Profile and Plan Essentials

School	AUN/Branch
Pittsburgh Classical 6-8	7692

Address 1	
1463 Chartiers Avenue	

Address 2		

City	State	Zip Code
Pittsburgh	PA	15220

Chief School Administrator	Chief School Administrator Email
Wayne Walters	wwalters1@pghschools.org

Principal Name	
Valerie Merlo	

Principal Email	
vmerlo1@pghschools.org	

Principal Phone Number	Principal Extension
412-529-3110	

School Improvement Facilitator Name	School Improvement Facilitator Email
Jana Rodriguez	jana.rodriguez@catapultlearning.com

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Valerie Merlo	Principal	Pittsburgh Classical	vmerlo1@pghschools.org
Erin Johnson	Learning Environment Specialist	Pittsburgh Classical	ejohnson2@pghschools.org
Myriah Cleary	Teacher	Pittsburgh Classical	mcleary1@pghschools.org
Brian Davis	Teacher	Pittsburgh Classical	bdavis1@pghschools.org
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Sean Gibson	Community Member	Josh Gibson Foundation	sgibson@joshgibson.org
Brandy Hamm	Teacher	Pittsburgh Classical	bhamm1@pghschools.org
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Nina Sacco	District Level Leaders	Pittsburgh Public Schools	nsacco1@pghschools.org
Michelle Staab	Parent	Pittsburgh Classical	MichelleLStaab@yahoo.com
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Anna Chough	Other	Pittsburgh Classical	achough1@pghschools.org
Brandy Hamm	Teacher	Pittsburgh Classical	bhamm1@pghschools.org
Stefanie Hanna	Teacher	Pittsburgh Classical	shanna1@pghschools.org

Vision for Learning

Vision for Learning

PITTSBURGH CLASSICAL ACADEMY WILL EQUITABLY PREPARE OUR SCHOLARS TO BE CRITICAL THINKERS AND PROBLEM SOLVERS.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
PVAAS Future Ready Growth Score ELA	For 2022-2023 in ELA, the ALL STUDENT group exceeded the standard demonstrating a growth score of 81. The statewide growth standard was 70.
PVAAS Future Ready Growth Score ELA	For 2022-2023 in Math, the ALL STUDENT group exceeded the standard demonstrating a growth score of 82.3, The statewide growth standard was 70.

Challenges

Indicator	Comments/Notable Observations
PSSA ELA Proficiency	For 2022-2023 ELA PSSA, only 36.1% of students were proficient compared to the state average of 54.5% and the state goal of 81.1% proficient.
PSSA Math Proficiency	For 2022-2023 Math PSSA, only 11.1% of students were proficient compared to the state average of 38.3% and the state goal of 71.8% proficient.
Attendance - Percent Persistent Attendance	For the 2022-2023 school year, the percent of persistent attendance was 60.6% for the All Student Group, which is down from 73.9% in 2021-2022, and lower than the state average which is 73.9%.

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

Strengths

Indicator PVAAS Future Ready Growth Score ELA **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** For 2022-2023 in ELA, the Black student group exceeded the standard demonstrating a growth score of 77. The statewide growth standard was 70.
Indicator PVAAS Future Ready Growth Score ELA **ESSA Student Subgroups**	**Comments/Notable Observations** For 2022-2023 in ELA, the White student group exceeded the standard demonstrating a growth score of 78. The statewide growth standard was 70.

White	
Indicator PVAAS Future Ready Growth Score ELA **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** For 2022-2023 in ELA, the Economically Disadvantaged student group exceeded the standard demonstrating a growth score of 81. The statewide growth stadard was 70.
Indicator PVAAS Future Ready Growth Score ELA **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** For 2022-2023 in ELA, the Students with Disabilities student group exceeded the standard demonstrating a growth score of 82. The statewide growth standard was 70.
Indicator PVAAS Future Ready Growth Score Math **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** For 2022-2023 in Math, the Black student group exceeded the standard demonstrating a growth score of 75.5. The statewide growth standard was 70.
Indicator PVAAS Future Ready Growth Score Math **ESSA Student Subgroups** White	**Comments/Notable Observations** For 2022-2023 in Math, the White student group exceeded the standard demonstrating a growth score of 86. The statewide growth standard was 70.
Indicator PVAAS Future Ready Growth Score Math **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** For 2022-2023 in Math, the Economically Disadvantaged student group exceeded the standard demonstrating a growth score of 81.5. The statewide growth stadard was 70.

Challenges

Indicator	Comments/Notable Observations
Indicator PSSA ELA Proficiency **ESSA Student Subgroups** White	**Comments/Notable Observations** On the 2022-2023 ELA PSSA, White students scored 46.1% proficient. That score is down from the preious year. It is lower than the state goal of 81.1% and lower than the state average of 54.5%.
Indicator PSSA ELA Proficiency **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-	**Comments/Notable Observations** On the 2022-2023 ELA PSSA, ALL students scored 36.1% proficient. That score is down from the preious year. It is lower than the state goal of 81.1% and lower than the state average of 54.5%.

Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
Indicator PSSA ELA Proficiency **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** On the 2022-2023 ELA PSSA, Black students scored 27.9% proficient. That score is down from the preious year. It is lower than the state goal of 81.1% and lower than the state average of 54.5%. It is also lower than the All student group and the White student group.
Indicator PSSA ELA Proficiency **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** On the 2022-2023 ELA PSSA, Economically Disadvantaged students scored 32.8% proficient. That score is down from the preious year. It is lower than the state goal of 81.1% and lower than the state average of 54.5%. It is also lower than the All student group and the White student group.
Indicator PSSA ELA Proficiency **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** On the 2022-2023 ELA PSSA, Students with Disabilities scored 18.2% proficient. That score is down from the preious year. It is lower than the state goal of 81.1% and lower than the state average of 54.5%. It is also lower than all of the other ESSA student subgroups.
Indicator PSSA 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** On the 2022-2023 Math PSSA, ALL students scored 11.1% proficient. That score is up from the preious year, but it is lower than the state goal of 71.8% and lower than the state average of 38.3%.
Indicator PSSA Math Proficiency **ESSA Student Subgroups** White	**Comments/Notable Observations** On the 2022-2023 Math PSSA, White students scored 17.2% proficient. That score is up from the preious year, but it is lower than the state goal of 71.8% and lower than the state average of 38.3%.
Indicator PSSA Math Proficiency **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** On the 2022-2023 Math PSSA, Black students scored 6.6% proficient. That score is up from the preious year, but it is lower than the state goal of 71.8% and lower than the state average of 38.3%. It is also lower that the White and the All student group.
Indicator PSSA Math Proficiency **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** On the 2022-2023 Math PSSA, Economically Disadvantaged students scored 12.1% proficient. That score is up from the preious year, but it is lower than the state goal of 71.8% and lower than the state average of 38.3%. It is also lower that the White and the All student group.
Indicator	**Comments/Notable Observations**

PSSA Math Proficiency **ESSA Student Subgroups** Students with Disabilities	On the 2022-2023 Math PSSA, Students with Disabilities scored 12.1% proficient. That score is up from the preious year, but it is lower than the state goal of 71.8% and lower than the state average of 38.3%. It is also lower that the White and the All student group.

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.

For 2022-2023 in ELA, the ALL STUDENT group exceeded the standard demonstrating a growth score of 81. The statewide growth standard was 70.
For 2022-2023 in Math, the ALL STUDENT group exceeded the standard demonstrating a growth score of 82.3, The statewide growth standard was 70.

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.

For the 2022-2023 school year, the percent of persistent attendance was 60.6% for the All Student Group, which is down from 73.9% in 2021-2022, and lower than the state average which is 73.9%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA CDT 2022-23 Spring Administration	Based on the spring administration of the 2022-23 ELA CDT 19% of 6th graders improved by 2+ standard error of measure. 36% of 7th graders improved by 2+ standard error of measure. 22.8% of 8th graders improved by 2+ standard error of measure.
ELA CDT 2023-24 Spring Administration	Based on the spring administration of the 2023-24 ELA CDT 22.1% of 6th graders improved by 2+ standard error of measure. 37.8% of 7th graders improved by 2+ standard error of measure. 33.9.8% of 8th graders improved by 2+ standard error of measure.
ELA CDT 2023-24 Spring Administration	Based on the spring administration of the 2023-24 ELA CDT 31.4% of all students improved by 2+ standard error of measure. 30.9% of white students improved by 2+ standard error of measure. 30.3% of black students improved by 2+ standard error of measure, and 25% of multi-racial students improved by 2+ standard error of measure.
ELA CDT 2023-24 Spring Administration.	Based on the spring administration of the 2023-2024 ELA CDT, more that 30% of all students across all grade levels improved by 2+ standard error of measure.
ELA CDT 2023-24 Spring Administration.	Based on the spring administration of the 2023-2024 ELA CDT, more that 54% of all students did not show growth or significant growth.
ELA CDT 2023-24 Spring Administration.	Based on the spring administration of the 2022-23 ELA CDT 60% of 6th graders did not show growth or significant growth, 53% of 7th graders did not show growth or significant growth, and 53% of 8th graders did not show growth or significant growth,

English Language Arts Summary

Strengths

Based on the spring administration of the 2023-24 ELA CDT 31.4% of all students improved by 2+ standard error of measure. 30.9% of white students improved by 2+ standard error of measure. 30.3% of black students improved by 2+ standard error of measure, and 25% of multi-racial students improved by 2+ standard error of measure.
Based on the spring administration of the 2023-2024 ELA CDT, more that 30% of all students across all grade levels improved by 2+ standard error of measure.

Challenges

Based on the spring administration of the 2023-2024 ELA CDT, more that 54% of all students did not show growth or significant growth.
Based on the spring administration of the 2022-23 ELA CDT 60% of 6th graders did not show growth or significant growth, 53% of 7th graders did not show growth or significant growth, and 53% of 8th graders did not show growth or significant growth,
Based on the spring administration of the 2023-2024 ELA CDT, more than 54% of all students, 50% of white students, 53% of black students, and 65% of multi-racial students did not make growth or significant growth.

Mathematics

Data	Comments/Notable Observations

Math CDT 2022-23 Spring Administration	Based on the spring administration of the 2022-23 Math CDT 49.3% of 6th graders improved by 2+ standard error of measure. 30.3% of 7th graders improved by 2+ standard error of measure. 44.1% of 8th graders improved by 2+ standard error of measure.
Math CDT 2023-2024 Spring Administration	Based on the spring administration of the 2023-24 Math CDT 37.5% of 6th graders improved by 2+ standard error of measure. 38.4% of 7th graders improved by 2+ standard error of measure. 30.2% of 8th graders improved by 2+ standard error of measure.
Math CDT 2023-2024 Spring Administration	Based on the spring administration of the 2023-24 Math CDT 35.5% of all students improved by 2+ standard error of measure. 31.4% of white students improved by 2+ standard error of measure. 38.1% of black students improved by 2+ standard error of measure.
Math CDT 2023-2024 Spring Administration	Based on the spring administration of the 2023-24 Math CDT 52% of all students did not make growth or significant growth.
Math CDT 2023-2024 Spring Administration	Based on the spring administration of the 2023-24 Math CDT 52% of all students, 50% of 6th graders, 52% of 7th graders, and 50% of 8th graders did not make growth or significant growth.
Math CDT 2023-2024 Spring Administration	Based on the spring administration of the 2023-24 Math CDT 52% of all students, 51% of white students, 52% of black students, and 60% of multi-racial students did not make growth or significant growth.

Mathematics Summary

Strengths

Based on the spring administration of the 2022-23 Math CDT 49.3% of 6th graders improved by 2+ standard error of measure. 30.3% of 7th graders improved by 2+ standard error of measure. 44.1% of 8th graders improved by 2+ standard error of measure.
Based on the spring administration of the 2023-24 Math CDT 37.5% of 6th graders improved by 2+ standard error of measure. 38.4% of 7th graders improved by 2+ standard error of measure. 30.2% of 8th graders improved by 2+ standard error of measure.
Based on the spring administration of the 2023-24 Math CDT 35.5% of all students improved by 2+ standard error of measure. 31.4% of white students improved by 2+ standard error of measure. 38.1% of black students improved by 2+ standard error of measure.

Challenges

Based on the spring administration of the 2023-24 Math CDT 52% of all students did not make growth or significant growth.
Based on the spring administration of the 2023-24 Math CDT 52% of all students, 50% of 6th graders, 52% of 7th graders, and 50% of 8th graders did not make growth or significant growth.
Based on the spring administration of the 2023-24 Math CDT 52% of all students, 51% of white students, 52% of black students, and 60% of multi-racial students did not make growth or significant growth.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Science 2022-23 Spring Administration	Based on the spring administration of the 2022-23 Science CDT 36% of 6th graders improved by 2+ standard error of measure. 26.3% of 7th graders improved by 2+ standard error of measure. 50.9% of 8th graders improved by 2+ standard error of measure

CDT Science 2023-2024 Spring Administration	Based on the spring administration of the 2023-24 Science CDT 18% of all students improved by 2+ standard error of measure.
CDT Science 2023-2024 Spring Administration	Based on the CDT Science 2023-2024 Spring Administration 30% of all students showed growth or significant growth.
CDT Science 2023-2024 Spring Administration	Based on the spring administration of the 2023-24 Science CDT 30% of all students, 33% of white students, 30% of black students and 25% of multi-racial students showed growth or significant growth.
CDT Science 2023-2024 Spring Administration	Based on the spring administration of the 2023-24 Science CDT 70% of all students did not show growth or significant growth.

Science, Technology, and Engineering Education Summary

Strengths

Based on the spring administration of the 2023-24 Science CDT 18% of all students improved by 2+ standard error of measure.
Based on the CDT Science 2023-2024 Spring Administration 30% of all students showed growth or significant growth.

Challenges

Based on the spring administration of the 2023-24 Science CDT 70% of all students did not show growth or significant growth.
Based on the spring administration of the 2023-24 Science CDT 82% of all students did not show significant growth.

Related Academics

Career Readiness

Data	Comments/Notable Observations
2023-2024 Naviance	Naviance data reveals that all student groups were on track to meeting the Career Standards Benchmark as of June 10. 2024. As of 6/17/24 school data indicated that 100% of eighth grade students have met the ESSA requirement.

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

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Panorama Student Survey Spring 2024	63% of students responded favorably to questions about emotional regulation on the custom survey. Our target was 58%.
Panorama Student Survey Spring 2024	63% of students responded favorably to the "Emotional Regulation" questions on the Panorama Mini Survey. Our target was 58%.
Panorama Student Survey Spring 2023	70% of students responded favorably to questions about sense of belonging on the custom survey. Our target was 65%.
Panorama Student Survey Spring 2023	Only 49% of all students rated the "Emotional Regulation" questions on the Panorama Survey positively. 41% of Black Students and 55% of White students rated those questions favorably, while 58% of Multi-Racial students rated them favorably.
Percent of Stable Attenders 2024	The rate of stable attenders has been steadily increasing from 60.6% in 2021-22, to 66.8% in 2022-23, and 73.1 currently (June 2024)
Office Referrals 2024	The number of office referrals was down from over 700 in the 2022-2023 school year to under 300 in 2023-2024.
Teaching and Learning Conditions Survey 2024	64% of staff members responded favorably to the managing student conduct questions compared to 54% last school year.

Teaching and Learning Conditions Survey 2024	64% of teachers responded favorably to questions about their time to collaborate and plan at school compared to 43% last year.

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

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

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.

Based on our 2024 Summer Panorama Custom Survey, 63% of students responded favorably to questions about emotional regulation on the custom survey. Our target was 58%.
Naviance data reveals that all student groups were on track to meeting the Career Standards Benchmark as of June 17. 2024.   As of this date, 100% of eighth grade students have met the ESSA requirement.
The rate of stable attenders has been steadily increasing from 60.6% in 2021-22, to 67.2% in 2022-23, and 73.9 currently (June 2024)
The number of office referrals was down from over 700 in the 2022-2023 school year to under 300 in 2023-2024.

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.

The 2024 Summer Panorama Survey shows that 63% of all students rated the "Emotional Regulation" questions on the Panorama Survey positively. While that number exceeds our goal, it is still not where we would like our students to be.
There are still 26% of students who are chronically absent in 2023-2024.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
2023-24 SY Spring Administration of the ELA CDT	Based on data from the 2023-2024 Spring administration of the ELA CDT assessment, 37.9% of English Language Learners showed significant growth, compared to 31.4% for the all student group.
2023-24 SY Spring Administration of the Math CDT	Based on data from the 2023-24 Spring Administration of the Math CDT, 30% of English Language Learners showed significant growth, compared to 35.5% for the all student group.
2023-24 SY Spring Administration of the Science CDT	Based on data from the 2023-24 Spring Administration of the Science CDT, 41.7% of English Language Learners showed significant growth, compared to 25.6% for the all student group.

Students with Disabilities

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

Data	Comments/Notable Observations
2023-24 SY Spring Administration of the ELA CDT	Based on data from the 2023-2024 Spring administration of the ELA CDT assessment, 17% showed significant growth, compared to 31.4% for the all student group.
2023-24 SY Spring Administration of the ELA CDT	Based on data from the 2023-2024 Spring administration of the ELA CDT assessment, 17% of students with IEPs showed significant growth, which is up from 12% the prior year.
2023-24 SY Spring Administration of the Math CDT	Based on data from the 2023-24 Spring Administration of the Math CDT, 40% of students with IEPs showed significant growth, which is up from 27% the prior year.
2023-24 SY Spring Administration of the Math CDT	Based on data from the 2023-2024 Spring administration of the Math CDT assessment, 40% of students with IEPs showed significant growth, compared to 35.5% for the all student group.
2022-23 SY Spring Administration of the Science CDT	Based on data from the 2022-23 SY Spring Administration of the Science CDT assssment 4.2% of students with disabilities group were above middle of the green compared to 8.7% for all students.
2022-23 SY Spring Administration of the ELA CDT	Based on data from the 2022-23 SY Spring Administration of the ELA CDT assssment 2% of students with disabilities group were above middle of the green compared to 25.6% for all students.
2022-23 SY Spring Administration of the Math CDT	Based on data from the 2022-23 SY Spring Administration of the Math CDT assssment 0% of students with disabilities group were above middle of the green compared to 1.5% for all students.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2023-24 SY Spring Administration of the ELA CDT	Based on data from the 2023-24 SY Spring Administration of the ELA CDT assssment 32% of the economically disadvantaged group showed significant growth compared to 31% of all students.
2023-24 SY Spring Administration of the ELA CDT	Based on data from the 2023-24 SY Spring Administration of the ELA CDT assssment 32% of the economically disadvantaged group showed significant growth compared to 22% in the previous year..
2023-24 SY Spring Administration of the Math CDT	Based on data from the 2023-24 SY Spring Administration of the Math CDT assssment 35% of the economically disadvantaged group showed significant growth compared to 35% of all students.
2023-24 SY Spring Administration of the Math CDT	Based on data from the 2023-24 SY Spring Administration of the Math CDT assssment 35% of the economically disadvantaged group showed significant growth compared to 33% in the previous year..
2022-23 SY Spring Administration of the Math CDT	Based on data from the 2022-23 SY Spring Administration of the Math CDT assssment 1.8% of the economicaly disadvantaged group were above middle of the green compared to 1.5% for all students.
2022-23 SY Spring Administration of the Science CDT	Based on data from the 2022-23 SY Spring Administration of the Science CDT assssment 8.7% of the economically disadvantaged group were above middle of the green compared to 8.7% for all students.
2022-23 SY Spring Administration of the ELA CDT	Based on data from the 2022-23 SY Spring Administration of the ELA CDT assssment 5.1% of the economically disadvantaged group were above middle of the green compared to 25.6% for all students.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Based on the spring administration of the 2023-24 ELA CDT 30.3% of black students improved by 2+ standard error of measure, 31.4% of all students improved by 2+ standard error of measure and 30.9% of white students improved by 2+ standard error of measure.
Black	Based on the spring administration of the 2023-24 Math CDT 38.1% of black students improved by 2+ standard error of measure, 35.5% of all students improved by 2+ standard error of measure. 31.4% of white students improved by 2+ standard error of measure. Black students outperformed other subgroups.
Black	Based on the spring administration of the 2023-24 Science CDT 30% of black students, 30% of all students, 33% of white students and 25% of multi-racial students showed growth or significant growth.

Black	Based on data from the 2022-23 SY Spring Administration of the ELA CDT assssment 0% of the Black Student group were above middle of the green compared to 25.6% for all students.
Black	Based on data from the 2022-23 SY Spring Administration of the Math CDT assssment 0.9% of the Black Student group were above middle of the green compared to 1.5% for all students.
Black	Based on data from the 2022-23 SY Spring Administration of the Science CDT assssment 2.7% of the Black Student group were above middle of the green compared to 8.7% for all students.
2 or More Races	Based on data from the 2023-2024 Spring administration of the ELA CDT assessment, 22.2% of students of two or more races showed significant growth, compared to 31.4% for the all student group.
2 or More Races	Based on data from the 2023-2024 Spring administration of the Math CDT assessment, 27.9% of students of two or more races showed significant growth, compared to 35% for the all student group.
2 or More Races	Based on data from the 2023-24 Spring Administration of the Science CDT, 46.2% of students of two or more racces showed significant growth, compared to 25.6% for the all student group.

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.

Based on data from the 2023-2024 Spring administration of the Math CDT assessment, 40% of students with IEPs showed significant growth, compared to 35.5% for the all student group.
Based on data from the 2023-24 SY Spring Administration of the ELA CDT assssment 32% of the economically disadvantaged group showed significant growth compared to 31% of all students.
Based on data from the 2023-24 Spring Administration of the Science CDT, 41.7% of English Language Learners showed significant growth, compared to 25.6% for the all student group
Based on the spring administration of the 2023-24 ELA CDT 30.3% of black students improved by 2+ standard error of measure, 31.4% of all students improved by 2+ standard error of measure and 30.9% of white students improved by 2+ standard error of measure.
Based on the spring administration of the 2023-24 Math CDT 38.1% of black students improved by 2+ standard error of measure, 35.5% of all students improved by 2+ standard error of measure. 31.4% of white students improved by 2+ standard error of measure. Black students outperformed other subgroups.

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.

Based on data from the 2023-2024 Spring administration of the ELA CDT assessment, 17% showed significant growth, compared to 31.4% for the all student group.

Overall, significant growth for all subgroups was lower than 50% of students in math.
Overall, significant growth for all subgroups was lower than 50% of students in ela.
Overall, significant growth for all subgroups was lower than 50% of students in science.
Based on data from the 2023-2024 Spring administration of the ELA CDT assessment, 22.2% of students of two or more races showed significant growth, compared to 31.4% for the all student group.

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	Emerging
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	Emerging
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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
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	Emerging
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?

Align curricular materials and lesson plans to the PA Standards.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
Continuously monitor implementation of the school improvement plan and adjust as needed.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *

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 do not use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
We do not promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.

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
For 2022-2023 in ELA, the ALL STUDENT group exceeded the standard demonstrating a growth score of 81. The statewide growth standard was 70.	False
For 2022-2023 in Math, the ALL STUDENT group exceeded the standard demonstrating a growth score of 82.3, The statewide growth standard was 70.	False
Based on the spring administration of the 2023-24 ELA CDT 31.4% of all students improved by 2+ standard error of measure. 30.9% of white students improved by 2+ standard error of measure. 30.3% of black students improved by 2+ standard error of measure, and 25% of multi-racial students improved by 2+ standard error of measure.	False
Based on the spring administration of the 2023-2024 ELA CDT, more that 30% of all students across all grade levels improved by 2+ standard error of measure.	True
Based on the spring administration of the 2022-23 Math CDT 49.3% of 6th graders improved by 2+ standard error of measure. 30.3% of 7th graders improved by 2+ standard error of measure. 44.1% of 8th graders improved by 2+ standard error of measure.	False
Based on our 2024 Summer Panorama Custom Survey, 63% of students responded favorably to questions about emotional regulation on the custom survey. Our target was 58%.	True
Naviance data reveals that all student groups were on track to meeting the Career Standards Benchmark as of June 17. 2024. As of this date, 100% of eighth grade students have met the ESSA requirement.	False
Based on the spring administration of the 2023-24 Math CDT 37.5% of 6th graders improved by 2+ standard error of measure. 38.4% of 7th graders improved by 2+ standard error of measure. 30.2% of 8th graders improved by 2+ standard error of measure.	True
Based on the spring administration of the 2023-24 Math CDT 37.5% of 6th graders improved by 2+ standard error of measure. 38.4% of 7th graders improved by 2+ standard error of measure. 30.2% of 8th graders improved by 2+ standard error of measure.	False
Align curricular materials and lesson plans to the PA Standards.	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	False

Based on the spring administration of the 2023-24 Math CDT 35.5% of all students improved by 2+ standard error of measure. 31.4% of white students improved by 2+ standard error of measure. 38.1% of black students improved by 2+ standard error of measure.	False
Based on the spring administration of the 2023-24 Science CDT 18% of all students improved by 2+ standard error of measure.	False
Based on the CDT Science 2023-2024 Spring Administration 30% of all students showed growth or significant growth.	False
The rate of stable attenders has been steadily increasing from 60.6% in 2021-22, to 67.2% in 2022-23, and 73.9 currently (June 2024)	False
The number of office referrals was down from over 700 in the 2022-2023 school year to under 300 in 2023-2024.	True
Based on data from the 2023-2024 Spring administration of the Math CDT assessment, 40% of students with IEPs showed significant growth, compared to 35.5% for the all student group.	True
Based on data from the 2023-24 SY Spring Administration of the ELA CDT assssment 32% of the economically disadvantaged group showed significant growth compared to 31% of all students.	False
Based on data from the 2023-24 Spring Administration of the Science CDT, 41.7% of English Language Learners showed significant growth, compared to 25.6% for the all student group	False
Based on the spring administration of the 2023-24 ELA CDT 30.3% of black students improved by 2+ standard error of measure, 31.4% of all students improved by 2+ standard error of measure and 30.9% of white students improved by 2+ standard error of measure.	False
Based on the spring administration of the 2023-24 Math CDT 38.1% of black students improved by 2+ standard error of measure, 35.5% of all students improved by 2+ standard error of measure. 31.4% of white students improved by 2+ standard error of measure. Black students outperformed other subgroups.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your 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
For the 2022-2023 school year, the percent of persistent attendance was 60.6% for the All Student Group, which is down from 73.9% in 2021-2022, and lower than the state average which is 73.9%.	False
Based on the spring administration of the 2023-2024 ELA CDT, more that 54% of all students did not show growth or significant growth.	True
Based on the spring administration of the 2022-23 ELA CDT 60% of 6th graders did not show growth or significant growth, 53% of 7th graders did not show growth or significant growth, and 53% of 8th graders did not show growth or significant growth,	False
Based on the spring administration of the 2023-2024 ELA CDT, more than 54% of all students, 50% of white students, 53% of black students, and 65% of multi-racial students did not make growth or significant growth.	False

Based on the spring administration of the 2023-24 Math CDT 52% of all students did not make growth or significant growth.	False
The 2024 Summer Panorama Survey shows that 63% of all students rated the "Emotional Regulation" questions on the Panorama Survey positively. While that number exceeds our goal, it is still not where we would like our students to be.	True
Based on the spring administration of the 2023-24 Math CDT 52% of all students, 50% of 6th graders, 52% of 7th graders, and 50% of 8th graders did not make growth or significant growth.	False
Based on the spring administration of the 2023-24 Math CDT 52% of all students, 51% of white students, 52% of black students, and 60% of multi-racial students did not make growth or significant growth.	False
Based on the spring administration of the 2023-24 Science CDT 70% of all students did not show growth or significant growth.	False
We do not use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
We do not promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	False
There are still 26% of students who are chronically absent in 2023-2024.	True
Based on data from the 2023-2024 Spring administration of the ELA CDT assessment, 17% showed significant growth, compared to 31.4% for the all student group.	False
Overall, significant growth for all subgroups was lower than 50% of students in math.	True
Overall, significant growth for all subgroups was lower than 50% of students in ela.	False
Overall, significant growth for all subgroups was lower than 50% of students in science.	False
Based on the spring administration of the 2023-24 Science CDT 82% of all students did not show significant growth.	False
Based on data from the 2023-2024 Spring administration of the ELA CDT assessment, 22.2% of students of two or more races showed significant growth, compared to 31.4% for the all student group.	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.

Our growth for the year across all subjects was high, but achievement still low. Notable observations from looking at our data and student work are that our students are still struggling to make meaning of complicated texts and tasks, and sustained writing is difficult for students. We are looking to make connections between reading and writing across all contents. Our Black students are starting to grow at a faster rate in math, which is a positive. Attendance and emotional regulation are improving but still need work.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The 2024 Summer Panorama Survey shows that 63% of all students rated the "Emotional Regulation" questions on the Panorama Survey positively. While that number exceeds our goal, it is still not where we would like our students to be.	Students are struggling more than ever after the pandemic. There is a lack of mental health supports. We teachi Social and Emotional Skills in isolation, instead of across all contents.	True
Based on the spring administration of the 2023-2024 ELA CDT, more that 54% of all students did not show growth or significant growth.	We do not consistently implement a strategy to help students comprehend complicated texts that can be supported across contents. Close read was implemented, but students need to write more. Writing helps students find meaning.	True
There are still 26% of students who are chronically absent in 2023-2024.	Since the pandemic, attendance has increased, but overall committment to regular attendance is not sustained by all families. We do not have an environment where all families feel welcomed, supported, and understand the importance of regular attendance and its impact on students' futures.	True
Overall, significant growth for all subgroups was lower than 50% of students in math.	We do not offer students enough strategies, skills, and opportunities to solve problems independently and apply them to the real world.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Based on our 2024 Summer Panorama Custom Survey, 63% of students responded favorably to questions about emotional regulation on the custom survey. Our target was 58%.	We can build upon our Monday SEL time to implement additional strategies for managing anger, calming down, managing grief, etc.
Based on the spring administration of the 2023-2024 ELA CDT, more that 30% of all students across all grade levels improved by 2+ standard error of measure.	We can put some extra attention onto students who made "growth" to push them to significant growth by analyzing data from the CDT and purposefully grouping those students to teach what they need.
Based on the spring administration of the 2023-24 Math CDT 37.5% of 6th graders improved by 2+ standard error of measure. 38.4% of 7th graders improved by 2+ standard error of measure. 30.2% of 8th graders improved by 2+ standard error of measure.	Ms. WIlliams 7th graders had the best data. She has been implementing strategies from building thinking classrooms which focuses on students using critical thinking skills to problem solve. She is the new math ITL and can provide supports to the other teachers to develop these practices in the other classrooms.
The number of office referrals was down from over 700 in the 2022-2023 school year to under 300 in 2023-2024.	Continue to build relationships with restorative practices and reintegration strategies.

Based on data from the 2023-2024 Spring administration of the Math CDT assessment, 40% of students with IEPs showed significant growth, compared to 35.5% for the all student group.	Continue to provide structured support to scholars with IEPs in gen ed classrooms. working with typical ability peers seems to have a positive impact.
Based on the spring administration of the 2023-24 Math CDT 38.1% of black students improved by 2+ standard error of measure, 35.5% of all students improved by 2+ standard error of measure. 31.4% of white students improved by 2+ standard error of measure. Black students outperformed other subgroups.	Black students are working hard in math, especially noticeably in 7th grade. Building Thinking Classrooms in math is having a positive impact in Ms. WIlliams' class.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If Classical Academy cultivates a school community where social and emotional learning skills are intentionally taught in all content areas, and are supported by implementing restorative practices and mindsets with a high degree of fidelity throughout the school day, then teachers will be able to build strong relationships with students and students with each other, and all students will feel empowered and motivated to learn, resulting in an increase in the percent of all students who are thriving and achieving academically.
	If we Increase the amount of time that students spend writing, then comprehension skills will also increase because if students write about what they read, it helps solidify understanding.
	If we raise the awareness of our families of the effects of truancy on life outcomes, communicate with habitual non-attenders to find out needs, and then put supportive structures in place, then our number of stable attenders will go up.
	If we plan and facilitate intellectually engaging lessons for all students that include reasoning, predicting, evaluating, concluding, and solving problems that emphasize conceptual understanding, procedural skills and fluency, and application of mathematics concepts to real-world situations, then our students will show increased growth in mathematics skills.

Goal Setting

Priority: If Classical Academy cultivates a school community where social and emotional learning skills are intentionally taught in all content areas, and are supported by implementing restorative practices and mindsets with a high degree of fidelity throughout the school day, then teachers will be able to build strong relationships with students and students with each other, and all students will feel empowered and motivated to learn, resulting in an increase in the percent of all students who are thriving and achieving academically.

Outcome Category
School climate and culture

Measurable Goal Statement (Smart Goal)
By June 30, 2024, 63% of all students will respond favorably to "Emotional Regulation" questions on the Panorama Survey about school culture.

Measurable Goal Nickname (35 Character Max)
Climate

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
58% of students will respond favorably to the emotional regulation questions on our Panorama Survey.	60% of students will respond favorably to the emotional regulation questions on our Panorama "mini" Survey.	62% of students will respond favorably to the emotional regulation questions on our Panorama "mini" Survey.	63% of students will respond favorably to the emotional regulation questions on our Panorama Survey.

Priority: If we Increase the amount of time that students spend writing, then comprehension skills will also increase because if students write about what they read, it helps solidify understanding.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
By June 30, 2025, 41% of all students, 51% of white students, and 37% of black students will score proficient or advanced on the 2024-2025 ELA PSSA. This will show an increase of 5% for the all and white student group and an increase of 10% for the black student group.

Measurable Goal Nickname (35 Character Max)
ELA

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Based on data from the 1st administration of the Reading CDT, 25% of all students, 35% of white students, and 19% of black students will show growth or significant growth.	Based on data from the 2nd administration of the Reading CDT, 30% of all students, 40% of white students, and 24% of black students will show growth or significant growth.	Based on data from the 3rd administration of the Reading CDT, 35% of all students, 45% of white students, and 31% of black students will show growth or significant growth	By June 30, 2025, 41% of all students, 51% of white students, and 37% of black students will score proficient or advanced on the 2024-2025 ELA PSSA. This will show an increase of 5% for the all and white student group and an increase of 10% for the black student group.

Priority: If we raise the awareness of our families of the effects of truancy on life outcomes, communicate with habitual non-attenders to find out needs, and then put supportive structures in place, then our number of stable attenders will go up.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
79% of students will be regular attenders during the 2024 - 2025 school year.
Measurable Goal Nickname (35 Character Max)
Attendance

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
70% of students will be regular attenders.	73% of students will be regular attenders.	76% of students will be regular attenders.	79% of students will be regular attenders.

Priority: If we plan and facilitate intellectually engaging lessons for all students that include reasoning, predicting, evaluating, concluding, and solving problems that emphasize conceptual understanding, procedural skills and fluency, and application of mathematics concepts to real-world situations, then our students will show increased growth in mathematics skills.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
By June 30, 2025, 16% of all students, 17% of white students and 17% of black students will score proficient or advanced on the 2024-2025 Math PSSA. This will show an increase of 5% for the all and white sstudent groups and an increase of 10% for the black student group.
Measurable Goal Nickname (35 Character Max)
Math

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
90% of students will complete the full Math CDT by September 30.	Based on data from the 2nd administration of the Math CDT, 40% of students will show growth or significant growth	Based on data from the 3rd administration of the Reading CDT, 45% of students will show growth or significant growth	By June 30, 2025, 16% of all students, 17% of white students and 17% of black students will score proficient or advanced on the 2024-2025 Math PSSA. This will show an increase of 5% for the all and white sstudent groups and an increase of 10% for the black student group.

Action Plan

Measurable Goals

Climate	
ELA	Attendance
Math	

Action Plan For: Restorative Practices

Measurable Goals:
• By June 30, 2024, 63% of all students will respond favorably to "Emotional Regulation" questions on the Panorama Survey about school culture.

Action Step		**Anticipated Start/Completion Date**	
Refresher PD for teachers in Restorative Practices (Dialogue Circles, Proactive Circles, Affective Questions and Statements, Restorative Inquiry, and Respect Agreements)		2024-08-12	2024-10-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Erin Johnson, Behavior Interventionist	Panorama Restorative Practices Playbook	Yes	
Action Step		**Anticipated Start/Completion Date**	
PBIS teach expeectations to students		2024-08-26	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Erin Johnson, Behavior Interventionist	PCA Rocks Binder and Information	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will implement Monday SEL Emotional Regulation lessons		2024-09-09	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Erin Johnson, Behavior Interventionist	Panorama Playbook and Wayfinder Activities and Collections	No	
Action Step		**Anticipated Start/Completion Date**	
Provide training to parents about Emotional Regulation strategies being implemented at school, so they can support at home		2024-10-24	2024-10-24
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Erin Johnson, Behavior Interventionist	Panorama Playbook, Wayfinder Activities and Collections and training power point	Yes	
Action Step		**Anticipated Start/Completion Date**	
PCA Rocks Newsletter with communication about our PBIS program and incentives, restorative practices and SEL that we are doing in school		2024-09-30	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Erin Johnson, Behavior Interventionist	none	No	

Action Step		Anticipated Start/Completion Date	
Find outside resource to provide additional support and teaching to our 6th grade students on emotional regulation skillds		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Erin Johnson, Behavior Interventionist	Community Provider - Adagio Health	No	

Action Step		Anticipated Start/Completion Date	
School-wide reteach of PBIS expectations at least quarterly		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Erin Johnson, Behavior Interventionist	PCA Rocks Binder and Information	No	

Action Step		Anticipated Start/Completion Date	
Provide SEL instruction and activities for students afterschool		2024-09-22	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Erin Johnson, Behavior Interventionist	supplies for activities, wayfinder	No	

Action Step		Anticipated Start/Completion Date	
Provide SEL instruction and activities for students afterschool		2024-09-22	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Erin Johnson, Behavior Interventionist	supplies for activities, wayfinder	No	

Action Step		Anticipated Start/Completion Date	
5 teachers and principal will attend Ron Clark Academy House training to learn about building community and creating a more positive school culture.		2025-07-17	2025-07-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Valerie Merlo	Funding for PD	Yes	

Action Step		Anticipated Start/Completion Date	
Purchase books for on-going climate and culture PD (to be used in team meetings and PLCs)		2024-12-02	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Valerie Merlo	Funds for books	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Lower discipline referrals	Monthly referral data check

Action Plan For: Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:

Measurable Goals:
• By June 30, 2025, 41% of all students, 51% of white students, and 37% of black students will score proficient or advanced on the 2024-2025 ELA PSSA. This will show an increase of 5% for the all and white student group and an increase of 10% for the black student group.

Action Step		Anticipated Start/Completion Date	
Review the writing process within the ELA core resource: review writing expectations, dissect prompt, pre-write, draft, evaluating, peer feedback, revising, editing.		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Brandy Hamm, ELA ITL	Core Curriculum	Yes	
Action Step		**Anticipated Start/Completion Date**	
Review the models of modes of writing included within the core ELA resource. (Launch Text)		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Brandy Hamm, ELA ITL	Core Curriculum	Yes	
Action Step		**Anticipated Start/Completion Date**	
Ensure teachers are utilizing the Performance Task within the instructional unit		2024-08-26	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Brandy Hamm, ELA ITL	Core Curriculum	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will need to establish a culture for learning and respect and rapport before peer feedback can occur.		2024-08-26	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Erin Johnson, Behavior Interventionist	none	No	
Action Step		**Anticipated Start/Completion Date**	
Review rubrics with students, outlining writing expectations around rubric components. Teacher and peer feedback should be aligned to the expectations of the rubric.		2024-10-01	2025-02-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brandy Hamm, ELA ITL	Rubrics	No	

Action Step		Anticipated Start/Completion Date	
Co-plan for writing in PLC.		2024-09-02	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brandy Hamm, ELA ITL	Core curriculum, lesson plans	No	

Action Step		Anticipated Start/Completion Date	
Examine student writing during PLCs and adjust instruction accordingly.		2024-08-26	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brandy Hamm, ELA ITL	student writings	No	

Action Step		Anticipated Start/Completion Date	
Provide professional learning for non-ELA teachers utilizing the resources and understanding the process.		2024-10-01	2024-10-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brandy Hamm, ELA ITL	Power points, writing resources	Yes	

Action Step		Anticipated Start/Completion Date	
In addition to writing in the ELA curriculum, all scholars will complete a Personal Narrative using the Writing Process, focusing on teacher modeling and specific, standards-based feedback, in English Language Arts.		2024-08-26	2025-02-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brandy Hamm, ELA ITL	none	No	

Action Step		Anticipated Start/Completion Date	
In addition to writing in the ELA curriculum, all scholars will complete an Argumentative Writing Piece in Science class, focusing on teacher modeling, standards-based feedback, and the Writing Process to improve their writing.		2024-08-26	2025-02-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brandy Hamm, ELA ITL	none	No	

Action Step		Anticipated Start/Completion Date	
In addition to writing in the ELA curriculum, all scholars will complete an Informational/Non-fiction Writing Piece in Social Studies class, focusing on teacher modeling, standards-based feedback, and the Writing Process to improve their writing.		2024-08-26	2025-02-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Brandy Hamm, ELA ITL	none		No	
Action Step			**Anticipated Start/Completion Date**	
Provide ELA tutoring afterschool for students			2024-09-23	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Brandy Hamm, ELA ITL	supplies and books		No	
Action Step			**Anticipated Start/Completion Date**	
Provide ELA tutoring afterschool for students			2024-09-23	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Brandy Hamm, ELA ITL	supplies and books		No	
Action Step			**Anticipated Start/Completion Date**	
School librarian to support writingand comprehension across the curriculum for all students.			2024-09-02	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Valerie Merlo	None		No	
Action Step			**Anticipated Start/Completion Date**	
School librarian to support writingand comprehension across the curriculum for all students.			2024-09-02	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Valerie Merlo	None		No	
Action Step			**Anticipated Start/Completion Date**	
Librarian will purchase high interest books across all lexile and grade levels to support reading comprehension.			2024-09-02	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Valerie Merlo	None		No	
Action Step			**Anticipated Start/Completion Date**	
Librarian will purchase high interest books across all lexile and grade levels to support reading comprehension.			2024-09-02	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Valerie Merlo	None		No	

Action Step		Anticipated Start/Completion Date	
Cataput Learning Specialist will provide additional training days for teachers in writing across all curriculum.		2025-02-03	2025-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Valerie Merlo	Funding Catapult Learning Specialist	Yes	
Action Step		**Anticipated Start/Completion Date**	
Purchase new classroom libraries to increase readaing and proficiency levels of students.		2025-01-06	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Valerie Merlo	Funds for books	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will increase reading skills as they improve their writing skills. Students will be able to understand complicated tests.	CDTs, writing data (from prompts), quarterly data review, PSSA

Action Plan For: Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving

Measurable Goals:
• By June 30, 2025, 16% of all students, 17% of white students and 17% of black students will score proficient or advanced on the 2024-2025 Math PSSA. This will show an increase of 5% for the all and white sstudent groups and an increase of 10% for the black student group.

Action Step		Anticipated Start/Completion Date	
Summer Professional Learning Session - Professional development sessions to help teachers plan for implementation of the new problem-based curriculum.		2024-08-19	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Disrict Professional Development	access to Dreambox program	Yes	
Action Step		**Anticipated Start/Completion Date**	
Launch High-performing PLC Structure and Process for the year		2024-08-26	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Melanie Williams, Math ITL	schedule	No	

Action Step		Anticipated Start/Completion Date	
PLC: Analyze Preliminary PSSA Data & Historical Data to Determine Student Baseline Instructional Needs		2024-08-26	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Melanie Williams, Math ITL	data (PSSA, CDT, grades, unit exams)	No	

Action Step		Anticipated Start/Completion Date	
Build preliminary unit for rollout of new curriculum		2024-08-19	2024-09-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Melanie Williams, Math ITL	curriculum, teacher lesson plans	No	

Action Step		Anticipated Start/Completion Date	
Teach students how to solve problems by providing them a list of prompts to help them monitor and reflect during the problem solving process, and then model how to monitor and reflect on the problem-solving process.		2024-09-02	2024-10-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Melanie Williams, Math ITL	Improving Mathematical Problem Solving in Grades 4 Through 8 - WWC Practice Guide	No	

Action Step		Anticipated Start/Completion Date	
Demonstrate for students how to select the appropriate visual representation for the problem they are solving, by using think alouds and discussions.		2024-09-30	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Melanie Williams, Math ITL	None	No	

Action Step		Anticipated Start/Completion Date	
Using familiar arithmetic problems, link arithmetic with algebra to help students gain comfort with algebraic symbols, and ask students to connect algebraic equations to details of aword problem.		2024-11-01	2024-11-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Melanie Williams, Math ITL	Improving Mathematical Problem Solving in Grades 4 Through 8 - WWC Practice Guide	No	

Action Step		Anticipated Start/Completion Date	
Using familiar arithmetic problems, link arithmetic with algebra to help students gain comfort with algebraic symbols, and ask students to connect algebraic equations to details of aword problem.		2024-11-01	2024-11-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Melanie Williams, Math ITL	Improving Mathematical Problem Solving in Grades 4 Through 8 - WWC Practice Guide	No	

Action Step		**Anticipated Start/Completion Date**	
Provide math tutoring afterschool for students		2025-02-03	2025-03-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Melanie Williams, Math ITL	books, calculators, supplies	No	
Action Step		**Anticipated Start/Completion Date**	
Provide math tutoring afterschool for students		2025-02-03	2025-03-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Melanie Williams, Math ITL	books, calculators, supplies	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students will become better problem-solvers and demonstrate increased acheivement in math.	Classroom based formative assessments, quarterly data review, CDT, PSSA

Action Plan For: PEOPLE (Priority Early Outreach through Positive Linkages and Engagement.

Measurable Goals:
• 79% of students will be regular attenders during the 2024 - 2025 school year.

Action Step		**Anticipated Start/Completion Date**	
Train staff to support students in the implementation of the PEOPLE strategy (utilize check in / check out, engage and communicate with families).		2024-09-23	2024-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Anna Chough, Developmental Advisor	PEOPLE Toolkit Training Power Point, Human Resources Support	Yes	
Action Step		**Anticipated Start/Completion Date**	
Examine which students most need the PEOPLE approach and work with staff to contact families to establish relationships		2024-08-19	2024-09-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Anna Chough, Developmental Advisor	Attendance data	No	
Action Step		**Anticipated Start/Completion Date**	

Connect students and families to positive support (mentor, therapist, attendance buddy, community resources)		2024-09-09	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Anna Chough, Developmental Advisor	Community Resources and Contacts	No	
Action Step		**Anticipated Start/Completion Date**	
Reflect and celebrate positive growth in attendance		2024-09-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Anna Chough, Developmental Advisor	Incentives and Awards	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student regular attendance rate will increase	List of chronically absent students,mentor log or tracking sheets, monthly attendance data...these items will be monitored monthly

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
1.0 FTE Behavior Interventionist	• Restorative Practices	Salary	2	95764
Behavior Interventionist Benefits	• Restorative Practices • PEOPLE (Priority Early Outreach through Positive Linkages and Engagement.	Benefits	2	34979
Supplies to support reading, math, attendance, and restorative practices education	• Restorative Practices • Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	Supplies & Property	2	35438

	• Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving • PEOPLE (Priority Early Outreach through Positive Linkages and Engagement.			
Comp additional work for teachers -Afterschool tutoring for reading, math and SEL activities	• Restorative Practices • Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle: • Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving • PEOPLE (Priority Early Outreach through Positive Linkages and Engagement.	Salary	2	25000
Benefits for teacher comp-additional work - Shift learning of mathematics from a process of absorbing facts and practicing procedures to the process of knowledge development of facts and procedures in relation to a set of important and underlying mathematical ideas.	• Restorative Practices • Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle: • Implement a rigorous aligned system and supports that focuses on students mastering basic	Benefits	2	6849

	computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving • PEOPLE (Priority Early Outreach through Positive Linkages and Engagement.			
Books for classroom libraries	• Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	Supplies & Property	2	14907
ELMOs for math and ELA Classrooms and a Smartboard for afterschool program in the cafeteria	• Restorative Practices • Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle: • Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving	Supplies & Property	2	10000
Books for teachers for climate and culture	• Restorative Practices	Supplies & Property	2	2500

			2	
Catapult learning support services for reading and math	• Restorative Practices • Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	Services		9000
Travel for teachers and building administrators to attend training at the Ron Clark Academy to support positive climate and culture	• Restorative Practices • Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	Services	2	14999
Total Expenditures				249436

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	• Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	.5 FTE ELA Teacher salary plus benefits	67169
Instruction	• Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle: • Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving	General supplies to enhance instruction	19520
Other Expenditures	• PEOPLE (Priority Early Outreach through Positive Linkages and Engagement.	Postage for communication with parents	500
Other Expenditures	• Restorative Practices • Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	Parent and family engagement (FACE coordinator stipend, meals for meetings)	7900

	• Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving • PEOPLE (Priority Early Outreach through Positive Linkages and Engagement.		
Other Expenditures	• Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	.5 FTE Librarian salary plus benefits	67166
Other Expenditures	• Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	Books for library	3000
Other Expenditures	• Restorative Practices • Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle: • Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning	Books for principal to share with staff about reading and math instruction and school culture	1000

	including problem solving • PEOPLE (Priority Early Outreach through Positive Linkages and Engagement.			
Total Expenditures			166255	

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Restorative Practices	Refresher PD for teachers in Restorative Practices (Dialogue Circles, Proactive Circles, Affective Questions and Statements, Restorative Inquiry, and Respect Agreements)
Restorative Practices	Provide training to parents about Emotional Regulation strategies being implemented at school, so they can support at home
Restorative Practices	5 teachers and principal will attend Ron Clark Academy House training to learn about building community and creating a more positive school culture.
Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	Review the writing process within the ELA core resource: review writing expectations, dissect prompt, pre-write, draft, evaluating, peer feedback, revising, editing.
Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	Review the models of modes of writing included within the core ELA resource. (Launch Text)
Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	Provide professional learning for non-ELA teachers utilizing the resources and understanding the process.
Explicitly teach appropriate writing strategies using a Model-Practice- Reflect instructional cycle:	Cataput Learning Specialist will provide additional training days for teachers in writing across all curriculum.
Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving	Summer Professional Learning Session - Professional development sessions to help teachers plan for implementation of the new problem-based curriculum.
PEOPLE (Priority Early Outreach through Positive Linkages and Engagement.	Train staff to support students in the implementation of the PEOPLE strategy (utilize check in / check out, engage and communicate with families).

RP Teacher Refresher

Action Step
• Refresher PD for teachers in Restorative Practices (Dialogue Circles, Proactive Circles, Affective Questions and Statements, Restorative Inquiry, and Respect Agreements)
Audience
Teachers
Topics to be Included
Dialogue Circles, Proactive Circles, Affective Questions and Statements, Restorative Inquiry, Respect agreements
Evidence of Learning

Observations of teachers conducted by Behavior Interventionsit, ITLs, and Principal		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Erin Johnson, Behavior Interventionist	2024-08-19	2024-08-23

Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior	
• 2a: Creating an Environment of Respect and Rapport	
• 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Emotional Regulation Strategies to Practice at Home

Action Step		
• Provide training to parents about Emotional Regulation strategies being implemented at school, so they can support at home		
Audience		
Parents		
Topics to be Included		
Social and emotional learning skills that parents can reinforce at home.		
Evidence of Learning		
Survey at the end of course.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Erin Johnson	2024-10-24	2024-10-24

Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	
• 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	

Teaching Writing Workshop

Action Step

• Review the writing process within the ELA core resource: review writing expectations, dissect prompt, pre-write, draft, evaluating, peer feedback, revising, editing.	

Audience		
ELA Teachers		
Topics to be Included		
Writing refresher course		
Evidence of Learning		
Survey at end of course, observations by principal and ITL		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Brandy Hamm, ELA ITL	2024-08-26	2024-10-31

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	weekly for 2 weeks
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
• 3c: Engaging Students in Learning	
• 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

Teaching Writing Workshop

Action Step		
• Review the models of modes of writing included within the core ELA resource. (Launch Text)		
Audience		
ELA Teachers		
Topics to be Included		
Writing refresher course		
Evidence of Learning		
Survey at end of course, observations by principal and ITL		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Brandy Hamm, ELA ITL	2024-08-26	2024-10-31

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	weekly for 2 weeks
Observation and Practice Framework Met in this Plan	

• 1e: Designing Coherent Instruction
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings

Writing in Social Studies and Science

Action Step		
• Provide professional learning for non-ELA teachers utilizing the resources and understanding the process.		
Audience		
Social Studies and Science Teachers		
Topics to be Included		
Types of writing, writing process, supporting students in wriing		
Evidence of Learning		
Survey at end of course and observations by principal and ITL		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Brandy Hamm, ELA ITL	2024-10-21	2024-11-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	once
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
• 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

New Curriculum Math Training

Action Step
• Summer Professional Learning Session - Professional development sessions to help teachers plan for implementation of the new problem-based curriculum.
Audience
Math Teachers
Topics to be Included
New problem based exploratory math curriculum
Evidence of Learning

Survey and observation by principal and math ITL		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Robert Baier	2024-08-19	2024-08-23

Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
• 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

New Curriculum Math Training

Action Step		
• Summer Professional Learning Session - Professional development sessions to help teachers plan for implementation of the new problem-based curriculum.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	

PEOPLE (Priority Early Outreach through Positive Linkages and Engagement.

Action Step

• Train staff to support students in the implementation of the PEOPLE strategy (utilize check in / check out, engage and communicate with families).		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning	
• 2a: Creating an Environment of Respect and Rapport	
• 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	

PEOPLE (Priority Early Outreach through Positive Linkages and Engagement.

Action Step		
• Train staff to support students in the implementation of the PEOPLE strategy (utilize check in / check out, engage and communicate with families).		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport	

- 2b: Establishing a Culture for Learning
- 4c: Communicating with Families

This Step Meets the Requirements of State Required Trainings

Ron Clark Academy Culture and Climate Training

Action Step
• 5 teachers and principal will attend Ron Clark Academy House training to learn about building community and creating a more positive school culture.

Audience

Topics to be Included

Evidence of Learning

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	**Frequency**
Seminar(s)	One time

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

Catapult Specialist Support

Action Step
• Cataput Learning Specialist will provide additional training days for teachers in writing across all curriculum.

Audience

Topics to be Included

Evidence of Learning

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	2 - 4 times per month
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
• scan_joldspearson1_2024-08-29-17-21-53 (1).pdf • PPS Designated Schools 3.2024.xlsx

Chief School Administrator	Date
Wayne Walters	2024-12-18
Building Principal Signature	**Date**
Valerie Merlo	2024-12-18
School Improvement Facilitator Signature	**Date**
Jana Rodriguez	2024-12-18