communities our students come from and remain attentive to the social, cultural, and academic factors that shape their experiences. They maintain strong, consistent communication with families through email, mailings, parent portals, social media, PowerSchool, and Schoology to ensure transparency and connection. Staff members model the school's values in their daily lives, actively engage in their own artistic practices, and participate in a variety of art forms, reinforcing the school's identity as an arts-centered community. Educationally, teachers are expected to cultivate a love of learning across both academic and arts curricula, creating classrooms where creativity, curiosity, and personal growth thrive. Through these commitments—community awareness, communication, modeling of values, and high-quality instruction—AACMS staff play a vital role in helping the school fulfill its mission and vision for every student.

Administration

The administration at Arts Academy Charter Middle School is expected to embody a genuine love for the arts and to participate in artistic practices at a variety of levels, reinforcing the school's identity as an arts-centered learning community. Administrators support students, staff, teachers, and families by regularly reviewing and strengthening both the academic and artistic curricula regularly. Their presence throughout the school—visiting classrooms, attending rehearsals, observing performances, and engaging directly with students and staff—allows them to stay connected to the daily experiences of the community and to understand emerging needs. By remaining visible, accessible, and deeply engaged in both the arts and the life of the school, the administration helps ensure that AACMS remains aligned with its mission and vision while fostering an environment where creativity, learning, and student growth thrive.

Parents

Parents at Arts Academy Charter Middle School are an essential part of the school's core community, and their partnership is vital to achieving the mission and vision of AACMS. Families are encouraged to participate in school activities as often as possible, strengthening the connection between home and school and supporting both academic and artistic growth. Parents communicate with AACMS through a wide variety of channels—including email, regular and certified mail, the parent portal, social media, PowerSchool, and Schoology—which ensures ongoing collaboration and transparency. By staying engaged, informed, and involved, parents help create a supportive environment where students can thrive creatively, academically, and socially. Their active participation reinforces the school's values and contributes directly to the success of the entire AACMS community.

Community

Community members play an important role in supporting the mission and vision of Arts Academy Charter Middle School. As an arts-focused charter school, AACMS relies on strong relationships with local artists, organizations, and supporters who generously contribute their time, expertise, and resources. These partners help enrich the artistic experiences available to students by offering guidance, sharing materials, and participating in school events and programs. The expectation is that community members continue to engage with AACMS as collaborative partners—strengthening the school's arts environment, expanding opportunities for students, and reinforcing the connection between the school and the broader artistic community. Their involvement helps ensure that AACMS remains a vibrant, creative, and well-supported place for young artists to learn and grow.

Other (Optional)

Omit selected.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The rate of proficiency in English Language Arts dropped 9.5% across all student groups at AACMS, where the Statewide Average only dropped by 4%. The rate of proficiency for students identifying as Black dropped from 34.1% to 23.6%. The rate of proficiency for students identifying as Hispanic dropped from 38.9% to 31.1%. The rate of proficiency for students identifying as White dropped from 53.6% to 41.3%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 37.1% to 24.0%. The rate of proficiency for students who are English learners had a sufficient sample to report. The rate of proficiency was 23.8%. The rate of proficiency for students who receive special education supports and services dropped from 10.4% to 8.2%. The rate of proficiency for students who identify as having combined ethnicity dropped from 36.1% to 28.3%.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	The rate of proficiency for students identifying as Hispanic was higher than the rate of proficiency for All Students.
White	The rate of proficiency for students identifying as White was higher than the rate of proficiency for All Students.

Challenges

ESSA Student Subgroups	Indicator
African-American/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.
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.
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.
Combined Ethnicity	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.
Economically Disadvantaged	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.
Students with Disabilities	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%.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The rate of proficiency in Math dropped 0.3% across all student groups at AACMS, where the Statewide Average increased by 1.5%. The rate of proficiency for students identifying as Black dropped from 2.4% to 1.8%. The rate of proficiency for students identifying as Hispanic dropped from 5.3% to 4.8%. The rate of proficiency for students identifying as White dropped from 8.9% to 6.7%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 4.2% to 3.4%. The rate of proficiency for students who are English learners had a sufficient sample to report. The rate of proficiency was 4.8%. The rate of proficiency for students who receive special education supports and services remained at 0%. The rate of proficiency for students who identify as having combined ethnicity remained consistent at 4.1%.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	The rate of proficiency in this subgroup remained consistent at 4.1% from 2023-2024.
African-American/Black	The rate of proficiency in this subgroup for the 2024-2025 school year (1.8%) remained above the 2020-2023 rates of proficiency (0%).
Hispanic	The rate of proficiency in this subgroup for the 2024-2025 school year (4.8%) remained above the 2020-2022 rates of proficiency (3.2% and 2.2%).
White	The rate of proficiency in this subgroup for the 2024-2025 school year (6.7%) remained above the 2020-2023 rates of proficiency (6.0%, 3.6%, and 6.4%).
Economically Disadvantaged	The rate of proficiency in this subgroup for the 2024-2025 school year (3.4%) remained above the 2020-2022 rates of proficiency (1.6% and 2.5%).

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Data shows that the percentage of students with disabilities achieving Proficient or Advanced on the PSSA for Math dropped from 3.6% to 0%.
Economically Disadvantaged	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.
African-American/Black	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.
Hispanic	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.
White	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.

Combined Ethnicity	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.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The rate of students meeting annual academic growth expectations in English Language Arts dropped from 79.0 to 59.0 across all student groups at AACMS. The rate of students meeting annual academic growth expectations for students identifying as Black dropped from 73.0 to 70.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as Hispanic dropped from 78.0 to 67.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as White increased from 69.0 to 72.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as Economically Disadvantaged dropped from 78.0 to 67.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as having a disability dropped from 74.0 to 73.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as having combined ethnicity dropped from 75.0 to 62.0. This rate was higher than the All Student group.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The rate of students meeting annual academic growth expectations for students identifying as having a disability dropped from 74.0 to 73.0. This rate was smallest drop of all subgroups
White	The rate of students meeting annual academic growth expectations for students identifying as White increased from 69.0 to 72.0. This rate was the only subgroup to increase in this area.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The rate of students meeting annual academic growth expectations in English Language Arts dropped from 79.0 to 59.0 across all student groups at AACMS. The rate of students meeting annual academic growth expectations for students identifying as Black dropped from 73.0 to 70.0.
Hispanic	The rate of students meeting annual academic growth expectations for students identifying as Hispanic dropped from 78.0 to 67.0.
Economically Disadvantaged	The rate of students meeting annual academic growth expectations for students identifying as Economically Disadvantaged dropped from 78.0 to 67.0.

Students with Disabilities	The rate of students meeting annual academic growth expectations for students identifying as having a disability dropped from 74.0 to 73.0.
Combined Ethnicity	The rate of students meeting annual academic growth expectations for students identifying as having combined ethnicity dropped from 75.0 to 62.0.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The rate of students meeting annual academic growth expectations in Mathematics dropped from 79.0 to 59.0 across all student groups at AACMS. The rate of students meeting annual academic growth expectations for students identifying as Black increased from 50.0 to 59.0. The rate of students meeting annual academic growth expectations for students identifying as Hispanic remained stable at 50.0. The rate of students meeting annual academic growth expectations for students identifying as White decreased from 72.0. 50.0. The rate of students meeting annual academic growth expectations for students identifying as Economically Disadvantaged remained stable at 50.0. The rate of students meeting annual academic growth expectations for students identifying as having a disability increased from 72.0 to 76.0. This rate was higher than the state average. The rate of students meeting annual academic growth expectations for students identifying as having combined ethnicity remained stable at 50.0.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The rate of students meeting annual academic growth expectations for students identifying as having a disability increased from 72.0 to 76.0. This rate was higher than the state average.
African-American/Black	The rate of students meeting annual academic growth expectations for students identifying as Black increased from 50.0 to 59.0.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The rate of students meeting annual academic growth expectations for students identifying as Hispanic remained stable at 50.0.
White	The rate of students meeting annual academic growth expectations for students identifying as White decreased from 72.0. 50.0.
Economically Disadvantaged	The rate of students meeting annual academic growth expectations for students identifying as Economically Disadvantaged remained stable at 50.0.
Combined Ethnicity	The rate of students meeting annual academic growth expectations for students identifying as having combined ethnicity remained stable at 50.0.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The statewide average for regular attendance is 79.6%. The regular attendance rate for AACMS in 66.2% across all students. The rate of regular attendance in students who identify as Black decreased from 78.6% to 71.1%. The rate of regular attendance in students who identify as Hispanic decreased from 79.0% to 65.8%. The rate of regular attendance in students who identify as White decreased from 85.2% to 70.8%. The rate of regular attendance in students who identify as 2 or more races decreased from 80.6% to 45.5%. The rate of regular attendance in students who identify as Economically Disadvantaged decreased from 78.4% to 62.2%. The rate of regular attendance in students who identify as having a disability decreased from 79.6% to 53.7%. The rate of regular attendance in students who identify as having combined ethnicity decreased from 79.3% to 64.1%.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The rate of regular attendance in students who identify as Black was higher than the All Student rate of regular attendance.
White	The rate of regular attendance in students who identify as White was higher than the All Student rate of regular attendance.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The rate of regular attendance in students who identify as Black decreased from 78.6% to 71.1%.
Hispanic	The rate of regular attendance in students who identify as Hispanic decreased from 79.0% to 65.8%.
White	The rate of regular attendance in students who identify as White decreased from 85.2% to 70.8%.

Combined Ethnicity	The rate of regular attendance in students who identify as 2 or more races decreased from 80.6% to 45.5%. The rate of regular attendance in students who identify as having combined ethnicity decreased from 79.3% to 64.1%.
Economically Disadvantaged	The rate of regular attendance in students who identify as Economically Disadvantaged decreased from 78.4% to 62.2%.
Students with Disabilities	The rate of regular attendance in students who identify as having a disability decreased from 79.6% to 53.7%.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The rate of career standards benchmarks met by All Students remains at 100%. This is higher that the statewide average of 91.5%.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	The rate of career standards benchmarks met by students identifying as Hispanic remains at 100%.
Combined Ethnicity	The rate of career standards benchmarks met by students identifying as having combined ethnicity remains at 100%.
Economically Disadvantaged	The rate of career standards benchmarks met by students identifying as Economically Disadvantaged remains at 100%.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	There was not a sufficient sample to collect data for students in the Black subgroup.
White	There was not a sufficient sample to collect data for students in the White subgroup.
Students with Disabilities	There was not a sufficient sample to collect data for students in the Students with Disabilities subgroup.

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

The rate of proficiency in English Language Arts dropped 9.5% across all student groups at AACMS, where the Statewide Average only dropped by 4%. The rate of proficiency for students identifying as Black dropped from 34.1% to 23.6%. The rate of proficiency for students identifying as Hispanic dropped from 38.9% to 31.1%. The rate of proficiency for students identifying as White dropped from 53.6% to 41.3%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 37.1% to 24.0%. The rate of proficiency for students who are English learners had a sufficient sample to report. The rate of proficiency was 23.8%. The rate of proficiency for students who receive special education supports and services dropped from 10.4% to 8.2%. The rate of proficiency for students who identify as having combined ethnicity dropped from 36.1% to 28.3%.

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 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.

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	The COVID slide shows notable impacts in student progress. To combat the lack of recoupment a review of

2019-2020 to 24% in the 2024-2025 school year.	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
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.
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.

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. The 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.
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	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	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Emerging

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	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 in cooperation with CLIU 21.
ELA, math, and science curriculums all follow the current guidelines from PDE (e.g. STEELS, Science of Literacy)
Common Planning Time, weekly - structured to align curriculum across content areas and review student data.

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?

>

Utilize data gathered to monitor student progress and adjust instructional practices
Monitor and evaluate the impact of professional learning on staff practices and student learning

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
The rate of proficiency in English Language Arts dropped 9.5% across all student groups at AACMS, where the Statewide Average only dropped by 4%. The rate of proficiency for students identifying as Black dropped from 34.1% to 23.6%. The rate of proficiency for students identifying as Hispanic dropped from 38.9% to 31.1%. The rate of proficiency for students identifying as White dropped from 53.6% to 41.3%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 37.1% to 24.0%. The rate of proficiency for students who are English learners had a sufficient sample to report. The rate of proficiency was 23.8%. The rate of proficiency for students who receive special education supports and services dropped from 10.4% to 8.2%. The rate of proficiency for students who identify as having combined ethnicity dropped from 36.1% to 28.3%.	True
The rate of proficiency for students identifying as White was higher than the rate of proficiency for All Students.	False
The rate of proficiency for students identifying as Hispanic was higher than the rate of proficiency for All Students.	False
The rate of proficiency in English Language Arts dropped 9.5% across all student groups at AACMS, where the Statewide Average only dropped by 4%. The rate of proficiency for students identifying as Black dropped from 34.1% to 23.6%. The rate of proficiency for students identifying as Hispanic dropped from 38.9% to 31.1%. The rate of proficiency for students identifying as White dropped from 53.6% to 41.3%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 37.1% to 24.0%. The rate of proficiency for students who are English learners had a sufficient sample to report. The rate of proficiency was 23.8%. The rate of proficiency for students who receive special education supports and services dropped from 10.4% to 8.2%. The rate of proficiency for students who identify as having combined ethnicity dropped from 36.1% to 28.3%.	False
The rate of proficiency in Math dropped 0.3% across all student groups at AACMS, where the Statewide Average increased by 1.5%. The rate of proficiency for students identifying as Black dropped from 2.4% to 1.8%. The rate of proficiency for students identifying as Hispanic dropped from 5.3% to 4.8%. The rate of proficiency for students identifying as White dropped from 8.9% to 6.7%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 4.2% to 3.4%. The rate of proficiency for students who are English learners	True

had a sufficient sample to report. The rate of proficiency was 4.8%. The rate of proficiency for students who receive special education supports and services remained at 0%. The rate of proficiency for students who identify as having combined ethnicity remained consistent at 4.1%.	
Students in this subgroup remained consistent in their proficiency of 4.1% proficient or advanced.	False
The rate of proficiency in this subgroup remained above the 2020-2023 rates of proficiency (0%).	False
The rate of proficiency in this subgroup for the 2024-2025 school year (4.8%) remained above the 2020-2022 rates of proficiency (3.2% and 2.2%).	False
The rate of proficiency in this subgroup for the 2024-2025 school year (6.7%) remained above the 2020-2023 rates of proficiency (6.0%, 3.6%, and 6.4%).	False
The rate of proficiency in this subgroup for the 2024-2025 school year (3.4%) remained above the 2020-2022 rates of proficiency (1.6% and 2.5%).	False
The rate of students meeting annual academic growth expectations in English Language Arts dropped from 79.0 to 59.0 across all student groups at AACMS. The rate of students meeting annual academic growth expectations for students identifying as Black dropped from 73.0 to 70.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as Hispanic dropped from 78.0 to 67.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as White increased from 69.0 to 72.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as Economically Disadvantaged dropped from 78.0 to 67.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as having a disability dropped from 74.0 to 73.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as having combined ethnicity dropped from 75.0 to 62.0. This rate was higher than the All Student group.	False
The rate of students meeting annual academic growth expectations for students identifying as having a disability dropped from 74.0 to 73.0. This rate was smallest drop of all subgroups	False
The rate of students meeting annual academic growth expectations for students identifying as White increased from 69.0 to 72.0. This rate was the only subgroup to increase in this area.	False
The rate of students meeting annual academic growth expectations in Mathematics dropped from 79.0 to 59.0 across all student groups at AACMS. The rate of students meeting annual academic growth expectations for students identifying as Black increased from 50.0 to 59.0. The rate of students meeting annual academic growth expectations for students identifying as Hispanic remained stable at 50.0. The rate of students meeting annual academic growth expectations for students identifying as White decreased from 72.0. 50.0. The rate of students meeting annual academic growth expectations for students identifying as Economically Disadvantaged remained stable at 50.0. The rate of students meeting annual academic growth expectations for students identifying	False

as having a disability increased from 72.0 to 76.0. This rate was higher than the state average. The rate of students meeting annual academic growth expectations for students identifying as having combined ethnicity remained stable at 50.0.	
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.	False
We have a strong RTI program to assist our students in the math content area.	False
We offer free math tutoring after school.	False
Our math teachers attend outside math classes and workshops to enhance their ability to teach math.	False
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
We send our science teachers to outside classes and workshops to enhance their ability to teach science.	False
The rate of students meeting annual academic growth expectations for students identifying as having a disability increased from 72.0 to 76.0. This rate was higher than the state average.	False
The rate of students meeting annual academic growth expectations for students identifying as Black increased from 50.0 to 59.0.	False
The statewide average for regular attendance is 79.6%. The regular attendance rate for AACMS in 66.2% across all students. The rate of regular attendance in students who identify as Black decreased from 78.6% to 71.1%. The rate of regular attendance in students who identify as Hispanic decreased from 79.0% to 65.8%. The rate of regular attendance in students who identify as White decreased from 85.2% to 70.8%. The rate of regular attendance in students who identify as 2 or more races decreased from 80.6% to 45.5%. The rate of regular attendance in students who identify as Economically Disadvantaged decreased from 78.4% to 62.2%. The rate of regular attendance in students who identify as having a disability decreased from 79.6% to 53.7%. The rate of regular attendance in students who identify as having combined ethnicity decreased from 79.3% to 64.1%.	False
The rate of regular attendance in students who identify as White was higher than the All Student rate of regular attendance.	False
The rate of regular attendance in students who identify as Black was higher than the All Student rate of regular attendance.	False
The rate of career standards benchmarks met by All Students remains at 100%. This is higher that the statewide average of 91.5%. The rate of career standards benchmarks met by students identifying as Hispanic remains at 100%. The rate of career standards benchmarks met by students identifying as Economically Disadvantaged remains at 100%. The rate of career standards benchmarks met by students identifying as having combined ethnicity remains at 100%.	False
The rate of career standards benchmarks met by students identifying as Economically Disadvantaged remains at 100%.	False

The rate of career standards benchmarks met by students identifying as having combined ethnicity remains at 100%.	False
The rate of career standards benchmarks met by students identifying as Hispanic remains at 100%.	False
Our students enjoy the hands-on aspects of science.	False
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
Curriculum focused on the state standards	True
SAS portal is used by our teachers	False
Newly implemented research-based math curriculum	False
Special Education: quality of staff, parent communication and the curriculum.	False
RTI program is staffed by trained teachers.	False
We have a fully engaged Teacher Induction program in cooperation with CLIU 21.	False
ELA, math, and science curriculums all follow the current guidelines from PDE (e.g. STEELS, Science of Literacy)	False
Common Planning Time, weekly - structured to align curriculum across content areas and review student data.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity 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
The rate of proficiency in English Language Arts dropped 9.5% across all student groups at AACMS, where the Statewide Average only dropped by 4%. The rate of proficiency for students identifying as Black dropped from 34.1% to 23.6%. The rate of proficiency for students identifying as Hispanic dropped from 38.9% to 31.1%. The rate of proficiency for students identifying as White dropped from 53.6% to 41.3%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 37.1% to 24.0%. The rate of proficiency for students who are English learners had a sufficient sample to report. The rate of proficiency was 23.8%. The rate of proficiency for students who receive special education supports and services dropped from 10.4% to 8.2%. The rate of proficiency for students who identify as having combined ethnicity dropped from 36.1% to 28.3%.	True
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.	False
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.	False

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.	False
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.	False
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.	False
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%.	False
The rate of proficiency in Math dropped 0.3% across all student groups at AACMS, where the Statewide Average increased by 1.5%. The rate of proficiency for students identifying as Black dropped from 2.4% to 1.8%. The rate of proficiency for students identifying as Hispanic dropped from 5.3% to 4.8%. The rate of proficiency for students identifying as White dropped from 8.9% to 6.7%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 4.2% to 3.4%. The rate of proficiency for students who are English learners had a sufficient sample to report. The rate of proficiency was 4.8%. The rate of proficiency for students who receive special education supports and services remained at 0%. The rate of proficiency for students who identify as having combined ethnicity remained consistent at 4.1%.	True
Data shows that the percentage of students with disabilities achieving Proficient or Advanced on the PSSA for Math dropped from 3.6% to 0%.	False
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.	False
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.	False
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.	False
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.	False
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.	False
The rate of students meeting annual academic growth expectations in English Language Arts dropped from 79.0 to 59.0 across all student groups at AACMS. The rate of students meeting annual academic growth expectations for students identifying as Black dropped from 73.0 to 70.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as Hispanic dropped from 78.0 to 67.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as White increased from 69.0 to 72.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as Economically Disadvantaged dropped from 78.0 to 67.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth	False

expectations for students identifying as having a disability dropped from 74.0 to 73.0. This rate was higher than the All Student group. The rate of students meeting annual academic growth expectations for students identifying as having combined ethnicity dropped from 75.0 to 62.0. This rate was higher than the All Student group.	
The rate of students meeting annual academic growth expectations for students identifying as Hispanic dropped from 78.0 to 67.0.	False
The rate of students meeting annual academic growth expectations in English Language Arts dropped from 79.0 to 59.0 across all student groups at AACMS. The rate of students meeting annual academic growth expectations for students identifying as Black dropped from 73.0 to 70.0.	False
The rate of students meeting annual academic growth expectations for students identifying as having combined ethnicity dropped from 75.0 to 62.0.	False
The rate of students meeting annual academic growth expectations for students identifying as having a disability dropped from 74.0 to 73.0.	False
The rate of students meeting annual academic growth expectations for students identifying as Economically Disadvantaged dropped from 78.0 to 67.0.	False
The rate of students meeting annual academic growth expectations in Mathematics dropped from 79.0 to 59.0 across all student groups at AACMS. The rate of students meeting annual academic growth expectations for students identifying as Black increased from 50.0 to 59.0. The rate of students meeting annual academic growth expectations for students identifying as Hispanic remained stable at 50.0. The rate of students meeting annual academic growth expectations for students identifying as White decreased from 72.0. 50.0. The rate of students meeting annual academic growth expectations for students identifying as Economically Disadvantaged remained stable at 50.0. The rate of students meeting annual academic growth expectations for students identifying as having a disability increased from 72.0 to 76.0. This rate was higher than the state average. The rate of students meeting annual academic growth expectations for students identifying as having combined ethnicity remained stable at 50.0.	False
The rate of students meeting annual academic growth expectations for students identifying as Hispanic remained stable at 50.0.	False
The rate of students meeting annual academic growth expectations for students identifying as White decreased from 72.0. 50.0. The rate of students meeting annual academic growth expectations for students identifying as Economically Disadvantaged remained stable at 50.0. The rate of students meeting annual academic growth expectations for students identifying as having a disability increased from 72.0 to 76.0. This rate was higher than the state average. The rate of students meeting annual academic growth expectations for students identifying as having combined ethnicity remained stable at 50.0.	False
The rate of students meeting annual academic growth expectations for students identifying as Economically Disadvantaged remained stable at 50.0. The rate of students meeting annual academic growth expectations for students identifying as having a disability increased from 72.0 to 76.0. This rate was higher than the state average. The rate of students meeting annual academic growth expectations for students identifying as having combined ethnicity remained stable at 50.0.	False

The statewide average for regular attendance is 79.6%. The regular attendance rate for AACMS in 66.2% across all students. The rate of regular attendance in students who identify as Black decreased from 78.6% to 71.1%. The rate of regular attendance in students who identify as Hispanic decreased from 79.0% to 65.8%. The rate of regular attendance in students who identify as White decreased from 85.2% to 70.8%. The rate of regular attendance in students who identify as 2 or more races decreased from 80.6% to 45.5%. The rate of regular attendance in students who identify as Economically Disadvantaged decreased from 78.4% to 62.2%. The rate of regular attendance in students who identify as having a disability decreased from 79.6% to 53.7%. The rate of regular attendance in students who identify as having combined ethnicity decreased from 79.3% to 64.1%.	False
The rate of regular attendance in students who identify as Black decreased from 78.6% to 71.1%.	False
The rate of regular attendance in students who identify as Hispanic decreased from 79.0% to 65.8%. The rate of regular attendance in students who identify as White decreased from 85.2% to 70.8%. The rate of regular attendance in students who identify as 2 or more races decreased from 80.6% to 45.5%. The rate of regular attendance in students who identify as Economically Disadvantaged decreased from 78.4% to 62.2%. The rate of regular attendance in students who identify as having a disability decreased from 79.6% to 53.7%. The rate of regular attendance in students who identify as having combined ethnicity decreased from 79.3% to 64.1%.	False
The rate of regular attendance in students who identify as White decreased from 85.2% to 70.8%. The rate of regular attendance in students who identify as 2 or more races decreased from 80.6% to 45.5%. The rate of regular attendance in students who identify as Economically Disadvantaged decreased from 78.4% to 62.2%. The rate of regular attendance in students who identify as having a disability decreased from 79.6% to 53.7%. The rate of regular attendance in students who identify as having combined ethnicity decreased from 79.3% to 64.1%.	False
The rate of regular attendance in students who identify as having a disability decreased from 79.6% to 53.7%.	False
The rate of regular attendance in students who identify as Economically Disadvantaged decreased from 78.4% to 62.2%.	False
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.	True
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	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
Critical thinking is an area that we need to improve upon in science.	False
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.	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
Parent/family disengagement	True
Staff retention in all academic and special education areas.	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
Utilize data gathered to monitor student progress and adjust instructional practices	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
The rate of regular attendance in students who identify as 2 or more races decreased from 80.6% to 45.5%. The rate of regular attendance in students who identify as having combined ethnicity decreased from 79.3% to 64.1%.	False
The rate of career standards benchmarks met by All Students remains at 100%. This is higher that the statewide average of 91.5%. The rate of career standards benchmarks met by students identifying as Hispanic remains at 100%. The rate of career standards benchmarks met by students identifying as Economically Disadvantaged remains at 100%. The rate of career standards benchmarks met by students identifying as having combined ethnicity remains at 100%.	False
There was not a sufficient sample to collect data for students in the Whitesubgroup.	False
There was not a sufficient sample to collect data for students in the Black subgroup.	False
There was not a sufficient sample to collect data for students in the Students with Disabilitys subgroup.	False

Most Notable Observations/Patterns

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

The most notable observation was the need for improvement in family engagement. Research has shown that when families are actively involved in their students' school life, progress in academic, social, and behavioral areas improves, leading to improved school culture, grades, and school-wide achievement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Reading Comprehension (whole story) is an area of weakness for AACMS.	We believe that there is weakness in reading comprehension skills because there is an overall negative mindset around the activity of reading for enjoyment and academics.	True
Length of sustained reading. Need to build endurance of students to read at length.		False
Parent/family disengagement	We believe that there is low family engagement because 1. broader societal systemic inequities. 2. accessibility barriers to school events and information.	True
Staff retention in all academic and special education areas.		False
The rate of proficiency in English Language Arts dropped 9.5% across all student groups at AACMS, where the Statewide Average only dropped by 4%. The rate of proficiency for students identifying as Black dropped from 34.1% to 23.6%. The rate of proficiency for students identifying as Hispanic dropped from 38.9% to 31.1%. The rate of proficiency for students identifying as White dropped from 53.6% to 41.3%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 37.1% to 24.0%. The rate of proficiency for students who are English learners had a sufficient sample to report. The rate of proficiency was 23.8%. The rate of proficiency for students who receive special education supports and services dropped from 10.4% to 8.2%. The rate of proficiency for students who identify as having combined ethnicity dropped from 36.1% to 28.3%.		False
The rate of proficiency in Math dropped 0.3% across all student groups at AACMS, where the Statewide Average increased by 1.5%. The rate of proficiency for students identifying as Black dropped from 2.4% to 1.8%. The rate of proficiency for students identifying as Hispanic dropped from 5.3% to 4.8%. The rate of	Lack of engagement and productive struggle has negatively affected scores. Ever changing population and enrollment is a consistent difficultly.	True

proficiency for students identifying as White dropped from 8.9% to 6.7%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 4.2% to 3.4%. The rate of proficiency for students who are English learners had a sufficient sample to report. The rate of proficiency was 4.8%. The rate of proficiency for students who receive special education supports and services remained at 0%. The rate of proficiency for students who identify as having combined ethnicity remained consistent at 4.1%.		

Analyzing Strengths

Analyzing Strengths	Discussion Points
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.	These strengths can be leveraged by ensuring our teachers reach our students where they are at and offer a variety of participation methods. This allows teacher to provided "just in time" remediation and increases student success rates through engaging lessons.
Curriculum focused on the state standards	This strength can be leveraged by ensuring both math and ELA teachers are holding students to rigorous standards and providing reach goals.
The rate of proficiency in English Language Arts dropped 9.5% across all student groups at AACMS, where the Statewide Average only dropped by 4%. The rate of proficiency for students identifying as Black dropped from 34.1% to 23.6%. The rate of proficiency for students identifying as Hispanic dropped from 38.9% to 31.1%. The rate of proficiency for students identifying as White dropped from 53.6% to 41.3%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 37.1% to 24.0%. The rate of proficiency for students who are English learners had a sufficient sample to report. The rate of proficiency was 23.8%. The rate of proficiency for students who receive special education supports and services dropped from 10.4% to 8.2%. The rate of proficiency for students who identify as having combined ethnicity dropped from 36.1% to 28.3%.	Inconsistent access to rigorous, cultural responsive instruction and interventions.
The rate of proficiency in Math dropped 0.3% across all student groups at AACMS, where the Statewide Average increased by 1.5%. The rate of proficiency for	Inconsistent access to rigorous, cultural responsive instruction and interventions.

students identifying as Black dropped from 2.4% to 1.8%. The rate of proficiency for students identifying as Hispanic dropped from 5.3% to 4.8%. The rate of proficiency for students identifying as White dropped from 8.9% to 6.7%. Students identifying as 2 or more races did not have a sufficient sample to report. The rate of proficiency for students who are economically disadvantaged dropped from 4.2% to 3.4%. The rate of proficiency for students who are English learners had a sufficient sample to report. The rate of proficiency was 4.8%. The rate of proficiency for students who receive special education supports and services remained at 0%. The rate of proficiency for students who identify as having combined ethnicity remained consistent at 4.1%.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To support the improvement of reading comprehension we will plan reading fun events and incentivize reading for enjoyment.
	AACMS will strengthen family-school partnerships by providing families with resources, training, and opportunities to support student academic achievement, resulting in increased engagement and improved student outcomes.
	AACMS will increase mathematics proficiency by ensuring consistent implementation of evidence-based instructional strategies, intervention programs, and collaborative data analysis to support student learning outcomes.

Goal Setting

Priority: To support the improvement of reading comprehension we will plan reading fun events and incentivize reading for enjoyment.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At the end of target year 3 our goal is to increase to 40% of students schoolwide will be proficient or above in ELA PSSA testing.			
Measurable Goal Nickname (35 Character Max)			
Reading Comprehension			
Target Year 1	**Target Year 2**	**Target Year 3**	
End of SY 26/27 we will increase from 25% at or above proficiency in ELA PSSA to 30%.	End of SY 27/28 we will increase from 30% at or above proficiency in ELA PSSA to 35%.	At the end of target year 3 our goal is to increase to 40% of students schoolwide will be proficient or above in ELA PSSA testing.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
we will use Firefly for benchmarking progress throughout the year. 20% of students schoolwide, will be nearing or prepared for PSSA testing according to Firefly benchmarking.	we will use Firefly for benchmarking progress throughout the year. 23% of students schoolwide, will be nearing or prepared for PSSA testing according to Firefly benchmarking.	we will use Firefly for benchmarking progress throughout the year. 27% of students schoolwide, will be nearing or prepared for PSSA testing according to Firefly benchmarking.	End of SY 26/27 we will increase from 25% at or above proficiency in ELA PSSA to 30%.

Priority: AACMS will strengthen family-school partnerships by providing families with resources, training, and opportunities to support student academic achievement, resulting in increased engagement and improved student outcomes.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By June 2027, AACMS will increase meaningful family engagement by 10%, as measured through participation in parent-teacher conferences, family events, workshops, volunteer opportunities, and school surveys.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target Year 1	**Target Year 2**	**Target Year 3**	
Increase parent and family participation by 5% over the baseline year, as measured through attendance	Increase parent and family participation by 8% over the baseline year by expanding communication	By June 2027, AACMS will increase meaningful family engagement by 10%, as measured through participation in	

records, sign-in sheets, and participation data.	methods and engagement opportunities.	parent-teacher conferences, family events, workshops, volunteer opportunities, and school surveys.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Increase parent and family participation to 20% through Back-to-School Night, parent orientation activities, and fall communications.	Increase parent and family participation to 22% through parent-teacher conferences, family events, workshops, and ongoing two-way communication.	Increase parent and family participation to 25% through family engagement activities, school surveys, volunteer opportunities, and spring academic events.	Increase parent and family participation by 5% over the baseline year, as measured through attendance records, sign-in sheets, and participation data.

Priority: AACMS will increase mathematics proficiency by ensuring consistent implementation of evidence-based instructional strategies, intervention programs, and collaborative data analysis to support student learning outcomes.

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 on the Math PSSA will increase from the past year level of 2.5% to 8% or greater within 3 years as measured by data from 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.	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 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 on the Math PSSA will increase from the past year level of 2.5% to 8% or greater within 3 years as measured by data from the PSSA.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Benchmark testing will be given to determine baseline data via the Firefly testing system.	Based on the data collected in quarter 1, the students in this subgroup will, after	Based on the data collected in quarter 1 and reviewed in quarter 2, the students in this	The percentage of students who are determined to be economically

	receiving needed supports in and out of the classroom setting, will increase their rate of proficiency on the Firefly benchmarking by 0.21% per week.	subgroup will, after receiving needed supports in and out of the classroom setting, will increase their rate of proficiency on the Firefly benchmarking by 0.21% per week.	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

Reading Comprehension	Parent and Family Engagement
Improve Math Scores	

Action Plan For: Improve math proficiency

Measurable Goals:
• The percentage of students who are determined to be economically disadvantaged within the school and who score proficient or higher on the Math PSSA will increase from the past year level of 2.5% to 8% or greater within 3 years as measured by data from the PSSA.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Planning for math fun night		2027-01-04	2027-02-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jamie Hill, School Principal	Common planning time Online Resources Hand-on manipulatives	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Continuously communicate with families pertaining to resources to support students at home and school, events to promote math literacy, and information about upcoming testing dates.		2026-08-28	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Susan Ott, Communications Director	Resources provided by teachers for families Graphic design program Communication with teachers	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement standards-aligned, data-driven math instruction across all grade levels.		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Holly Derhammer, Anthony Casciano, Michael Hertzog - General Education Math	Access to the standards-aligned curriculum; common planning time; access to benchmarking and progress monitoring data; professional development on best	Yes	No

Teachers Ronald Pope - Small group Math Teacher	teaching practices; professional development on data analysis		

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Use Title I-funded staff to provide small-group and individualized math interventions.		2026-10-16	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Christa Greagori - Director of Educational Support Programs	Professional staff; training in progress monitoring tools; training in support programs; access to program data; access to progress monitoring data; common planning time with general education teachers; training in data analysis; communication with parents on program progress	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide access to instructional resources and tutoring opportunities		2026-09-04	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Math department teachers	After-school staff; access to technology and supplemental learning materials; communication with families about participation, support strategies, and progress	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Increase collaboration between special education teachers and general education teachers		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Christa Greagori - Director of Education Support Services	Common planning time; increased teacher involvement in IEP planning; paraeducators and special education teachers for push-in support and co-teaching; access to academic concern forms; progress monitoring programs; access to progress monitoring data	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased testing results on Firefly, CDT, and PSSA testing	math teachers, quarterly, Firefly benchmarking

Action Plan For: Improve reading comprehension

Measurable Goals:
• At the end of target year 3 our goal is to increase to 40% of students schoolwide will be proficient or above in ELA PSSA testing.

Action Step		Anticipated Start Date	Anticipated Completion Date
To support the improvement of reading comprehension we will plan reading fun events and incentivize reading for enjoyment.		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Clarissa Leinbach, Director of Special Programs	CommonLit 360 curriculum, supplemental reading materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Planning for Reading fun night		2026-08-24	2026-10-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jamie Hill, Principal	Common planning time Online Resources Hand-on manipulatives	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Continuously communicate with families pertaining to resources to support students at home and school, events to promote literacy, and information about upcoming testing dates.		2026-08-28	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Susan Ott, Communications Director	Resources provided by teachers for families Graphic design program Communication with teachers	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement standards-aligned, data-driven ELA instruction across all grade levels.		2026-08-28	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
General Education Teachers- Zoli Heft, Amy Recke, Krista Harrison, Iris Maletsky Small Group ELA Teachers- Emily King, Alexa Fahs	Access to the standards-aligned curriculum; common planning time; access to benchmarking and progress monitoring data; professional development on best teaching practices; professional development on data analysis	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Use Title I-funded staff to provide small-group and individualized ELA interventions.		2026-08-28	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Christa Greagori - Director of Educational Support Programs	Professional staff; training in progress monitoring tools; training in support programs; access to program data; access to progress monitoring data; common planning time with general education teachers; training in data analysis; communication with parents on program progress	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide access to instructional resources and tutoring opportunities		2026-09-04	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELA department teachers	Access to technology and supplemental learning materials; communication with families about participation, support strategies, and progress	No	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
Increase collaboration between special education teachers and general education teachers	2026-08-28	2027-06-04

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Christa Greagori - Director of Education Support Services	Common planning time; increased teacher involvement in IEP planning; paraeducators and special education teachers for push-in support and co-teaching; access to academic concern forms; progress monitoring programs; access to progress monitoring data	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased reading results on PSSA and Firefly and sustained reading skill.	ELA teachers, quarterly, benchmark testing

Action Plan For: Family Engagement

Measurable Goals:
• By June 2027, AACMS will increase meaningful family engagement by 10%, as measured through participation in parent-teacher conferences, family events, workshops, volunteer opportunities, and school surveys.

Action Step		Anticipated Start Date	Anticipated Completion Date
To support the improvement of family engagement we have planned a year long family engagement series that includes, back to school night, parent teacher conferences, reading/math/science fun nights, and monthly teen issue collaborative conversations with families and local community partners.		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jamie Hill, Principal	community partners, virtual meeting platform, faculty participation and planning.	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Monthly teen issue collaborative conversations with families and local community partners		2026-09-04	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jamie Hill, Principal	Online meeting platform Outside community partners Staff volunteers	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Family events including back to school night and reading/math/science nights		2026-09-04	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jamie Hill, Principal	Outside community partners Staff volunteers Various content manipulatives	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Bi-annual parent-teacher conferences		2026-08-28	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jamie Hill, Principal	Student records Gradebooks Student Artifacts Digital Sign-up platform	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
increased family engagement and participation in events. increased student satisfaction with school.	administration, quarterly, collection of event attendance

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	• Improve math proficiency • Improve reading comprehension • Family Engagement	teacher salaries and benefits	70861	
Instruction	• Improve math proficiency • Family Engagement	Math Teacher salary and benefits	70000	
Instruction	• Improve reading comprehension • Family Engagement	ELA Teacher salary and benefits	40000	
Total Expenditures				180861

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Improve math proficiency	Planning for math fun night
Improve math proficiency	Implement standards-aligned, data-driven math instruction across all grade levels.
Improve math proficiency	Use Title I-funded staff to provide small-group and individualized math interventions.
Improve math proficiency	Increase collaboration between special education teachers and general education teachers
Improve reading comprehension	To support the improvement of reading comprehension we will plan reading fun events and incentivize reading for enjoyment.
Improve reading comprehension	Planning for Reading fun night
Improve reading comprehension	Implement standards-aligned, data-driven ELA instruction across all grade levels.
Improve reading comprehension	Use Title I-funded staff to provide small-group and individualized ELA interventions.
Improve reading comprehension	Increase collaboration between special education teachers and general education teachers

Implementing research based curriculum

Action Step		
• Planning for math fun night		
Audience		
math teachers		
Topics to be Included		
best practices on implementation of curriculum		
Evidence of Learning		
teacher comfortability with curriculum and lesson planning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Christa Greagori, Director of Student Services	2026-08-24	2027-06-04

Learning Format

Type of Activities	**Frequency**
Collaborative curriculum development	bi-weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Family Engagement					
Action Step	**Audience**	**Topics to be Included**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Families	teen issue events, Parent teacher conferences, Back to school events, parent teacher organization	Jamie Hill, Principal	08/24/2026	06/04/2027

Communications

Type of Communication	Frequency
Newsletter	weekly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Karl Eisenhart	2026-10-19
Building Principal Signature	**Date**
Jamie Hill	2026-10-19
School Improvement Facilitator Signature	**Date**
Mary A. Gotzon	2026-10-19