

Profile and Plan Essentials

LEA Type		AUN
Charter School		120486892
Address 1		
30 N. 4th Street		
Address 2		
City	State	Zip Code
Easton	PA	18042
Chief School Administrator		Chief School Administrator Email
Paul Hunter		phunter@eaaecs.org
Single Point of Contact Name		
Paul Hunter		
Single Point of Contact Email		
phunter@eaaecs.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
4845464211		007
Principal Name		
Dr. Charles Bomboy		
Principal Email		
cbomboy@eaaecs.org		
Principal Phone Number		Principal Extension
4845464211		400
School Improvement Facilitator Name		School Improvement Facilitator Email
Paul Hunter		phunter@eaaecs.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Paul D. Hunter Jr. M. Ed	Chief School Administrator	Easton Arts Academy Elementary Charter School	phunter@eaaecs.org
Dr. Charles Bomboy	Principal	Easton Arts Academy Elementary Charter School	cbomboy@eaaecs.org
Dana Gubitosa	Other	Easton Arts Academy Elementary Charter School	dgubitosa@eaaecs.org
Bridget Masterson	Board Member	Easton Arts Academy Elementary Charter School	bmasterson@eaaecs.org
Jenna Swafford	Teacher	Easton Arts Academy Elementary Charter School	jswafford@eaaecs.org
Ashley Huber	Teacher	Easton Arts Academy Elementary Charter School	ahuber@eaaecs.org
Ferize Katzarova	Teacher	Easton Arts Academy Elementary Charter School	fkatzarova@eaaecs.org
Julia Hamilton	Teacher	Easton Arts Academy Elementary Charter School	jhamilton@eaaecs.org
Torrie Malik	Parent	Easton Arts Academy Elementary Charter School	toruble@gmail.com
Gail Murphy	Teacher	Easton Arts Academy Elementary Charter School	gmurphy@eaaecs.org
Torrie Malik	Community Member	Easton Arts Academy Elementary Charter School	toruble@gmail.com

LEA Profile

Easton Arts Academy Elementary Charter School serves grades K-5 with an enrollment of approximately 300 students. Our focus is on a strong academic foundation with an emphasis on arts integration. Easton Arts Academy also prioritizes and supports educating the whole child.

Mission and Vision

Mission

Our mission is to provide a rich and comprehensive educational program for students in grades K-5 by utilizing an arts integration approach to the curriculum and instruction. We do this by providing a rigorous and relevant academic program that will be enhanced with rich, varied opportunities to learn through and demonstrate their knowledge through the arts (theatre, music, art, and dance). Our efforts are enhanced through cross-curricular communication, planning, and collaboration among all teachers.

Vision

Easton Arts Academy Elementary Charter School will provide an arts-integrated approach to teaching and learning. It will enable our students to cultivate their strengths within academics and the arts, become problem solvers, work collaboratively, respect and understand differences, and set an ethos of hard work and community belonging. This vision will be nurtured, implemented, and realized through the collaborative efforts of the Easton Arts Academy Elementary Charter School community, including but not limited to local businesses, arts & theatre organizations, and regional institutions of higher education.

Educational Values

Students

Students are expected to be active and engaged learners. We want them to challenge themselves and explore the world of academics and the arts and their impact on the world and on their own personal growth.

Staff

Our staff ensures all students are engaged and active learners in academics and the arts.

Administration

Our administration ensures all students are engaged and active learners in academics and the arts.

Parents

Our parents are vital partners for our school's success.

Community

Our community is actively engaged in supporting the school.

Other (Optional)

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA Math Growth Expectations for the all student group.	The "All Student Group" meets or exceeds the statewide goal/interim target and increases in performance from the previous year.
PSSA English Language Arts Growth Expectations for the all student group.	The "All Student Group" meets or exceeds the statewide goal/interim target and increased performance from the previous year.
PSSA Math Growth Expectations for the economically disadvantaged group.	The "Economically Disadvantaged Group" meets or exceeds the interim target and increased performance from the previous year.
PSSA English Language Arts Growth Expectations for the all student group.	The "All Student Group" meets or exceeds the statewide goal/interim target and increased performance from the previous year.

Challenges

Indicator	Comments/Notable Observations
PSSA English Language Arts Growth Expectations for the economically disadvantaged group.	The "economically disadvantaged" student group did not meet the statewide goal/interim target in terms of meeting annual academic growth expectations, and performance decreased from the previous year.
PSSA English Language Arts Proficient or Advanced for the "all student" group.	The "all student" group did not meet the statewide proficiency or advanced goal/interim target; performance decreased from the previous year.
PSSA Math Proficient or Advanced for the "all student" group.	The "all student" group did not meet the statewide proficiency or advanced goal/interim target; performance decreased from the previous year.
PSSA Math Proficient or Advanced for the white student group.	The "white" student group did not meet the statewide proficiency or advanced goal/interim target; performance decreased from the previous year.

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

Strengths

Indicator PSSA Math ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged	Comments/Notable Observations There is evidence that students in the 5th grade "all student" group scored well above the school's growth standard, the black student group scored above the school's growth standard, the economically disadvantaged student group scored well above the school's growth standard, and the white student group scored well above students meet the school's growth standard per PVAAS.
Indicator PSSA ELA ESSA Student Subgroups	Comments/Notable Observations There is evidence that students in the 5th grade "all student" group scored well above the school's growth standard, the black student group scored above the school's growth standard, the economically disadvantaged group met the school's growth standard, and the white student group scored above the school's growth standard per PVAAS.
Indicator PSSA Science ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Evidence shows that the economically disadvantaged students in the 4th-grade group met the school's growth standard per PVAAS.

Challenges

Indicator PSSA Math ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations There is evidence that students in the 4th grade, the "all students" group, demonstrated significant evidence of not meeting the school's growth standard, while black, economically disadvantaged, and white student groups demonstrated moderate evidence that the school did not meet the school's growth standard per PVAAS.
Indicator PSSA ELA ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations There is evidence that students in the 4th grade, the "all students" group, and the black student group demonstrated significant evidence of not meeting the school's growth standard, and the economically disadvantaged group demonstrated moderate evidence of not meeting the school's growth standard per PVAAS.

Indicator PSSA Science ESSA Student Subgroups	Comments/Notable Observations There is evidence that students in the 4th grade, the "all students" group, and the black student group demonstrated moderate evidence that the school did not meet the growth standard per PVAAS.
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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.

PSSA Math Growth Expectations for the all student group.
PSSA English Language Arts Growth Expectations for the all student group.
PSSA Math Growth Expectations for the economically disadvantaged group.
PSSA English Language Arts Growth Expectations for the all student group.

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.

PSSA English Language Arts Growth Expectations for the economically disadvantaged group.
PSSA English Language Arts Proficient or Advanced for the "all student" group.
PSSA Math Proficient or Advanced for the "all student" group.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Reading assessments for 2023-2024 indicate growth in all 4th and 5th grade "all student groups".	Further data review revealed specific needs for each student subgroup.

English Language Arts Summary

Strengths

Star Reading assessments for 2023-2024 indicate growth in all 4th and 5th grade "all student groups".
We are implementing a data-driven approach to driving our instructional and intervention practices.
We hired a Director of Curriculum during the 2023-2024 school year.

Challenges

Providing our teachers with continual professional development and training on best practice in the classroom is a priority.
We need more professional development time to implement effective co-planning opportunities with frequent checks for fidelity and efficacy.

Mathematics

Data	Comments/Notable Observations
Star Math assessments for 2023 indicate growth in "all student groups" in 5th grade.	Further data review revealed specific needs for each student subgroup.

Mathematics Summary

Strengths

Star Math assessments for 2023 indicate growth in "all student groups" in 5th grade.
We are implementing a data-driven approach to driving our instructional and intervention practices.

Challenges

Providing our teachers with continual professional development and training on best practice in the classroom is a priority.
We have found that our teachers were not sufficiently trained to apply the SAVAAS curriculum, and it was not an effective resource for our students.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Student performance on local science assessments is at or below state standards.	Our science curriculum, including Math and ELA curricula need to be replaced.

Science, Technology, and Engineering Education Summary

Strengths

The teachers have researched Science supplemental resources that address curricula and student needs.
Providing our teachers with continual professional development and training on best practices in the classroom is a priority.

Challenges

We are in need of a new curriculum for ELA, Science, and Math.
We need additional professional development opportunities to address deficiencies within the curriculum and practices.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello	We utilize Xello to help our students maintain their artifacts even after they move up to middle school

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.

Xello provides a comprehensive program that supports career exploration.
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Adopting the Arts Integration approach to teaching has provided our students with diversified learning opportunities as well as varied modes of demonstrating their knowledge through the arts.

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 faculty has not been properly trained in the use of Savvas.

The school experienced turnover in our Administration (CEO, Principal, Asst. Principal).
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Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
PVAAS. The 4th-grade special education student group demonstrated "moderate evidence that the group did not meet the growth standards" in Math.	There were ten 4th-grade special education students, and of that number, two demonstrated growth.
PVAAS. The 4th-grade special education student group demonstrated "moderate evidence that the group did not meet the growth standard" in ELA.	There were ten 4th-grade special education students; of that number, three demonstrated growth.
PVAAS. The 5th grade special education student group demonstrated "moderate evidence that the group exceeded the growth standard" in Math.	There were seven 5th-grade special education students; of that number, all seven demonstrated growth.
PVAAS. The 5th-grade special education student group demonstrated "moderate evidence that the group exceeded the growth standard" for ELA.	There were seven 5th-grade special education students; of that number, five demonstrated growth.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Nine Hispanic students took the 4th grade Math PSSA; two demonstrated growth, and seven demonstrated a negative difference in achievement. Nine Hispanic students took the 4th grade ELA PSSA; two demonstrated growth, and seven demonstrated a negative difference in achievement. Six Hispanic students took the 5th grade Math PSSA; three demonstrated growth, and three demonstrated a negative difference in achievement. Six Hispanic students took the 5th grade ELA PSSA; four demonstrated growth while two demonstrated a negative difference in achievement.

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.

Despite our concerns regarding the SAVAAS curriculum, our 5th-grade teachers provided effective learning and supplemental opportunities which helped our students, on the whole, exceed the growth standards for Math.
Despite our concerns regarding the SAVAAS curriculum, our 5th-grade teachers provided effective learning and supplemental opportunities which helped our students, on the whole, exceed the growth standards for ELA.

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.

We do not believe that Savvas is an effective curriculum, particularly for our 4th grade.
There was teacher and leadership turnover within our special education department.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	There was turnover in the special education department.
Title 1 Program	We had consistent program delivery.
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	We had consistent program delivery.

Strengths

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

Our Title 1 and ELD programs have had consistent service delivery and targeted instruction.

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.

Our special education department experienced turnover during the 2022-2023 school year.

Our Administration experienced turnover within the CEO, Principal, and Asst. Principal positions during the 2022-2023 school year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	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	Emerging
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	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?

We will continue to "promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically" through the implementation of our school wide behavior program.
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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?

"Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school."
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Monitor and evaluate the impact of professional learning on staff practices and student learning.

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

Continuously monitor implementation of the school improvement plan and adjust as needed.
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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
PSSA Math Growth Expectations for the all student group.	True
PSSA English Language Arts Growth Expectations for the all student group.	True
PSSA Math Growth Expectations for the economically disadvantaged group.	True
PSSA Math Growth Expectations for the economically disadvantaged group.	True
PSSA English Language Arts Growth Expectations for the all student group.	True
PSSA English Language Arts Growth Expectations for the all student group.	True
Xello provides a comprehensive program that supports career exploration.	False
Despite our concerns regarding the SAVAAS curriculum, our 5th-grade teachers provided effective learning and supplemental opportunities which helped our students, on the whole, exceed the growth standards for Math.	False
Star Reading assessments for 2023-2024 indicate growth in all 4th and 5th grade "all student groups".	False
We are implementing a data-driven approach to driving our instructional and intervention practices.	False
Star Math assessments for 2023 indicate growth in "all student groups" in 5th grade.	False
The teachers have researched Science supplemental resources that address curricula and student needs.	False
We will continue to "promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically" through the implementation of our school wide behavior program.	False
We hired a Director of Curriculum during the 2023-2024 school year.	True
We are implementing a data-driven approach to driving our instructional and intervention practices.	False
Providing our teachers with continual professional development and training on best practices in the classroom is a priority.	False
Adopting the Arts Integration approach to teaching has provided our students with diversified learning opportunities as well as varied modes of demonstrating their knowledge through the arts.	True
Despite our concerns regarding the SAVAAS curriculum, our 5th-grade teachers provided effective learning and supplemental opportunities which helped our students, on the whole, exceed the growth standards for ELA.	False
Our Title 1 and ELD programs have had consistent service delivery and targeted instruction.	False

Challenges

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

Strength	Check for Consideration in Plan
PSSA English Language Arts Growth Expectations for the economically disadvantaged group.	True
PSSA English Language Arts Proficient or Advanced for the "all student" group.	True
PSSA English Language Arts Proficient or Advanced for the "all student" group.	True
PSSA Math Proficient or Advanced for the "all student" group.	True
PSSA Math Proficient or Advanced for the "all student" group.	True
The faculty has not been properly trained in the use of Savvas.	False
We do not believe that Savvas is an effective curriculum, particularly for our 4th grade.	False
Providing our teachers with continual professional development and training on best practice in the classroom is a priority.	False
Providing our teachers with continual professional development and training on best practice in the classroom is a priority.	False
We are in need of a new curriculum for ELA, Science, and Math.	False
We need more professional development time to implement effective co-planning opportunities with frequent checks for fidelity and efficacy.	False
There was teacher and leadership turnover within our special education department.	False
We have found that our teachers were not sufficiently trained to apply the SAVAAS curriculum, and it was not an effective resource for our students.	False
We need additional professional development opportunities to address deficiencies within the curriculum and practices.	False
"Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school."	False
The school experienced turnover in our Administration (CEO, Principal, Asst. Principal).	True
Monitor and evaluate the impact of professional learning on staff practices and student learning.	False
Identify professional learning needs through analysis of a variety of data.	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	False
Identify professional learning needs through analysis of a variety of data.	False

Continuously monitor implementation of the school improvement plan and adjust as needed.	False
Our special education department experienced turnover during the 2022-2023 school year.	False
Our Administration experienced turnover within the CEO, Principal, and Asst. Principal positions during the 2022-2023 school year.	False

Most Notable Observations/Patterns

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

The current curriculum was not adequately introduced to the faculty, leaving them unprepared. The curriculum had deficiencies, making it necessary to implement supplemental resources. Last, the faculty did not have a consistent assessment program nor were they provided the proper training. The school also experienced turnover within our Administration (CEO, Special Education Supervisor, Principal, Asst. Principal) and special education department.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
PSSA English Language Arts Growth Expectations for the economically disadvantaged group.	Inadequate teacher training for delivering the curriculum and a lack of a data analysis process at each grade level.	True
PSSA English Language Arts Proficient or Advanced for the "all student" group.	Inadequate teacher training for delivering the curriculum and a lack of a data analysis process at each grade level.	True
PSSA Math Proficient or Advanced for the "all student" group.	Inadequate teacher training for delivering the curriculum and a lack of a data analysis process at each grade level.	True
The school experienced turnover in our Administration (CEO, Principal, Asst. Principal).		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
PSSA Math Growth Expectations for the all student group.	Effective use of supplemental resources.
PSSA English Language Arts Growth Expectations for the all student group.	Effective use of supplemental resources.
PSSA Math Growth Expectations for the economically disadvantaged group.	Effective use of supplemental resources.
PSSA English Language Arts Growth Expectations for the all student group.	Effective use of supplemental resources.
Adopting the Arts Integration approach to teaching has provided our students with diversified learning opportunities as well as varied modes of demonstrating their knowledge through the arts.	
We hired a Director of Curriculum during the 2023-2024 school year.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The school will search for a new curriculum that more comprehensively addresses our performance weaknesses. We will ensure that the new curriculum includes effective teacher training and routine accountability checks. We will also implement a standardized student assessment tool that is applied to all students grades K-5, administered three times

	per year, and used to guide instruction and identify weaknesses, particularly for students who may need supplemental support and services.
	The school will search for a new curriculum that more comprehensively addresses our performance weaknesses. We will ensure that the new curriculum includes effective teacher training and routine accountability checks. We will also implement a standardized student assessment tool that is applied to all students grades K-5, administered three times per year, and used to guide instruction and identify weaknesses, particularly for students who may need supplemental support and services.
	The school will search for a new curriculum that more comprehensively addresses our performance weaknesses. We will ensure that the new curriculum includes effective teacher training and routine accountability checks. We will also implement a standardized student assessment tool that is applied to all students grades K-5, administered three times per year, and used to guide instruction and identify weaknesses, particularly for students who may need supplemental support and services.

Goal Setting

Priority: The school will search for a new curriculum that more comprehensively addresses our performance weaknesses. We will ensure that the new curriculum includes effective teacher training and routine accountability checks. We will also implement a standardized student assessment tool that is applied to all students grades K-5, administered three times per year, and used to guide instruction and identify weaknesses, particularly for students who may need supplemental support and services.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
The school will select a new curriculum that will address our performance weaknesses for implementation for the 2024-2025 school year.			
Measurable Goal Nickname (35 Character Max)			
New Curriculum			
Target Year 1	Target Year 2	Target Year 3	
This goal was established during the 2023-2024 school year.	This goal was established during the 2023-2024 school year.	The school will select a new curriculum that will address our performance weaknesses for implementation for the 2024-2025 school year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A curriculum team will be developed.	The curriculum team will review our performance on the PSSA's and local assessments.	The curriculum team will review a minimum of five curriculum and determine a final selection.	The curriculum team will present the proposed curriculum to the Board of Trustees for approval.

Priority: The school will search for a new curriculum that more comprehensively addresses our performance weaknesses. We will ensure that the new curriculum includes effective teacher training and routine accountability checks. We will also implement a standardized student assessment tool that is applied to all students grades K-5, administered three times per year, and used to guide instruction and identify weaknesses, particularly for students who may need supplemental support and services.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
The school will provide ongoing professional development for the newly adopted arts-integrated instructional practices.			
Measurable Goal Nickname (35 Character Max)			

Arts Integration			
Target Year 1	Target Year 2	Target Year 3	
This goal was established during the 2023-2024 school year.	This goal was established during the 2023-2024 school year.	The school will provide ongoing professional development for the newly adopted arts-integrated instructional practices.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
The Director of Curriculum will develop a staff development plan for the administration and educational staff in coordination with the Institute for Arts Integration	The educational staff have received at least one professional development in Arts Integration.	Essential Practices 4: Foster Quality Professional Learning The school will provide ongoing professional development for the newly adopted arts-integrated instructional practices. Arts Integration The school will provide ongoing professional development for the newly adopted arts-integrated instructional practices. The Director of Curriculum will develop a staff development plan for the administration and educational staff in coordination with the Institute for Arts Integration. The educational staff have received at least one professional development in Arts Integration. Director of Curriculum is providing ongoing instructional support to the educational staff through informal observations and professional learning communities. The administration will conduct informal observations of the educational staff, focusing on their application and understanding of arts integration.	The administration will conduct informal observations of the educational staff, focusing on their application and understanding of arts integration.

Priority: The school will search for a new curriculum that more comprehensively addresses our performance weaknesses. We will ensure that the new curriculum includes effective teacher training and routine accountability checks. We will also implement a standardized student assessment tool that is applied to all students grades K-5, administered three times per year, and used to guide instruction and identify weaknesses, particularly for students who may need supplemental support and services.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
The school will administer Star Assessments in Math and Reading three times per school year to grades K-5.			
Measurable Goal Nickname (35 Character Max)			
Star Assessments Math and Reading			
Target Year 1	Target Year 2	Target Year 3	
This goal was established during the 2023-2024 school year.	This goal was established during the 2023-2024 school year.	The school will administer Star Assessments in Math and Reading three times per school year to grades K-5.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Director of Curriculum will coordinate with Renaissance Learning in the provision of professional development for the Star Reading and Star Math assessments. Director of Curriculum will also establish three assessment dates for the 2024-2025 school year.	Director of Curriculum will ensure that the first assessment has been administered, teachers have reviewed the results and instructional modifications have been implemented. Data will be shared with the parents and administration.	Director of Curriculum will ensure that the second and third assessments have been administered, teachers have reviewed the results and instructional modifications have been implemented. Data will be shared with the parents and administration.	Director of Curriculum will ensure that the data results are reviewed for the purposes of curriculum effectiveness, teacher effectiveness, and student recommendations for the following school year.

Action Plan

Measurable Goals

New Curriculum	Arts Integration
Star Assessments Math and Reading	

Action Plan For: Teacher Study Groups

Measurable Goals:
- The school will administer Star Assessments in Math and Reading three times per school year to grades K-5. - The school will provide ongoing professional development for the newly adopted arts-integrated instructional practices. - The school will select a new curriculum that will address our performance weaknesses for implementation for the 2024-2025 school year.

Action Step		Anticipated Start/Completion Date	
The Director of Curriculum will create and lead grade-level teacher study groups to analyze and identify and recommend a new curriculum resource that will address our student needs in Math, ELA, and Science. The new curriculum will be acquired by the close of the 2023-2024 school year.		2023-08-28	2024-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	curriculum samples, Star Math Data, Star Reading Data, PSSA data, SAS	No	No
Action Step		Anticipated Start/Completion Date	
The Director of Curriculum, in conjunction with our curriculum provider, will lead grade-level professional development on the implementation of our new curriculum.		2024-07-01	2025-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	The new curriculum, professional development support from the provider, access to technology.	Yes	Yes
Action Step		Anticipated Start/Completion	

		Date	
The educational staff will use Renaissance Star Math and Renaissance Star Reading assessments to determine student needs and support the identification and implementation of specific interventions.		2023-12-01	2024-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Renaissance Star Reading and Star Math Assessment	Yes	No
Action Step		Anticipated Start/Completion Date	
The Director of Curriculum will provide the educational staff with professional development that will familiarize them with, guide, and monitor the adoption of arts-integrated instructional practices.		2023-08-28	2024-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Access to on-line professional development from the Arts Integration Institute, teacher observation	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The all student group will demonstrate growth in Math and ELA as assessed through the Renaissance Star Math and Reading assessment given three times per year.	Director of Curriculum, Classroom Teachers, three times per year, Computer based software

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Title II.A and Title IV.A Transfer Funds	Teacher Study Groups	Transferred to Title 1 for ESL/Title 1 Teacher Salary	8468
Title II.A and Title IV.A Transfer Funds	Teacher Study Groups	Transferred to Title 1 for ESL/Title 1 Teacher Salary	10000
Instruction	Teacher Study Groups	Salary (ESL Teacher)	34062
Instruction	Teacher Study Groups	Benefits (ESL Teacher)	5722
Instruction	Teacher Study Groups	Partial Salary for Guidance Counselor	22235
Total Expenditures			80487

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Teacher Study Groups	The educational staff will use Renaissance Star Math and Renaissance Star Reading assessments to determine student needs and support the identification and implementation of specific interventions.
Teacher Study Groups	The Director of Curriculum will provide the educational staff with professional development that will familiarize them with, guide, and monitor the adoption of arts-integrated instructional practices.
Teacher Study Groups	The Director of Curriculum, in conjunction with our curriculum provider, will lead grade-level professional development on the implementation of our new curriculum.

Renaissance Learning Star Assessment

Action Step		
The educational staff will use Renaissance Star Math and Renaissance Star Reading assessments to determine student needs and support the identification and implementation of specific interventions.		
Audience		
Classroom Teacher, Reading Specialist		
Topics to be Included		
Student-based learning, measurable student outcomes, reviewing data to determine deficiencies.		
Evidence of Learning		
Classroom observations, walk throughs, students surveys, Professional learning communities		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dana Gubitosa/Director of Curriculum	2023-09-05	2024-06-03

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Student Achievement Reporting					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
The Director of Curriculum will provide the educational staff with professional development that will familiarize them with, guide, and monitor the adoption of arts-integrated instructional practices.	Parents and the school board	Student growth data	Paul Hunter/Chief Executive Officer	08/28/2023	06/03/2024
Communications					
Type of Communication			Frequency		
Posting on district website			Quarterly		

Approvals & Signatures

Uploaded Files
EAAECS Title 1 Comprehensive Plan 2022 2025 Affirmation Statement.pdf

Chief School Administrator	Date
Paul D. Hunter Jr. M. Ed	2024-06-07
Building Principal Signature	Date
Dr. Charles Bomboy	2024-06-07
School Improvement Facilitator Signature	Date