

Profile and Plan Essentials

LEA Type		AUN
Philadelphia Charter School for Arts & Sciences at HR Edmunds		126515691
Address 1		
1197 Haworth Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19124
Chief School Administrator		Chief School Administrator Email
Judith Taggart		jtaggart@stringtheoryschools.org
Single Point of Contact Name		
Judith Taggart		
Single Point of Contact Email		
jtaggart@stringtheoryschools.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
2155372520		1220
Principal Name		
Judith Taggart		
Principal Email		
jtaggart@stringtheoryschools.org		
Principal Phone Number		Principal Extension
2155372520		1220
School Improvement Facilitator Name		School Improvement Facilitator Email
Karen Deery		kdeery@pattan.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Judith Taggart	Chief School Administrator	The Philadelphia CS for Arts and Sciences at HR Edmunds	jtaggart@stringtheoryschools.org
Matthew Menschner	Other	The Philadelphia CS for Arts and Sciences at HR Edmunds	mmenschner@stringtheoryschools.org
Rachel Stricker	ESOL Coordinator	The Philadelphia CS for Arts and Sciences at HR Edmunds	rstricker@stringtheoryschools.org
Michael Danyo	Financial Accountant	Santilli & Thomson	mdanyo@s-tgmail.com
Thayne Dibble	Director of Compliance	String Theory Schools	tdibble@stringtheoryschools.org
Matthew Ciarrochi	Other	The Philadelphia CS for Arts & Sciences at HR Edmunds	mciarrochi@stringtheoryschools.org
Stacy Pilarchie	Parent	Parent	spilarchie@gmail.com
Jhon Bonilla	Student	Student	
Tamara Xavier	Community Member	SAC	tamara.xavier40@gmail.com
Tiffany Breen	Teacher	The Philadelphia Charter School for Arts & Sciences	tbreen@stringtheoryschools.org

LEA Profile

Our School District utilizes a system of comprehensive planning under a shared leadership philosophy. Our leadership team meets on a regular basis and the team includes our Founders, CEOs, Principals, Chief Academic Officers, Director of Psychology, Director of Special Education, Director of Innovation, Director of Compliance, Student Information System Manager, Administrative Assistants, and Director of Data Management.

Mission and Vision

Mission

To Educate each child according to age and development so that learning and growth are united; To Integrate the developing mind and body of the child with academics and the performing arts; To Ensure each child's excellence in core and academic skills; To Awaken and preserve the spirit of our children through the visual arts, vocal arts, instrumental music, creative writing, classical ballet, French, Innovations in the field of Science, all intertwined with technology, and; To Nourish this spirit and curiosity so that students continue to flourish long after the end of formal training.

Vision

In order to accomplish the school's mission, the LEA offers a comprehensive educational program that emphasizes equally academic and artistic excellence. Utilizing the arts as a catalyst, the LEA harnesses the most innovative teaching and learning techniques, to serve as a model for education and to prepare students for success. The LEA's leadership team prioritizes compelling teacher growth through intentional professional learning, clear expectations, and promoting ownership and responsibility. With close communication with all faculty, the leadership team takes responsibility for providing explicit feedback, data, and accountability to guide teacher, and therefore student, progress. The LEA's vision for the preferred future includes building empathy and relationships to proactively inform effective behavior management in and outside of the classroom. It is the vision that teachers develop a growth mindset, know what is expected at the school, develop ownership of student outcomes and classroom culture by valuing the learning students experience at the school, and knowing their impact on that experience. The vision encompasses the success of ALL students so that staff and students together value challenging, creative, and engaging educational experiences and achieve academic, artistic, community, and personal success.

Educational Values

Students

Students learn from understanding and meeting expectations. They also learn from how the adults interact with them. Students know, understand and learn from a consistent set of rules and expectations. All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

Staff

A stable and highly trained staff creatively engages students in the curriculum and central core purpose of learning. Development of teacher teams are integrated so that the value of friendship, trust, and group action is clear. Teachers are encouraged to collaborate with each other, and bring their own personal best - never letting go of rigorous standards of excellence. In order to further develop teachers and also ensure that they are effectively using the school's educational programs, the teachers meet in regularly held professional learning communities led by the grade leads. In addition, the school employs 5 instructional coaches who support teachers' professional development and pedagogy, the implementation of instructional technology, and the interpretation of student IEP's and educational accommodations.

Administration

Educators have a better understanding of how and in what ways effective leadership contributes to student achievement. An expanding base of knowledge from research and practice shows that educational leaders exert influence on student achievement by creating challenging but also caring and supportive conditions conducive to each student's learning. We encourage and commend administrators who continue their professional growth to apply their learnings and share the wealth with staff members. For example, the Light Leadership program prepares the next generation of school administrators by providing authentic opportunities for professional growth and learning, culminating in a PDE accredited principal certification.

Parents

Parents learn from the way their children are understood and meet expectations. There are various events throughout the year in which the schools' parents participate - including 5 Parent Title 1 School Nights, a multicultural fair, Community day events and school concerts/functions. In addition, many parents come to the school's Back to School Night and Parent/Teacher conferences.

Community

Our SAC (School Advisory Council) provides a structure for partnerships between the school and community to be built and then implemented in an intentional, action-oriented, and genuinely accountable manner. Principals, teachers, and school staff share information pertinent to students' academic success, and parents and community members provide critical feedback informed by their parental perspectives and unique expertise. With all voices and viewpoints at the table, the SACs are well-informed, site-specific, and innovative vehicles for academic transformation in all schools. Consistency in messages builds trust and relationships and makes and maintains the space for more time for teaching and learning. Our community develops as perspectives are shared and understanding and agreement develop.

Other (Optional)

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
100% of students exceeded the Standard Demonstrating Growth	A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.
The Black, Hispanic, Economically Disadvantaged, English Learner and Combined Ethnicity subgroups showed an increase in ELA performance.	Although this subgroups showed an increase in performance - they still did not meet the interim targets.
In the area of Career Standards Benchmark, the school has been able to maintain a high percentage of involvement.	Our School Counselors worked with all students with a program to help with College and Career Readiness through student activities, assignments and community and parent involvement activities.
The Black subgroup showed an increase in Math performance.	Although this subgroup showed an increase in performance - it still did not meet the interim targets.
The Black, Economically Disadvantaged and Students With Disabilities subgroups showed an increase in Science performance.	Although this subgroups showed an increase in performance - they still did not meet the interim targets.

Challenges

Indicator	Comments/Notable Observations
19.6% of students obtained Proficient/Advanced in ELA.	This percentage is well below the statewide average of 54.5% and the school did not meet the interim target.
2.8% of students obtained Proficient/Advanced in Math	This percentage is below the statewide average of 38.3% and the school did not meet the interim target.
28.4% of students obtained Proficient/Advanced in Science All Student Group Did Not Meet Interim Goal/Improvement Target	This percentage is below the statewide average of 58.9% and the school did not meet the interim target.

3.4% of Students with Disabilities obtained Proficient/Advanced in ELA.	Students with Disabilities was the lowest performing subgroup in ELA
1.4% of Students with Disabilities obtained Proficient/Advanced in Math	Students with Disabilities was the lowest performing subgroup in Math
11.3% of Students with Disabilities obtained Proficient/Advanced in Math	Students with Disabilities was the lowest performing subgroup in Science

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

Strengths

Indicator The Black subgroup was the highest performing group in ELA - with 20.8% of students obtaining Proficient or Advanced in ELA ESSA Student Subgroups African-American/Black	Comments/Notable Observations Although the Black subgroup did show improvement in ELA, the subgroup did not meet the interim target.
Indicator 6th Grade Math PSSA Performance (comparing 2022-2023 data to 2021-2022 data): The number of students who scored Proficient or Advanced on the 6th grade Math PSSA increased by 6% from the 2022 to the 2023 school year. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Middle school math for students with IEPs performance may be linked to curriculum integration measures composed in part by the Director of Innovation. In addition, special education intervention services increased in frequency for some of the IEP population.
Indicator 4th Grade Science PSSA Performance (comparing 2022-2023 data to 2021-2022 data): The number of students who scored Proficient or Advanced on the 4th grade Science PSSA increased by 17% from the 2022 to the 2023 school year. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Middle school science performance for students with IEPs may be linked to curriculum integration measures composed in part by the Director of Innovation. In addition, special education intervention services increased in frequency for some of the IEP population.
Indicator ELA PSSA Performance (comparing 2021-2022 data to 2020-2021 data): Increase in Performance from the Previous Year ESSA Student Subgroups Hispanic	Comments/Notable Observations 2020-2021 13.3% of Hispanic students scored Proficient or Advanced on the ELA PSSA. 2021-2022 15.8% of Hispanic students scored Proficient or Advanced on the ELA PSSA. This is an overall increase of 2.5%
Indicator	Comments/Notable Observations

<p>ELA PSSA Performance (comparing 2021-2022 data to 2020-2021 data):</p> <p>ESSA Student Subgroups</p> <p>English Learners</p>	<p>2020-2021 11.4% of ELL students scored Proficient or Advanced on the ELA PSSA. 2021-2022 13.3% of ELL students scored Proficient or Advanced on the ELA PSSA. This is an overall increase of 1.9%</p>
<p>Indicator</p> <p>Math PSSA Performance (comparing 2021-2022 data to 2020-2021 data):</p> <p>ESSA Student Subgroups</p> <p>Hispanic</p>	<p>Comments/Notable Observations</p> <p>2020-2021 1.1% of Hispanic students scored Proficient or Advanced on the Math/Alg PSSA. 2021-2022 4.2% of Hispanic students scored Proficient or Advanced on the Math/Alg PSSA. This is an overall increase of 3.1%</p>
<p>Indicator</p> <p>Math PSSA Performance (comparing 2021-2022 data to 2020-2021 data):</p> <p>ESSA Student Subgroups</p> <p>Students with Disabilities</p>	<p>Comments/Notable Observations</p> <p>2020-2021 .6% of students with disabilities scored Proficient or Advanced on the Math/Alg PSSA. 2021-2022 1.8% of students with disabilities scored Proficient or Advanced on the Math/Alg PSSA. This is an overall increase of 1.2%</p>
<p>Indicator</p> <p>Science PSSA Performance (comparing 2021-2022 data to 2020-2021 data):</p> <p>ESSA Student Subgroups</p> <p>Hispanic</p>	<p>Comments/Notable Observations</p> <p>2020-2021 14.9% of Hispanic students scored Proficient or Advanced on the Science PSSA. 2021-2022 32.9% of Hispanic students scored Proficient or Advanced on the Science PSSA. This is an overall increase of 18%</p>
<p>Indicator</p> <p>ELA Subgroup Black increased 100.0 in growth on state testing Mathematics/Algebra 1 Subgroup Black increased 100.0 growth on state testing.</p> <p>ESSA Student Subgroups</p> <p>African-American/Black</p>	<p>Comments/Notable Observations</p> <p>All Student Group Exceeds the Standard Demonstrating Growth</p>

Challenges

<p>Indicator</p> <p>3rd, 4th and 5th Grade ELA PSSA Performance (comparing 2022-2023 data to 2021-2022 data): The number of students who scored Proficient or Advanced on the 3rd, 4th grade and 5th grade ELA PSSA decreased from the 2022 to the 2023 school year. Grade 3 2022 % of Students who Scored. Adv/Pro: 4 2023 % of Students who Scored Adv/Pro: 3 Grade 4 2022 % of Students who Scored. Adv/Pro: 3 2023 % of Students who Scored Adv/Pro:</p>	<p>Comments/Notable Observations</p>
---	---

<p>0 Grade 5 2022 % of Students who Scored. Adv/Pro: 13 2023 % of Students who Scored Adv/Pro: 5</p> <p>ESSA Student Subgroups Students with Disabilities</p>	
<p>Indicator 5th Grade Math PSSA Performance (comparing 2022-2023 data to 2021-2022 data): The number of students who scored Proficient or Advanced on the 5th grade Math PSSA decreased by 9% from the 2022 to the 2023 school year.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator Math PSSA (comparing 2022-2023 data to 2021-2022 data): There was no growth in any of the grades for the number of students who scored Proficient or Advanced on the Math PSSAs from the 2022 to the 2023 school year.</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations</p>
<p>Indicator 4th and 8th Grade Science PSSA (comparing 2022-2023 data to 2021-2022 data): The number of students who scored Proficient or Advanced on the 4th and 8th grade Science PSSA decreased by 18 and 6% from the 2022 to the 2023 school year.</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations</p>
<p>Indicator ELA PSSA (comparing 2021-2022 data to 2020-2021 data): Black students showed decrease in Performance from the Previous Year on the ELA PSSA</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations 17% of Black students scored Proficient or Advanced in the 2020-2021 school year and 16.2% scored Proficient or Advanced in the 2021-2022 school year. This is a decrease of almost 1%.</p>
<p>Indicator ELA PSSA (comparing 2021-2022 data to 2020-2021 data): Students of two or more races showed decrease in Performance from the Previous Year on the ELA PSSA</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations 23.8% of students of two or more races scored Proficient or Advanced in the 2020-2021 school year and 22.4% scored Proficient or Advanced in the 2021-2022 school year. This is a decrease of about 1%.</p>

Multi-Racial (not Hispanic)	
Indicator Math PSSA (comparing 2021-2022 data to 2020-2021 data): Black students showed decrease in Performance from the Previous Year on the Math PSSA ESSA Student Subgroups African-American/Black	Comments/Notable Observations 2.1% of Black students scored Proficient or Advanced in the 2020-2021 school year and 1.2% scored Proficient or Advanced in the 2021-2022 school year. This is a decrease of almost 1% and overall a very low percentage of students who obtained proficiency.
Indicator Math PSSA (comparing 2021-2022 data to 2020-2021 data): Students of two or more races maintained performance from the Previous Year on the Math PSSA ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations 4% of students of two or more races scored Proficient or Advanced in the 2020-2021 school year and 4.2% scored Proficient or Advanced in the 2021-2022 school year.

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.

<p>ELA PSSA Performance (comparing 2021-2022 data to 2020-2021 data): 100% of students showed an increase in Performance on the ELA PSSA from the 2021 - to the 2022 school year.</p>
<p>Comparing 2022-2023 data to 2021-2022 data - An overall increase in the number of students who scored above proficiency in Science in grades 4 (increase of 5%) and 8 (increase of 1%) - A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.</p>
<p>Comparing 2022-2023 data to 2021-2022 data - 6th, 7th and 8th Grade ELA PSSA Performance - The number of students with disabilities who scored Proficient or Advanced in 6th, 7th and 8th grade on the ELA PSSA increased from the 2022 to the 2023 school year. Grade 6 2022 % of Students who Scored. Adv/Pro: 3 2023 % of Students who Scored Adv/Pro: 6 Grade 7 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 6 Grade 8 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 3</p>
<p>In the area of Career Standards Benchmark the school has been able to maintain a high percentage of involvement.</p>
<p>Comparing 2022-2023 data to 2021-2022 data - As a CEP school, an overall increase in the number of students who scored above proficiency in ELA in grades 3 (increase of 4%) ,4 (increase of 8%) ,6 (increase of 13%) ,7 (increase of 7%) and 8 (increase of 3%) - A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.</p>

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.

Comparing 2022-2023 data to 2021-2022 data - The performance on the math PSSAs stayed the same or slightly decreased in grades 3 - 8. The difficulty in staffing and teacher retention may have had an impact on this performance.
Comparing 2022-2023 data to 2021-2022 data - ELA 5th Grade: the number of students who scored Proficient or Advanced on the ELA PSSAs decreased from 17% to 13% - an overall decrease of 4%.
Comparing 2022-2023 data to 2021-2022 data - 3rd, 4th and 5th Grade ELA PSSA Performance of Students with IEPs: The number of IEP students who scored Proficient or Advanced on the 3rd, 4th grade and 5th grade ELA PSSA decreased from the 2022 to the 2023 school year. Grade 3 2022 % of Students who Scored. Adv/Pro: 4 2023 % of Students who Scored Adv/Pro: 3 Grade 4 2022 % of Students who Scored. Adv/Pro: 3 2023 % of Students who Scored Adv/Pro: 0 Grade 5 2022 % of Students who Scored. Adv/Pro: 13 2023 % of Students who Scored Adv/Pro: 5
Comparing 2022-2023 data to 2021-2022 data - Math PSSA Performance of ELL students - There was no significant growth in any of the grades for the number of ELL students who scored Proficient or Advanced on the Math PSSAs from the 2022 to the 2023 school year.
Comparing 2022-2023 data to 2021-2022 data - 4th and 8th Grade Science PSSA Performance of ELL students - The number of ELL students who scored Proficient or Advanced on the 4th and 8th grade Science PSSA decreased by 18 and 6% from the 2022 to the 2023 school year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2022-2023 LinkIt Benchmark Growth From Form A - C: Grade 3: 14% Grade 4: 9% Grade 5: 0% Grade 6: 12% Grade 7: 3% Grade 8: 13% Overall: 9%	Except for grade 5, grades 3 - 8 showed growth from the beginning of the 2022-2023 school year to the end of the 2022-2023 school year.
2023- 2024 LinkIt Benchmark Growth From Form A - C - for Grades 3 - 5: Grade 3: ELA 4% Grade 4: ELA -1% Grade 5: ELA -1% ,	Grades 3 and 4 showed growth from the beginning of the 2023-2024 school year to the end of the 2023-2024 school year, while grade 5 showed a decrease in performance of -1%.
Percent of Students Scoring Pro/Adv 2024 Benchmark Form C: Grade 3: ELA 27% Grade 4: ELA 15%, Grade 5: ELA 20%	The percentage of students scoring Proficient/Advanced in ELA is significantly less in 4th grade than the percentage of students scoring Proficient/Advanced in 3rd and 5th grades.
SPED Population: Percent of Students Scoring Pro/Adv on ELA Benchmark C: Grade 3: ELA 13% Grade 4: ELA 9% Grade 5: ELA 9%	There was a 12% drop in all special education students scoring proficient and advanced in ELA. (22% to 10%) . The percentage of SPED students scoring Proficient/Advanced in ELA is significantly less than the percentage of ALL students scoring Proficient/Advanced.
ELL Students: Percent of Students Scoring Pro/Adv on ELA Benchmark C: Grade 3: ELA 21% Grade 4: ELA 41% Grade 5: ELA 10%	The 4th grade ELL population had significantly more students who scored Pro/Adv. on the ELA benchmark than the All student group and than the 3rd and 5th grade ELL student populations.
2023- 2024 LinkIt Benchmark Growth From Form A - C - for Grades 6-8 Percentage of Growth Grade 6: ELA 2% Grade 7: ELA 1% Grade 8: ELA 4%	Slight growth in overall ELA performance was achieved by grades 6 - 8.
2023 - 2024 Percent of Grade 6 - 8 Students Scoring Pro/Adv Grade 6: ELA 23% Grade 7: ELA 33% Grade 8: ELA 21%	The school leadership team has also noted that the 6th - 8th grades have performed low on the PSSAs. Significant attention needs to be given to these grades - especially grade 6.
2023 - 2024 Percent of Grade 6 - 8 SPED Students Scoring Pro/Adv: Grade 6: ELA 15% Grade 7: ELA 17% Grade 8: ELA 9%	The 6th - 8th grade SPED population scored lower than the 6th - 8th grade all student group in ELA.
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: ELA 9% Grade 7: ELA 20% Grade 8: ELA 18%	Grade 6 ELL students performed significantly lower on the ELA Benchmark than grades 7 and 8.
2023- 2024 Growth from Benchmark A to Benchmark C for Grades K - 2: Grade: Percentage of Growth (Median SS) K Early Literacy: +14 SS 1 Early Literacy: +52 SS 1 Reading: N/A 2 Early Literacy : +47 SS 2 Reading: +76 SS	Grade 2 showed the most growth from the 2023 - 2024 ELA Benchmark A to the 2023-2024 ELA Benchmark C, while K showed the least amount of growth.

2023 - 2024 Breakdown of K-2 ELA Benchmark Performance Levels (by grade level/grade band) Grade: Spring Average Score (Median SS) K Early Literacy: 791 Grade 1 Early Literacy: 758 Grade 1 Reading: 900 Grade 2 Early Literacy: 795 Grade 2 Reading: 957	Grades 1 and 2 performed similarly on the 2023 - 2024 ELA Benchmark.
--	--

English Language Arts Summary

Strengths

Students with disabilities are placed in the general education English classroom with the support of a Special Education Teacher.
A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.
Students with English Learning are placed in the general education setting with the support of an ESOL Teacher. - perhaps impacting the ELL students in grade 4 ELA - who increased in the proficient/advanced category by 5% from Form A to Form C.

Challenges

Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.
An improvement in student attendance may have a positive impact on student performance.

Mathematics

Data	Comments/Notable Observations
LinkIt Benchmark Growth From Form A - C: Grade 3: 26% Grade 4: 19% Grade 5: 22% Grade 6: 10% Grade 7: 2% Grade 8: 16% Overall: 16%	Grades 3 - 8 showed growth from the beginning of the 2022-2023 school year to the end of the 2022-2023 school year.
2023- 2024 LinkIt Benchmark Growth From Form A - C: Grade 3: Math 12% Grade 4: Math 12% Grade 5: 9	Although grades 3-5 did show growth from the beginning of the school year until the end - there is significant room for growth in Math performance.
Percent of Students Scoring Pro/Adv 2024 Benchmark Form C: Grade 3: Math 16% Grade 4: Math 22% Grade 5: Math 8%	The amount of students who scored Pro/Adv in 5th grade was significantly lower than the amount of students who scored Pro/Adv in 3rd and 4th grades.
SPED Population: Percent of Students Scoring Pro/Adv on Math Grade 3: Math 6% Grade 4: Math 14% Grade 5: Math 3%	The percentage of SPED students scoring Proficient/Advanced in math is significantly less than the percentage of ALL students scoring Proficient/Advanced.

ELL Students: Percent of Students Scoring Pro/Adv on ELA Benchmark C: Grade 3: Math 7% Grade 4: Math 29% Grade 5: Math 7%	ELL students in grade 4 ELA increased in the proficient/advanced category by 5% from Form A to Form C. The amount of students who scored Pro/Adv in 5th grade was significantly lower than the amount of students who scored Pro/Adv in 3rd and 4th grades.
2023- 2024 LinkIt Benchmark Growth From Form A - C - for Grades 6-8 Percentage of Growth: Grade 6: Math 3% Grade 7: Math -2% Grade 8: Math 7%	Slight growth in overall math performance was achieved by grades 6 and 8, with 7th grade showing an overall decrease in math benchmark performance.
2023 - 2024 Percent of Grade 6 - 8 Students Scoring Pro/Adv Grade 6: Math 1% Grade 7: Math 7% Grade 8: Math 3%	The school leadership team has also noted that the 6th - 8th grades have performed low on the PSSAs. Significant attention needs to be given to these grades - especially grade 6 Math.
2023 - 2024 Percent of Grade 6 - 8 SPED Students Scoring Pro/Adv: Grade 6: Math 1% Grade 7: Math 5% Grade 8: Math 0%	Less than 10% of the 6th - 8th grade SPED students scored Proficient or Advanced on the Math Benchmark. Significant attention and planning must be given to the 6th - 8th graders.
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: Math 2% Grade 7: Math 0% Grade 8: Math 0%	Less than 10% of the 6th - 8th grade ELL students scored Proficient or Advanced on the Math Benchmark. Significant attention and planning must be given to the 6th - 8th graders.
2023- 2024 Growth from Benchmark A to Benchmark C for Grades K - 2: Grade: Percentage of Growth (Median SS) Grade 1 Math: +79 SS Grade 2 Math: +45 SS	Both grades showed significant growth from the 2023 - 2024 Math Benchmark A to the 2023 - 2024 Math Benchmark B.
2023 - 2024 Breakdown of K-2 Math Benchmark Performance Levels (by grade level/grade band) Grade: Spring Average Score (Median SS) Grade 1 Math: 827 Grade 2 Math: 872	Grades 1 and 2 performed similarly on the 2023-2024 Math Benchmark.

Mathematics Summary

Strengths

Students with disabilities are placed in the general education Math classroom with the support of a Special Education Teacher.
Teachers received in depth professional development from Mathematics Curriculum Experts in order to better understand content and facilitation of learning.
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: ELA 15% ; Math 1% Grade 7: ELA 17% ; Math 5% Grade 8: ELA 9% ; Math 0% ; SCI 23%
A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.

Challenges

Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.
Implementing new curriculum and providing effective professional development on the new curriculum could have a positive impact on student performance.
Overall amount of students scoring Pro/Adv in Math is low. Significant attention must be given to improving the overall performance in math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt Benchmark Growth From Form A - C: Grade 4: 2 % Grade 8: -7% Overall: -3%	4th grade showed growth from the beginning of the 2022-2023 school year to the end of the 2022-2023 school year, while 8th grade showed a decrease in performance from the beginning to the end of the 2022-2023 school year.
2023 - 2024 Percent of Grade 4 and 8 Students Scoring Pro/Adv Grade 4: SCI: 54% Grade 8: SCI 36%	Significant attention needs to be given to the 8th grade students.
2023 - 2024 Percent of Grade 4 and 8 SPED Students Scoring Pro/Adv: Grade 4: SCI: 42% Grade 8: SCI: 23%	Significant attention needs to be given to the 8th grade SPED students.
2023 - 2024 Percent of Grades 4 and 8 ELL Students Scoring Pro/Adv: Grade 4: SCI: 56% Grade 8: SCI 15%	Significant attention needs to be given to the 8th grade ELL students.

Science, Technology, and Engineering Education Summary

Strengths

The school model exposes the students to an additional science class once per week to support the mission of the school.
2023 - 2024 Percent of Grade 6 - 8 SPED Students Scoring Pro/Adv: Grade 6: SCI: Grade 8: SCI 23%
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: ELA 15% ; Math 1% Grade 7: ELA 17% ; Math 5% Grade 8: ELA 9% ; Math 0% ; SCI 23%
In 4th grade science, there was a 23% increase from form A to form C within our GenEd Subgroup.

Challenges

Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.
Teacher modeling lessons for standards in science, conducted by the Director of Teaching and Learning may have a positive impact on student performance.

Related Academics

Career Readiness

Data	Comments/Notable Observations
99.1% of students completed the Career Standards Benchmarks	

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.

Career presentations were offered to students with corresponding activities and artifacts were collected.
Students with disabilities and EL students were offered accessible activities and presentations in small groups or one on one settings.

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.

Daily student attendance and the transient nature of our enrolled families had an impact on this performance.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
The percentage of English Language Learner's is 10.1%. EL Race_Ethnicity percentages: Asian - 0.05% Black or African American - 11% Hispanic - 80% Multi-Racial 0.04%	This percentage of EL students has relatively remained the same for the 2021-2022 & 2022-2023 school year.

Students with Disabilities

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

Data	Comments/Notable Observations
The percentage of of Students with Disabilities is 29%. Special Education Race_Ethnicity percentages: Asian - 0.03% Black or African American - 40% Hispanic - 43% Multi-Racial 14% Native Hawaiian - 0.06% White - 0.27%	The Special Education student percentage has increased by 3% from the 2021-2022 to the 2022-2023 school year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
The percentage of students who are considered Economically Disadvantaged is 86.52%.	Arts & Sciences is a CEP school. The Economically Disadvantaged % has increased by 5% from 2021-2022 to 2022-2023.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	38.91%
Asian	0.91%
Black	48.43%
2 or More Races	9.02%
Hawaiian/Pacific Islander	0.41%
White	2.33%

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.

School was able to provide intervention to all students including RTI as well as provide after school tutoring.
Research based intervention programs have been implemented to address intensive intervention supports.

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.

Ongoing support for teacher implementation of services

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	We considered Consolidated Application when it came to Student Performance Goals.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	We collect career artifacts that are reported. This is not a plan.
Technology Plan	N/A
English Language Development Programs	ELDP plan looks at ACCESS data and Progress Monitoring data.

Strengths

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

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.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	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	Emerging
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	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	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 * - The 4 core curricula at A&S are aligned to the PA standards. All teacher lesson plans follow a backwards planning model, beginning with the mastery of content standards in mind. Because of this, instruction is rigorous and prepares students for success based on the domains and criteria identified by the PA Standards.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based * - A&S employs a vertically aligned planning structure, ensure that there is a common vision and goal setting procedure for all instructional teams. Instructional coaches work directly with the Chief Academic Officer to establish the collective vision and evidence-based practices, which are then distributed to the Grade Leads for K-8 teams as they support their teachers in daily instruction, assessment, intervention, and re-teach as necessary.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices - Teachers employ both local assessments (Star Early Literacy, Reading, and Math for grades K-2 and LinkIt for grades 3-8) as well as teacher-curated assessments and checks for understanding. Middle school teachers employ project based learning models which afford a variety of modalities for student learning and assessment. All the formative data that teachers collect provides critical insights for continuous improvement of instruction and also informs curricular planning at quarterly and annual levels.
Identify and address individual student learning needs * - All the formative data that teachers collect provides critical insights for continuous improvement of instruction and also informs curricular planning at quarterly and annual levels. Benchmark tools such as Star and LinkIt provide key insights into students' individual learning needs. These insights allow teachers to tailor their instruction to the specific needs of each student, and guide daily intervention time during each core academic class.
Provide frequent, timely, and systematic feedback and support on instructional practices * - A&S employs 5 full time instructional coaches that support teachers in daily instruction, special education, and instructional technology. The observation and feedback structure is normed by all members of the academic team. Teachers are coached and evaluated based on the Danielson Framework, with informal observations and walkthroughs occurring weekly, and formal evaluations occurring twice a year for all teachers.

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?

Foster a culture of high expectations for success for all students, educators, families, and community members
Collectively shape the vision for continuous improvement of teaching and learning
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Continuously monitor implementation of the school improvement plan and adjust as needed

Implement an evidence-based system of schoolwide positive behavior interventions and supports

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
ELA PSSA Performance (comparing 2021-2022 data to 2020-2021 data): 100% of students showed an increase in Performance on the ELA PSSA from the 2021 - to the 2022 school year.	False
Comparing 2022-2023 data to 2021-2022 data - An overall increase in the number of students who scored above proficiency in Science in grades 4 (increase of 5%) and 8 (increase of 1%) - A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.	True
Comparing 2022-2023 data to 2021-2022 data - 6th, 7th and 8th Grade ELA PSSA Performance - The number of students with disabilities who scored Proficient or Advanced in 6th, 7th and 8th grade on the ELA PSSA increased from the 2022 to the 2023 school year. Grade 6 2022 % of Students who Scored. Adv/Pro: 3 2023 % of Students who Scored Adv/Pro: 6 Grade 7 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 6 Grade 8 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 3	True
In the area of Career Standards Benchmark the school has been able to maintain a high percentage of involvement.	False
Students with disabilities are placed in the general education English classroom with the support of a Special Education Teacher.	False
	False
Students with disabilities are placed in the general education Math classroom with the support of a Special Education Teacher.	False
Teachers received in depth professional development from Mathematics Curriculum Experts in order to better understand content and facilitation of learning.	False
Comparing 2022-2023 data to 2021-2022 data - As a CEP school, an overall increase in the number of students who scored above proficiency in ELA in grades 3 (increase of 4%) ,4 (increase of 8%) ,6 (increase of 13%) ,7 (increase of 7%) and 8 (increase of 3%) - A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.	True
Students with disabilities and EL students were offered accessible activities and presentations in small groups or one on one settings.	False
Career presentations were offered to students with corresponding activities and artifacts were collected.	False

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based * - A&S employs a vertically aligned planning structure, ensure that there is a common vision and goal setting procedure for all instructional teams. Instructional coaches work directly with the Chief Academic Officer to establish the collective vision and evidence-based practices, which are then distributed to the Grade Leads for K-8 teams as they support their teachers in daily instruction, assessment, intervention, and re-teach as necessary.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices - Teachers employ both local assessments (Star Early Literacy, Reading, and Math for grades K-2 and LinkIt for grades 3-8) as well as teacher-curated assessments and checks for understanding. Middle school teachers employ project based learning models which afford a variety of modalities for student learning and assessment. All the formative data that teachers collect provides critical insights for continuous improvement of instruction and also informs curricular planning at quarterly and annual levels.	False
Align curricular materials and lesson plans to the PA Standards * - The 4 core curricula at A&S are aligned to the PA standards. All teacher lesson plans follow a backwards planning model, beginning with the mastery of content standards in mind. Because of this, instruction is rigorous and prepares students for success based on the domains and criteria identified by the PA Standards.	False
Identify and address individual student learning needs * - All the formative data that teachers collect provides critical insights for continuous improvement of instruction and also informs curricular planning at quarterly and annual levels. Benchmark tools such as Star and LinkIt provide key insights into students' individual learning needs. These insights allow teachers to tailor their instruction to the specific needs of each student, and guide daily intervention time during each core academic class.	False
Provide frequent, timely, and systematic feedback and support on instructional practices * - A&S employs 5 full time instructional coaches that support teachers in daily instruction, special education, and instructional technology. The observation and feedback structure is normed by all members of the academic team. Teachers are coached and evaluated based on the Danielson Framework, with informal observations and walkthroughs occurring weekly, and formal evaluations occurring twice a year for all teachers.	True
A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.	False
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: ELA 15% ; Math 1% Grade 7: ELA 17% ; Math 5% Grade 8: ELA 9% ; Math 0% ; SCI 23%	False
A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.	False
The school model eposes the students to an additional science class once per week to support the mission of the school.	False

Students with English Learning are placed in the general education setting with the support of an ESOL Teacher. - perhaps impacting the ELL students in grade 4 ELA - who increased in the proficient/advanced category by 5% from Form A to Form C.	False
School was able to provide intervention to all students including RTI as well as provide after school tutoring.	False
Research based intervention programs have been implemented to address intensive intervention supports.	False
2023 - 2024 Percent of Grade 6 - 8 SPED Students Scoring Pro/Adv: Grade 6: SCI: Grade 8: SCI 23%	False
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: ELA 15% ; Math 1% Grade 7: ELA 17% ; Math 5% Grade 8: ELA 9% ; Math 0% ; SCI 23%	False
In 4th grade science, there was a 23% increase from form A to form C within our GenEd Subgroup.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Comparing 2022-2023 data to 2021-2022 data - The performance on the math PSSAs stayed the same or slightly decreased in grades 3 - 8. The difficulty in staffing and teacher retention may have had an impact on this performance.	False
Comparing 2022-2023 data to 2021-2022 data - ELA 5th Grade: the number of students who scored Proficient or Advanced on the ELA PSSAs decreased from 17% to 13% - an overall decrease of 4%.	False
Comparing 2022-2023 data to 2021-2022 data - 3rd, 4th and 5th Grade ELA PSSA Performance of Students with IEPs: The number of IEP students who scored Proficient or Advanced on the 3rd, 4th grade and 5th grade ELA PSSA decreased from the 2022 to the 2023 school year. Grade 3 2022 % of Students who Scored. Adv/Pro: 4 2023 % of Students who Scored Adv/Pro: 3 Grade 4 2022 % of Students who Scored. Adv/Pro: 3 2023 % of Students who Scored Adv/Pro: 0 Grade 5 2022 % of Students who Scored. Adv/Pro: 13 2023 % of Students who Scored Adv/Pro: 5	False
Comparing 2022-2023 data to 2021-2022 data - 4th and 8th Grade Science PSSA Performance of ELL students - The number of ELL students who scored Proficient or Advanced on the 4th and 8th grade Science PSSA decreased by 18 and 6% from the 2022 to the 2023 school year.	False
Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.	False
Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.	False
Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.	True

Daily student attendance and the transient nature of our enrolled families had an impact on this performance.	False
Comparing 2022-2023 data to 2021-2022 data - Math PSSA Performance of ELL students - There was no significant growth in any of the grades for the number of ELL students who scored Proficient or Advanced on the Math PSSAs from the 2022 to the 2023 school year.	False
Implementing new curriculum and providing effective professional development on the new curriculum could have a positive impact on student performance.	True
Teacher modeling lessons for standards in science, conducted by the Director of Teaching and Learning may have a positive impact on student performance.	False
An improvement in student attendance may have a positive impact on student performance.	True
	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Collectively shape the vision for continuous improvement of teaching and learning	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Ongoing support for teacher implementation of services	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
	False
Overall amount of students scoring Pro/Adv in Math is low. Significant attention must be given to improving the overall performance in math.	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.		False
Implementing new curriculum and providing effective professional development on the new curriculum could have a positive impact on student performance.		False
Foster a culture of high expectations for success for all students, educators, families, and community members		False
Ongoing support for teacher implementation of services		False
An improvement in student attendance may have a positive impact on student performance.	The Data Team will continue to meet on a regular basis and provide ongoing support to the teachers and staff. The school leadership team will also focus on further developing the teachers, so that data informed decision making becomes a core part of their instructional practices.	True
Overall amount of students scoring Pro/Adv in Math is low. Significant attention must be given to improving the overall performance in math.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Comparing 2022-2023 data to 2021-2022 data - An overall increase in the number of students who scored above proficiency in Science in grades 4 (increase of 5%) and 8 (increase of 1%) - A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.	After a curricular review deemed the current science program insufficient, a new program was purchased. This program has independently reviewed. and meets all standards for adherence to state and next generation science standards.
Comparing 2022-2023 data to 2021-2022 data - 6th, 7th and 8th Grade ELA PSSA Performance - The number of students with disabilities who scored Proficient or Advanced in 6th, 7th and 8th grade on the ELA PSSA increased from the 2022 to the 2023 school year. Grade 6 2022 % of Students who Scored. Adv/Pro: 3 2023	A review of special education student data will continue to be reviewed to determine appropriate levels of support.

% of Students who Scored Adv/Pro: 6 Grade 7 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 6 Grade 8 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 3	
Provide frequent, timely, and systematic feedback and support on instructional practices * - A&S employs 5 full time instructional coaches that support teachers in daily instruction, special education, and instructional technology. The observation and feedback structure is normed by all members of the academic team. Teachers are coached and evaluated based on the Danielson Framework, with informal observations and walkthroughs occurring weekly, and formal evaluations occurring twice a year for all teachers.	
Comparing 2022-2023 data to 2021-2022 data - As a CEP school, an overall increase in the number of students who scored above proficiency in ELA in grades 3 (increase of 4%) ,4 (increase of 8%) ,6 (increase of 13%) ,7 (increase of 7%) and 8 (increase of 3%) - A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In addition to weekly attendance meetings, data will be pulled Quarterly to see if attendance is increasing.
	Teacher retention in grades 3-8 math classes is consistent from last year. A revised implementation plan for the new Eureka Math Squared curriculum will give teachers a stronger foundation in teaching mathematics concepts that fall within the scope and sequence of eligible content on the PSSAs.

Goal Setting

Priority: In addition to weekly attendance meetings, data will be pulled Quarterly to see if attendance is increasing.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target Year 1	Target Year 2	Target Year 3	
Attendance will increase by 2% by June 30, 2025.	Attendance will increase by 2% by June 30, 2026.	Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School staff will be trained on the attendance and truancy plan developed by leadership. Utilizing the new attendance monitor system (MBA plugin in SIS) to establish and track attendance thresholds.	We're looking at more students to meet the threshold of attending school 90% or more of the time.	Looking to maintain or increase from the Quarter 2 goal.	Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026

Priority: Teacher retention in grades 3-8 math classes is consistent from last year. A revised implementation plan for the new Eureka Math Squared curriculum will give teachers a stronger foundation in teaching mathematics concepts that fall within the scope and sequence of eligible content on the PSSAs.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Through increased comprehensive support and implementation of math curricula (Eureka Math Squared) the number of students scoring proficient and advanced on the PSSAs will increase by 6%.			
Measurable Goal Nickname (35 Character Max)			
Math Proficiency			
Target Year 1	Target Year 2	Target Year 3	
Through increased comprehensive support and implementation of	Through increased comprehensive support and implementation of	Through increased comprehensive support and implementation of	

math curricula (Eureka Math Squared) the number of students scoring proficient and advanced on the PSSAs will increase by 2%.	math curricula (Eureka Math Squared) the number of students scoring proficient and advanced on the PSSAs will increase by 4%.	math curricula (Eureka Math Squared) the number of students scoring proficient and advanced on the PSSAs will increase by 6%.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Use Link It Benchmark progress to track proficiency percentages.	Use Link It Benchmark progress to track proficiency percentages.	Use Link It Benchmark progress to track proficiency percentages.	Through increased comprehensive support and implementation of math curricula (Eureka Math Squared) the number of students scoring proficient and advanced on the PSSAs will increase by 2%.

Action Plan

Measurable Goals

Attendance	Math Proficiency
------------	------------------

Action Plan For: Student Attendance

Measurable Goals:
<ul style="list-style-type: none"> Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026

Action Step		Anticipated Start/Completion Date	
Create and implement attendance tracker and truancy plan to analyze Attendance Behavior and Course grades to review the chronic absenteeism and attendance for 90% of the time.		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Menschner	Attendance MBA plugin	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Complete SAIP's and work for families to figure out the barriers for attendance		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Menschner	Referral and truancy plans	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student attendance will increase by 2%.	In addition to weekly attendance meetings, data will be pulled Quarterly to see if attendance is increasing. If it is not a revision will be made to the plan.

Action Plan For: Math

Measurable Goals:
<ul style="list-style-type: none"> Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026

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

Establish Math data teams to analyze data at the individual student level to determine tiered intervention groups and services provided during small group instruction. Local assessment data via LinkIt! benchmarks will be used as part of the needs assessment.		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Menschner	Local assessment data via LinkIt! benchmarks will be used as part of the needs assessment.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase by 4%	LinkIt! benchmarks

Action Plan For: Math

Measurable Goals:
<ul style="list-style-type: none"> Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026

Action Step	Anticipated Start/Completion Date		
Implementation of daily tiered intervention math support	2024-07-01	2025-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Menschner	Benchmarks, OPS, intervention data	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase by 4%	LinkIt! benchmarks

Action Plan For: Math

Measurable Goals:
<ul style="list-style-type: none"> Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026

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

The school-based Data Team uses local assessment data to determine priority content standards for “Bubble” or high-performing basic students. Using PSSA Coach and Coach Digital resources, modules are tailored to the priority standards for high leverage interventions.		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Menschner	Benchmarks, OPS, intervention data	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase by 4%	LinkIt! benchmarks

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	<ul style="list-style-type: none">Student Attendance	Instructional Assistants, Coaches, and RTI Teachers	618008
Instruction	<ul style="list-style-type: none">Student Attendance	Homeless supplies	3000
Other Expenditures	<ul style="list-style-type: none">Student Attendance	Counselors	122906
Other Expenditures	<ul style="list-style-type: none">Student Attendance	Parent engagement / stipends	3900
Other Expenditures	<ul style="list-style-type: none">Student Attendance	parent engagement supplies and software	9000
Instruction	<ul style="list-style-type: none">Student Attendance	Instructional Assistants, Coaches, and RTI Teachers	223762
Other Expenditures	<ul style="list-style-type: none">Student Attendance	Homeless Transportation	500

Other Expenditures	<ul style="list-style-type: none"> Student Attendance 	Foster Transportation	500
Total Expenditures			981576

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Student Attendance	Create and implement attendance tracker and truancy plan to analyze Attendance Behavior and Course grades to review the chronic absenteeism and attendance for 90% of the time.
Student Attendance	Complete SAIP's and work for families to figure out the barriers for attendance

Attendance & Truancy Professional Development

Action Step		
<ul style="list-style-type: none">Create and implement attendance tracker and truancy plan to analyze Attendance Behavior and Course grades to review the chronic absenteeism and attendance for 90% of the time.		
Audience		
All School Staff members		
Topics to be Included		
-Attendance policy -SAIP -Supports		
Evidence of Learning		
Attendance will increase during the school year.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Matthew Menschner	2024-08-27	2025-06-30

Learning Format

Type of Activities	Frequency
Inservice day	2-3 times per quarter
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Weekly Attendance Reports					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers/Staff	Number of students absent by homeroom Communications logged in PowerSchool	Matthew Menschner	08/27/2024	06/30/2025
Communications					
Type of Communication			Frequency		
Presentation			2-3 times per quarter		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">2. MINUTES. A&S. 24.08.12.pdf

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