

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 Hunter	Administrator	Easton Arts Academy Elementary CS	phunter@eaaecs.org
Dr. Charles Bomboy	Administrator	Easton Arts Academy Elementary CS	cbomboy@eaaecs.org
Gail Murphy	Teacher	Easton Arts Academy Elementary CS	gmurphy@aaecs.org
Bridget Masterson	Board Member	Easton Arts Academy Elementary CS	bmasterson@eaaecs.org
Iliana Cardenales	Staff Member	Easton Arts Academy Elementary CS	icardenales@eaaecs.org
Jenna Swafford	Staff Member	Easton Arts Academy Elementary CS	jswafford@eaaecs.org
Colleen Hunt	Parent	Easton Arts Academy Elementary CS	colleenahunt@yahoo.com
Ferize Katzarova	Teacher	Easton Arts Academy Elementary Charter School	fkatzarova@eaaecs.org
Colleen Hunt	Community Member	Easton Arts Academy Elementary Charter School	colleenahunt@yahoo.com

LEA Profile

Easton Arts Academy Elementary Charter School serves grades K-5 with an enrollment of approximately 280 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

It is our mission to provide a rich & comprehensive educational program for students in grades K-5. We do this by employing an arts integration program. The rigorous & traditional academic program will be enhanced with rich, varied, weekly experiences in dance, instrumental music, visual art, vocal music, and theatre. Each student will be provided with a broad introduction to the arts, in order to enhance their future academic success.

Vision

The Easton Arts Academy will foster future leaders who embrace diversity and individuality and face challenges with integrity in our ever changing global society.

Educational Values

Students

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

Staff

Our staff work to ensure all students are engaged and active learners in academics and the arts.

Administration

Our administration work to ensure all students are engaged and active learners in academics and the arts.

Parents

Our parents are vital partners for our school 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.

True K	True 1	True 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 Annual Academic Growth Expectations	From 2021-2022 to 2022-2023, "all student group" grew from 71 to 76.
PSSA English Language Arts Annual Academic Growth Expectations	From 2021-2022 to 2022-2023, "all student group" grew from 65 to 73.
PSSA Math Annual Academic Growth Expectations	We exceeded the Statewide Growth Standard of 70 with a score of 76. We exceeded the Statewide Average Growth score of 74.9 with a score of 76.
PSSA English Language Arts Annual Academic Growth Expectations	We exceeded the Statewide Growth Standard of 70 with a score of 73.

Challenges

Indicator	Comments/Notable Observations
PSSA Science Annual Academic Growth Expectations	We fell below the statewide growth standard of 70 with a 68, and below the statewide average growth score of 74.7 with a score of 68.
PSSA English Language Arts Proficient/Advanced	For the 2022-2023 school year, "All Student Group" did not meet the statewide proficient/advanced goal of 81.1 with a score of 30.7.
PSSA Math Proficient/Advanced	For the 2022-2023 school year, "All Student Group" did not meet the statewide proficient/advanced goal of 71.8 with a score of 13.1.
PSSA Science Proficient/Advanced	For the 2022-2023 school year, "All Student Group" did not meet the statewide proficient/advanced goal of 83 with a score of 46.3.

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

Strengths

Indicator PSSA English Language Arts Annual Academic Growth Expectations ESSA Student Subgroups White	Comments/Notable Observations From 2021-2022 to 2022-2023, the subgroup selected increased in growth performance from 50 to 77.
Indicator PSSA Math Annual Academic Growth Expectations ESSA Student Subgroups White	Comments/Notable Observations From 2021-2022 to 2022-2023, the subgroup selected increased in growth performance from 60 to 76.
Indicator PSSA Math Annual Academic Growth Expectations ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations From 2021-2022 to 2022-2023, the subgroup selected increased in growth performance from 71 to 78.

Challenges

Indicator PSSA English Language Arts Annual Academic Growth Expectations ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged	Comments/Notable Observations From 2021-2022 to 2022-2023, the selected subgroups' scores did not meet the annual academic growth expectation of 70.
Indicator PSSA Math Annual Academic Growth Expectations ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic)	Comments/Notable Observations From 2021-2022 to 2022-2023, the selected subgroups' scores did not meet the annual academic growth expectation of 70.
Indicator PSSA English Language Arts Proficient/Advanced ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations For the 2022-2023 school year, the selected subgroups did not meet the statewide average or the statewide goal of 81.1.
Indicator PSSA Math Proficient/Advanced	Comments/Notable Observations For the 2022-2023 school year, the selected subgroups did not meet

ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	the statewide average or the statewide goal of 71.8.
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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 Annual Academic Growth Expectations
PSSA English Language Arts Annual Academic Growth Expectations

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 Proficient/Advanced
PSSA Math Proficient/Advanced
PSSA Science Proficient/Advanced
PSSA Math Annual Academic Growth Expectations

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS Growth rates met the criteria for growth in 2021 in grade 5.	Other grades growth rates were not available for 2021.
PSSA	
PSSA	

English Language Arts Summary

Strengths

EAA provides an exceptional curriculum focusing on the whole child and engagement.
EAA's curriculum is aligned with state standards and revised this past school year.
EAA seeks to integrate the arts with coursework where relevant.
EAA uses data to meet students where they are and partner with students, families and communities.

Challenges

As a charter school we historically take in different students at all grade levels at different points of the school year. Meeting student needs both academically and social emotionally are important for to continue to strive to improve.
Coordination with the various districts we receive students from would be an asset in terms of terminology, expectations and transitions.
Providing our teachers with continual professional development and training on best practice in the classroom is a priority.
Working with our students and staff in terms of mental health supports post pandemic is critical.

Mathematics

Data	Comments/Notable Observations
PVAAS Growth rates exceeded the expected growth rates in grade 5	Other grades growth rates were not available for 2021

Mathematics Summary

Strengths

EAA provides an exceptional curriculum focusing on the whole child and engagement.
EAA's curriculum is aligned with state standards and revised this past school year.
EAA uses data to meet students where they are and partner with students, families and communities.

Challenges

Working with our students and staff in terms of mental health supports post pandemic is critical.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	

Science, Technology, and Engineering Education Summary

Strengths

EAA provides an exceptional curriculum focusing on the whole child and engagement.
Coordination with the various districts we receive students from would be an asset in terms of terminology, expectations and transitions.
Providing our teachers with continual professional development and training on best practice in the classroom is a priority.
Working with our students and staff in terms of mental health supports post pandemic is critical.

Challenges

As a charter school we historically take in different students at all grade levels at different points of the school year. Meeting student needs both academically and social emotionally are important for to continue to strive to improve.
Coordination with the various districts we receive students from would be an asset in terms of terminology, expectations and transitions.
Providing our teachers with continual professional development and training on best practice in the classroom is a priority.
Working with our students and staff in terms of mental health supports post pandemic is critical.

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

False Arts and Humanities Omit

Data	Comments/Notable Observations
SAVVAS	We utilize SAVVAS Pearson

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)

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

Data	Comments/Notable Observations
SAVVAS	EAA's curriculum is aligned with state standards and revised annually.

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.

EAA's curriculum is aligned with state standards and revised this past school year.
EAA will incorporate the Heggerty Phonemic Awareness Curriculum, which is a systematic program of daily lesson plans that provide a high level of explicit modelling and student engagement. This is to assist student reading levels within the elementary grades.
EAA will incorporate the Renaissance Education Program to include Reading and Math programs with viable assessments.

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.

As a charter school we historically take in different students at all grade levels at different points of the school year. Meeting student needs both academically and social emotionally are important for to continue to strive to improve.
EAA will incorporate the Heggerty Phonemic Awareness Curriculum, which is a systematic program of daily lesson plans that provide a high level of explicit modelling and student engagement. This is to assist student reading levels within the elementary grades.
EAA will incorporate the Renaissance Education Program to include Reading and Math programs with viable assessments.
EAA will incorporate the Renaissance Education Program to include Reading and Math programs with viable assessments.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA Access	We utilize WIDA access for testing students included in the ELL group

Students with Disabilities

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

Data	Comments/Notable Observations
SAVVAS and Aims web	We utilize SAVVAS and Aims web
Progress Monitoring	Students are assessed during every trimester to determine growth and existing deficiencies.
IEP Goals	Weekly discussions with classroom teachers, itinerant work and progress monitoring.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
SNAP	Eligibility reports the school receives.
Medicaid	Eligibility reports the school receives.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	% of demographic
Hispanic	
White	
2 or More Races	

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.

To be determined Monday

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.

To be determined Monday

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Aims web is utilized to gauge progress monitoring.
Title 1 Program	Incorporate the Heggerty and Foundations Reading Programs to improve reading levels of our elementary students.
Student Services	The elementary school provides a full time counselor and A Student Assistance program.
K-12 Guidance Plan (339 Plan)	The elementary school provides a full time Guidance Counselor.
Technology Plan	The elementary school provides students with Chromebooks for in class and virtual learning when needed.
English Language Development Programs	The elementary school provides a full time ESL Teacher.

Strengths

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

Special Education Plan-Aims web is utilized to gauge progress monitoring.
Title I Program- Improving reading levels of our students-Incorporate the Heggerty and Foundations Reading Programs to improve reading levels of our elementary students.

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.

As a charter school we historically take in different students at all grade levels at different points of the school year. Meeting student needs both academically and social emotionally are important for to continue to strive to improve.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
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	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

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

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?

Implement evidence-based strategies to engage families to support learning.

Incorporate the Heggerty and Foundations Reading Programs to improve reading levels of our elementary students.

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 Annual Academic Growth Expectations	True
PSSA English Language Arts Annual Academic Growth Expectations	True
EAA provides an exceptional curriculum focusing on the whole child and engagement.	True
EAA's curriculum is aligned with state standards and revised this past school year.	True
EAA seeks to integrate the arts with coursework where relevant.	True
EAA uses data to meet students where they are and partner with students, families and communities.	True
EAA provides an exceptional curriculum focusing on the whole child and engagement.	True
EAA's curriculum is aligned with state standards and revised this past school year.	True
EAA provides an exceptional curriculum focusing on the whole child and engagement.	True
Coordination with the various districts we receive students from would be an asset in terms of terminology, expectations and transitions.	True
Providing our teachers with continual professional development and training on best practice in the classroom is a priority.	True
Working with our students and staff in terms of mental health supports post pandemic is critical.	True
EAA uses data to meet students where they are and partner with students, families and communities.	False
To be determined Monday	False
Align curricular materials and lesson plans to the PA Standards	True
EAA's curriculum is aligned with state standards and revised this past school year.	True
EAA will incorporate the Heggerty Phonemic Awareness Curriculum, which is a systematic program of daily lesson plans that provide a high level of explicit modelling and student engagement. This is to assist student reading levels within the elementary grades.	True
Special Education Plan-Aims web is utilized to gauge progress monitoring.	True
Title I Program- Improving reading levels of our students-Incorporate the Heggerty and Foundations Reading Programs to improve reading levels of our elementary students.	True
EAA will incorporate the Renaissance Education Program to include Reading and Math programs with viable assessments.	True

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
PSSA English Language Arts Proficient/Advanced	False
PSSA Math Proficient/Advanced	False
As a charter school we historically take in different students at all grade levels at different points of the school year. Meeting student needs both academically and social emotionally are important for to continue to strive to improve.	True
Coordination with the various districts we receive students from would be an asset in terms of terminology, expectations and transitions.	True
PSSA Science Proficient/Advanced	False
PSSA Math Annual Academic Growth Expectations	False
Providing our teachers with continual professional development and training on best practice in the classroom is a priority.	True
Working with our students and staff in terms of mental health supports post pandemic is critical.	True
As a charter school we historically take in different students at all grade levels at different points of the school year. Meeting student needs both academically and social emotionally are important for to continue to strive to improve.	False
Coordination with the various districts we receive students from would be an asset in terms of terminology, expectations and transitions.	False
Providing our teachers with continual professional development and training on best practice in the classroom is a priority.	False
Working with our students and staff in terms of mental health supports post pandemic is critical.	False
Working with our students and staff in terms of mental health supports post pandemic is critical.	False
To be determined Monday	False
Implement evidence-based strategies to engage families to support learning.	False
As a charter school we historically take in different students at all grade levels at different points of the school year. Meeting student needs both academically and social emotionally are important for to continue to strive to improve.	False
EAA will incorporate the Renaissance Education Program to include Reading and Math programs with viable	False

assessments.	
As a charter school we historically take in different students at all grade levels at different points of the school year. Meeting student needs both academically and social emotionally are important for to continue to strive to improve.	False
EAA will incorporate the Heggerty Phonemic Awareness Curriculum, which is a systematic program of daily lesson plans that provide a high level of explicit modelling and student engagement. This is to assist student reading levels within the elementary grades.	False
EAA will incorporate the Renaissance Education Program to include Reading and Math programs with viable assessments.	False
Incorporate the Heggerty and Foundations Reading Programs to improve reading levels of our elementary students.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
As a charter school we historically take in different students at all grade levels at different points of the school year. Meeting student needs both academically and social emotionally are important for to continue to strive to improve.	As a charter school we may receive students throughout the school year. We have to effectively evaluate academically and collaboratively in determining the best for each student.	True
Coordination with the various districts we receive students from would be an asset in terms of terminology, expectations and transitions.	Effectively communication with sending districts and parents in meeting the academic needs of the students.	True
Providing our teachers with continual professional development and training on best practice in the classroom is a priority.	Professional development is essential for all staff and faculty. Effective professional staff development will be scheduled during the school year to enhance teacher effectiveness.	True
Working with our students and staff in terms of mental health supports post pandemic is critical.	The school provides a comprehensive Student Assistance Program. This includes a mental health coordinator, Guidance Counselor and parent involvement.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
EAA provides an exceptional curriculum focusing on the whole child and engagement.	The school currently provides Savvas provides premium content to help teachers enhance their instructional materials and engage students. Teachers can utilize reports to determine student mastery data to target classroom teaching and develop curriculum.
EAA's curriculum is aligned with state standards and revised this past school year.	The school currently provides Savvas provides premium content to help teachers enhance their instructional materials and engage students. Teachers can utilize reports to determine student mastery data to target classroom teaching and develop curriculum.
EAA seeks to integrate the arts with coursework where relevant.	The school will incorporate Arts Integration as an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art

	form and another subject area and meets evolving objectives in both.”
EAA uses data to meet students where they are and partner with students, families and communities.	The school provides report cards, progress monitoring, progress reports and assessments every trimester to parents and guardians. Right -to- Know letters are sent out annually to parents and guardians.
EAA provides an exceptional curriculum focusing on the whole child and engagement.	The school currently provides Savvas provides premium content to help teachers enhance their instructional materials and engage students. Teachers can utilize reports to determine student mastery data to target classroom teaching and develop curriculum.
EAA's curriculum is aligned with state standards and revised this past school year.	The school currently provides Savvas provides premium content to help teachers enhance their instructional materials and engage students. Teachers can utilize reports to determine student mastery data to target classroom teaching and develop curriculum.
EAA provides an exceptional curriculum focusing on the whole child and engagement.	The school currently provides Savvas provides premium content to help teachers enhance their instructional materials and engage students. Teachers can utilize reports to determine student mastery data to target classroom teaching and develop curriculum.
Coordination with the various districts we receive students from would be an asset in terms of terminology, expectations and transitions.	Effectively communication with sending districts and parents in meeting the academic needs of the students.
Providing our teachers with continual professional development and training on best practice in the classroom is a priority.	Professional development is essential for all staff and faculty. Effective professional staff development will be scheduled during the school year to enhance teacher effectiveness.
Working with our students and staff in terms of mental health supports post pandemic is critical.	The school provides a comprehensive Student Assistance Program. This includes a mental health coordinator, Guidance Counselor and parent involvement.
Align curricular materials and lesson plans to the PA Standards	he school currently provides Savvas provides premium content to help teachers enhance their instructional materials and engage students. Teachers can utilize reports to determine student mastery data to target classroom teaching and develop curriculum.
PSSA Math Annual Academic Growth Expectations	
PSSA English Language Arts Annual Academic Growth Expectations	
EAA's curriculum is aligned with state standards and revised this past school year.	he school currently provides Savvas provides premium content to help teachers enhance their instructional materials and engage students.

	Teachers can utilize reports to determine student mastery data to target classroom teaching and develop curriculum.
EAA will incorporate the Heggerty Phonemic Awareness Curriculum, which is a systematic program of daily lesson plans that provide a high level of explicit modelling and student engagement. This is to assist student reading levels within the elementary grades.	The purpose of incorporating the Heggerty Program is to assist our K to 2 students increase reading levels and strengthen the reading development as they progress to the upper grades.
Special Education Plan-Aims web is utilized to gauge progress monitoring.	The school utilizes Aims Web progress monitoring to determine IEP Goals are being met, as well as determine deficiencies.
Title I Program- Improving reading levels of our students- Incorporate the Heggerty and Foundations Reading Programs to improve reading levels of our elementary students.	The purpose of these reading programs are to strengthen our early readers in the basic components during the K-2 years.
EAA will incorporate the Renaissance Education Program to include Reading and Math programs with viable assessments.	The purpose of this program will strengthen our Reading and Math curriculum by incorporating effective assessments.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	As a charter school we may receive students throughout the school year. We have to effectively evaluate academically and collaboratively in determining the best for each student.
	Effectively communication with sending districts and parents in meeting the academic needs of the students.
	Professional development is essential for all staff and faculty. Supports for teachers is essential as schools across the state suffered in their test scores due to the pandemic.
	Mental health supports are always a priority especially after the pandemic.

Goal Setting

Priority: Professional development is essential for all staff and faculty. Supports for teachers is essential as schools across the state suffered in their test scores due to the pandemic.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Students will grow 3-5% annually in reading and math and measured by the PSSA's assessments.			
Measurable Goal Nickname (35 Character Max)			
PSSA growth			
Target Year 1	Target Year 2	Target Year 3	
Students will grow 3-5% annually in reading and math measured by the PSSA assessments.	Students will grow 3-5% annually in reading and math measured by the PSSA assessments.	Students will grow 3-5% annually in reading and math and measured by the PSSA's assessments.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Because our goal is an annual measurable goal of 3-5% we are looking for a growth each quarter of 3-5% on interim assessments.	Because our goal is an annual measurable goal of 3-5% we are looking for a growth each quarter of 3-5% on interim assessments.	Because our goal is an annual measurable goal of 3-5% we are looking for a growth each quarter of 3-5% on interim assessments.	Because our goal is an annual measurable goal of 3-5% we are looking for a growth each quarter of 3-5% on interim assessments.

Priority: Mental health supports are always a priority especially after the pandemic.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
The goal is to organize school and community resources while assisting students and families in removing barriers that adversely impact the student's education (e.g., truancy, disciplinary needs, mental health needs). The purpose is to help students overcome these barriers so that they may achieve, advance, and remain in school. Support may include school-based interventions and/or outside programs.			
Measurable Goal Nickname (35 Character Max)			
Student Assistance Program Collaboration			
Target Year 1	Target Year 2	Target Year 3	
Decrease in the number of students that require SAP	Decrease in the number of students that require SAP	The goal is to organize school and community resources while assisting students and families in removing	

services from 25 to 20. This in working with parents and school counselor.	services from 20 to 15. This in working with parents and school counselor.	barriers that adversely impact the student's education (e.g., truancy, disciplinary needs, mental health needs). The purpose is to help students overcome these barriers so that they may achieve, advance, and remain in school. Support may include school-based interventions and/or outside programs.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Percentage of students with anxiety, and social emotional issues.	Percentage of students with anxiety, and social emotional issues.	Percentage of students with anxiety, and social emotional issues.	Percentage of students with anxiety, and social emotional issues.

Priority: As a charter school we may receive students throughout the school year. We have to effectively evaluate academically and collaboratively in determining the best for each student.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
This goal will focus on parent and family engagement in the school environment to contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.			
Measurable Goal Nickname (35 Character Max)			
Equitable Family Engagement			
Target Year 1	Target Year 2	Target Year 3	
Increase in parental involvement and participation through the Parent Compact-75% to 85% participation.	Increase in parental involvement and participation through the Parent Compact-80% to 85% participation.	This goal will focus on parent and family engagement in the school environment to contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Signed agreements with Parent partnership in the school and parent compact.75% to 85%	Signed agreements with Parent partnership in the school and parent compact.80% to 85%	Signed agreements with Parent partnership in the school and parent compact. 85% to 90% participation.	Signed agreements with Parent partnership in the school and parent

participation.	participation.		compact.
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Priority: Effectively communication with sending districts and parents in meeting the academic needs of the students.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
This goal is to increase effective communication and partnerships with or sending districts and parents. This meet with parents to discuss academic expectations and outcomes. Collaborate with sending districts in determining prior and future education needs.			
Measurable Goal Nickname (35 Character Max)			
District/Parent Partnerships			
Target Year 1	Target Year 2	Target Year 3	
Create a more effective transition process for students transitioning into the charter school during the school year.	Enhance our transition process for students transitioning into the charter school during the school year	This goal is to increase effective communication and partnerships with or sending districts and parents. This meet with parents to discuss academic expectations and outcomes. Collaborate with sending districts in determining prior and future education needs.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Percentage of students that are transferring to the charter school during the school year and specific grades	Percentage of students that are transferring to the charter school during the school year and specific grades	Percentage of students that are transferring to the charter school during the school year and specific grades	Create a more effective transition process for students transitioning into the charter school during the school year.

Action Plan

Measurable Goals

Student Assistance Program Collaboration	PSSA growth
Equitable Family Engagement	District/Parent Partnerships

Action Plan For: Revised curriculum and provide more coaching on best practice.

Measurable Goals:
- This goal is to increase effective communication and partnerships with or sending districts and parents. This meet with parents to discuss academic expectations and outcomes. Collaborate with sending districts in determining prior and future education needs. - The goal is to organize school and community resources while assisting students and families in removing barriers that adversely impact the student's education (e.g., truancy, disciplinary needs, mental health needs). The purpose is to help students overcome these barriers so that they may achieve, advance, and remain in school. Support may include school-based interventions and/or outside programs. - Students will grow 3-5% annually in reading and math and measured by the PSSA's assessments. - This goal will focus on parent and family engagement in the school environment to contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.

Action Step		Anticipated Start/Completion Date	
Curriculum revision and ongoing coaching.		2022-12-01	2025-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Charles Bomboy	Teacher collaboration on curriculum revision.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Increase Teacher Professional Development areas related to literacy and math programs.		2023-08-28	2024-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Charles Bomboy	Written materials/ power point	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Annual review of the curriculum to improve areas of deficiencies.		2023-08-28	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Charles Bomboy	Current curriculum/PLC's	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Curriculum developed, coaching support ongoing.	Ongoing cyclical evaluation

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Ferize Katzarova	Revised curriculum and provide more coaching on best practice.	Salary	4	51000
Ferize Katzarova	Revised curriculum and provide more coaching on best practice.	Benefits	4	30201
Gail Murphy	Revised curriculum and provide more coaching	Salary	4	55000

	on best practice.			
Gail Murphy	Revised curriculum and provide more coaching on best practice.	Benefits	4	30201
Jenna Swafford	Revised curriculum and provide more coaching on best practice.	Salary	4	58000

Jenna Swafford	Revised curriculum and provide more coaching on best practice.	Benefits	4	10257
Total Expenditures				234659

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
Instruction	Revised curriculum and provide more coaching on best practice.	Curriculum Initiative-Renaissance Learning Program	10000
Instruction	Revised curriculum and provide more coaching on best practice.	Professional Development Trainings	15000
Other Expenditures	Revised curriculum and provide more	Parent/Community Programs	5000

	coaching on best practice.			
Other Expenditures	Revised curriculum and provide more coaching on best practice.	Student Assistant Program Initiative/Mental Health Programs students and Parents	5000	
Total Expenditures				35000

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Revised curriculum and provide more coaching on best practice.	Curriculum revision and ongoing coaching.
Revised curriculum and provide more coaching on best practice.	Increase Teacher Professional Development areas related to literacy and math programs.
Revised curriculum and provide more coaching on best practice.	Annual review of the curriculum to improve areas of deficiencies.

Teacher Professional; Development-Curriculum Content Apps-Cello-Iready

Action Step		
Curriculum revision and ongoing coaching.		
Audience		
K-5 Teachers		
Topics to be Included		
Build capacity of all teachers in aligning their lesson plans and assessments with the Pennsylvania State Standards.		
Evidence of Learning		
Review weekly lesson plans Visit classrooms to ensure implementation with fidelity		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2023-08-01	2024-06-03

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Nontraditional (equity) Regional Workshops	

Art Integration/Grade level Content Immersion

Action Step
Curriculum revision and ongoing coaching.

Audience		
K-5 Teachers		
Topics to be Included		
Ensure cross curricular arts integration for all grade levels.		
Evidence of Learning		
Review weekly lesson plans Visit classrooms to ensure implementation with fidelity		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2023-08-01	2024-06-03

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Variable throughout the year
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Renaissance Learning Program-Reading and Math

Action Step
Curriculum revision and ongoing coaching.
Audience
K-5 Teachers and Staff
Topics to be Included
Teachers will begin a series of trainings to understand and acclimate them to utilizing components of the Renaissance Learning Program. This through specific reading and math based content. In addition, reading and math assessments to determine student deficiencies.
Evidence of Learning
Students will begin the program in 2023 and teachers will gauge student success through bi-weekly classroom assessments. In addition, professional learning communities will be scheduled weekly to collaborate and discuss outcomes.

Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2023-08-01	2024-06-03

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	On going assessments and teacher Professional Learning Communities weekly.
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport • 3a: Communicating with Students	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Introduction/Ongoing Renaissance Learning Program					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Curriculum revision and ongoing coaching.	Teachers	Curriculum revision	Dr. Charles Bomboy	08/01/2023	06/03/2024
Communications					
Type of Communication			Frequency		
Presentation			Meetings and coaching to be held throughout the year.		

Approvals & Signatures

Uploaded Files
Board Meeting Minutes 12_15_2022.docx

Chief School Administrator	Date
Paul D. Hunter Jr. M. Ed	2023-06-15
Building Principal Signature	Date
Dr. Charles Bomboy	2023-06-15
School Improvement Facilitator Signature	Date