

Profile and Plan Essentials

LEA Type		AUN
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City	State	Zip Code
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		Theory School	
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LEA Profile

Educational Community

Philadelphia Performing Arts: A String Theory Charter School is located in an urban setting consisting of three campuses throughout the city of Philadelphia. Two campuses (K-5) reside in South Philadelphia and one campus (6-12) is centrally located in Center City Philadelphia. Philadelphia Performing Arts has an enrollment of in grades K-12 as of . Our student population reflects the cultural diversity of our community and includes the following:

American Indian/Alaskan Native

Black or African American

Hispanic

White

Multi-Racial

Asian

Native Hawaiian/Other Pacific Islander

We are located in a community that supports lower and middle class families and a variety of businesses including small service driven businesses, factories, and offices. The Charter School has maintained fiscal solvency since its inception and will continue to do so into the future under the guidance of our business managers, Santilli and Thomson.

We have always shared a positive relationship with our community and are involved in many community outreach initiatives. We partner with our community to offer our students rich opportunities. Our community partnerships and school involvement include but are not limited to: Barnes Foundations, FUMO Library, Philadelphia Ballet, Kimmel Center, No Name Pops, Philadelphia Science Festival (Franklin Institute), Jefferson Hospital, Philadanco, Women in Natural Sciences, Immaculata, Project Invent, BioEyes, Theater Company, and Broadway at the Academy. In addition, high school students have the opportunity to partner with local higher education institutions, such as Drexel University, University of Pennsylvania, Temple University, Community College of Philadelphia, University of the Arts, and more.

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

We believe every student is gifted and has specific multiple intelligences that must be nurtured. Providing students with equal opportunity for learning, discovery, and development of their innate potentials, through String Theory Schools' unique and rigorous curriculum blending academic and artistic excellence, we enable our students to become the next generation of creative leaders.

Staff

Our school staff exhibits professionalism, enthusiasm and genuine concern for the education of each student. By providing meaningful learning activities that encourage critical thinking and reasoning, they ensure that all students achieve success. The staff assumes the rights and responsibilities of shared decision making with the School Administration in developing school philosophy, learning objectives and procedures ensuring efficiency and effectiveness in school operations.

Administration

The Administration creates an environment that is safe, inclusive, and caring for the entire school community. Exemplifying leadership qualities that ensure that staff, students, and parents are treated with respect and equity is of the highest priority. The Administration believes in creating a school culture where shared decision making can flourish, enabling exemplar teaching and learning conditions for all students.

Parents

We believe that our parents work collaboratively with the school in ensuring that their students receive the highest level of instruction by supporting and following school procedures and policies. Parents guide and encourage their students to display socially acceptable standards and respect for the rights and property of others. Open communication with Administration and teachers, as well as participation in school programs and activities enables parents to stay informed of their students' progress.

Community

We have always shared a positive relationship with our community and are involved in many community outreach initiatives. We partner with our community to offer our students rich opportunities. Our community partnerships and school involvement include but are not limited to: Barnes Foundation, FUMO Library, Philadelphia Ballet, Kimmel Center, Project Invent, Delaware Port Authority, Letters to a Prescientist, Skype a Scientist, Broadway at the Academy, and Simeone Museum. In addition, high school students have the opportunity to partner with local higher education institutions, such as Drexel University, University of Pennsylvania, and Community College of Philadelphia.

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	True 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
All student group met the annual academic growth expectation in ELA - with an academic growth score of 78.3%.	This academic growth score is roughly 2.9% higher than the state average academic growth score of 75.4%.
All student group met the annual academic growth expectation in Math - with an academic growth score of 77.7%.	This academic growth score is roughly 2.8% higher than the state average academic growth score of 74.9%.
All student group exceeded the annual academic growth expectation in Science - with an academic growth score of 83.3%.	This academic growth score is 8.6% higher than the state average academic growth score of 74.7%.
The Asian population did meet the Interim Goal/Improvement Target for the 2023- 2024 school year - with 78.3 % of students scoring Pro/Adv in ELA.	The percentage of Asian students who scored Pro/Adv. in the 2023 - 2024 school year of 78.3% is significantly higher than the percentage of the all student group that scored Pro/Adv in the 2023 - 2024 school year (54.8%). This percentage is also slightly higher than the percentage of Asian students who scored Pro/Adv in ELA in the 2022-2023 school year.

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature: All Student Group Did Not Meet Interim Goal/Improvement Target - with 54.8% of the student population scoring Proficient/Advanced.	Although the all student group did not meet it's interim target, it's performance is still slightly higher than the state average of 53.9%.
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target -	This percentage is slightly lower than the state

with 34.7% of the student population Proficient/Advanced.	average of 40.2% of students scoring Proficient/Advanced in Math.
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target - with 56.5 % of the student population Proficient/Advanced.	This percentage is slightly lower than the state average of 59.2% of students scoring Proficient/Advanced in Science.
20.8% of Students with Disabilities scored Proficient or Advanced in ELA for the 2023- 2024 School Year.	This percentage is lower than the all student group of proficient / advanced average of 54.8% on ELA
9.1% of Students with Disabilities scored Proficient or Advanced in Math for the 2023- 2024 School Year.	This percentage is lower than the all student group of proficient / advanced average of 34.7% in Math.
Although the ELL population did meet the standard for demonstrating growth in ELA for the 2023-2024 school year, the percentage of ELL students who met this goal in the 2022-2023 year (92%) was higher than the percentage of students who met this goal in the 2023- 2024 year (78%).	The decrease in the amount of ELL students who demonstrated growth in ELA from 2023-2024 to the 2022-2023 school year is 14%.

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

Strengths

Indicator 25.7% of the Asian population scored Advanced in ELA for the 2023-2024 school year. ESSA Student Subgroups Asian (not Hispanic)	Comments/Notable Observations The Asian population subgroup has the most amount of students scoring Advanced in ELA for the 2023 -2024 school year.
Indicator 35.8% of the Asian population scored Advanced in Math for the 2023-2024 school year. ESSA Student Subgroups Asian (not Hispanic)	Comments/Notable Observations The Asian population subgroup has the most amount of students scoring Advanced in Math for the 2023 - 2024 school year.

Challenges

Indicator 1.5% of students scored Advanced in ELA for the 2023 -2024 school year. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations The Students with Disabilities subgroup has the least amount of students scoring Advanced in ELA for the 2023 - 2024 school year.
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Indicator 4.4% of students scored Advanced in ELA for the 2023 -2024 school year. ESSA Student Subgroups African-American/Black	Comments/Notable Observations The Black population subgroup has one of the lowest amount of students scoring Advanced in ELA for the 2023 - 2024 school year.
Indicator 14.3% of students scored Advanced in Math for the 2022 -2023 school year. ESSA Student Subgroups African-American/Black	Comments/Notable Observations The Black population subgroup has the lowest amount of students scoring Advanced in Math for the 2023 - 2024 school year.
Indicator 9.1% of students scored Advanced in Math for the 2023 -2024 school year. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations The Students with Disabilities subgroup has one of the lowest amount of students scoring Advanced in Math for the 2023 - 2024 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.

All student group met the annual academic growth expectation in ELA - with an academic growth score of 78.3%.
All student group met the annual academic growth expectation in Math - with an academic growth score of 77.7%.
Science/Biology All Student Group Exceeded the standard demonstrating growth - with 74.7% of the student population Proficient/Advanced.
The Asian population did meet the Interim Goal/Improvement Target for the 2023- 2024 school year - with 78.3 % of students scoring Pro/Adv in ELA.

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.

9.1% of Students with Disabilities scored Proficient or Advanced in Math for the 2023- 2024 School Year.
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target - with 34.7% of the student population Proficient/Advanced.
Although the ELL population did meet the standard for demonstrating growth in ELA for the 2023-2024 school year, the percentage of ELL students who met this goal in the 2022-2023 year (92%) was higher than the percentage of students who met this goal in the 2023- 2024 year (78%).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2024 - 2025 Grades 6 - 8 Growth in ELA from LinkIt Benchmark A to LinkIt Benchmark C. Grade 6: Benchmark A: Average Score: 44 Benchmark B: Average Score: 49 Benchmark C: Average Score: 52 Percentage of Growth from A - C = 8 Grade 7: Benchmark A: Average Score: 48 Benchmark B: Average Score: 52 Benchmark C: Average Score: 59 Percentage of Growth from A - C = 11 Grade 8: Benchmark A: Average Score: 43 Benchmark B: Average Score: 49 Benchmark C: Average Score: 55 Percentage of Growth from A - C = 12 (Grade: % of Growth): 6: 8%, 7: 11 %, 8: 12%	The growth from Benchmark A - C in ELA for grade 6 is lower than the growth in grades 6 - 8 from Benchmark A - C in ELA.
2024 - 2025 - 6th Grade LinkIt Benchmark Performance: Analysis of student progress In the academic year, 100% of 6th grade students consistently participated in the ELA LinkIt Benchmark Assessment during the Fall (n = 188 students), Winter (n = 187 students), and Spring (n = 185 students) periods. 6th Grade experienced an overall decrease in growth of 1.2% between the Fall and Spring periods with the following specifics: In Fall, the student distribution was as follows: 1.1% Below Basic, 53.2% Basic, 18.6% Bubble, 20.7% Proficient and 6.4% Advanced. In Spring, the student distribution was: 5.4% Below Basic, 47% Basic, 21.6% Bubble, 22.7% Proficient and 3.2% Advanced	6th Grade showed a decrease of 1.2% in growth between Fall and Spring benchmarks: Number of students scoring below basic rose Number of students scoring in below basic decreased, indicating that students dropped from basic to below, AND/OR increased performance and moved into the Bubble category, indicated by in the 3% increase in bubble students Number of students scoring proficient and advanced increased
2024 - 2025 - 7th Grade LinkIt Benchmark Performance: Analysis of student progress In the academic year, 100% of 7th grade students consistently participated in the ELA LinkIt Benchmark Assessment during the Fall (n = 204 students), Winter (n = 205 students), and Spring (n = 204 students) periods. 7th Grade experienced an overall increase in growth of 19.9% between the Fall and Spring periods with the following specifics: In Fall, the student distribution was as follows: 1% Below Basic, 53.4% Basic, 16.7% Bubble, 21.6% Proficient and 7.4% Advanced. In Spring, the student distribution was: 1.5% Below Basic, 37.7% Basic, 12.3% Bubble, 42.2% Proficient and 6.4% Advanced	7th Grade showed an increase of 19.9% in growth between Fall and Spring benchmarks: Number of students scoring below basic rose Number of students scoring in below basic decreased, indicating that students dropped from basic to below, AND/OR increased performance and moved into the Bubble category, indicated by in the 3% increase in bubble students Number of students scoring proficient and advanced increased
STAR Early Literacy Assessment – Grade K: Analysis Reading	Kindergarten students demonstrated substantial growth in foundational

performance among kindergarten students showed marked improvement over the course of the year. In Fall, the distribution of students was: Urgent Intervention (11%), Intervention (24%), On Watch (17%), and At/Above Benchmark (48%). By Spring, the distribution shifted positively to Urgent Intervention (10%), Intervention (13%), On Watch (9%), and At/Above Benchmark (68%). Of the 266 students assessed in Fall, 45 advanced to the STAR Reading benchmark by Spring, reflecting readiness for more advanced reading tasks. In terms of grade level equivalency, students demonstrated significant growth. The mean GE increased from 0.32 in Winter to 0.79 in Spring. The percentage of students reading at or above a 1.0 level increased from 23% to 55%, with more students progressing into higher grade-level bands. Among the 45 students who transitioned to STAR Reading, the average GE was 1.4, with 33% reading at or above a second-grade level. This data indicates strong foundational literacy growth in Grade K, both in benchmark proficiency and grade-level reading development.	reading skills over the course of the academic year. Notably, more students reached benchmark expectations by spring, and the number requiring intervention decreased significantly. A key highlight includes the advancement of a group of students from the Early Literacy assessment to the more rigorous STAR Reading benchmark, signaling both readiness and early mastery of essential skills. Additionally, many students showed notable gains in grade-level reading equivalency, with an increasing number performing beyond kindergarten expectations by year's end. To continue building on this success, it is recommended that early literacy instruction remain focused on phonemic awareness, vocabulary development, and guided reading strategies. Expanding opportunities for small-group instruction and incorporating more individualized supports for emerging readers may help close remaining gaps. Additionally, further integrating technology with scaffolded support could increase student comfort and engagement during assessments. Enhancing collaboration among general education, special education, and English as a Second Language (ESL) teachers will also be instrumental in addressing the diverse needs of student subgroups
STAR Reading Assessment - Grade 1: Reading performance among Grade 1 students demonstrated consistent growth throughout the academic year. In Fall, the distribution of students was: Urgent Intervention (13%), Intervention (21%), On Watch (18%), and At/Above Benchmark (48%). By Spring, the distribution shifted to Urgent Intervention (8%), Intervention (16%), On Watch (18%), and At/Above Benchmark (58%), reflecting a 10-point gain in benchmark-level performance and a notable reduction in the most at-risk category. Grade level equivalency (GE) data further supports this growth. The mean GE increased from 1.2 in Winter to 1.6 in Spring. The percentage of students reading below grade level (0–0.9) dropped from 42% to 25%, while those reading at a 2.0–2.9 level increased from 21% to 43%, indicating accelerated growth in fluency and comprehension. Of the 201 students, 99 transitioned from Early Literacy to the STAR Reading assessment, with strong results: 43% were reading at a 2.0–2.9 level, and 29% were reading at a third-grade level or higher, including 12% reaching a 4.0–4.9 GE.	Grade 1 students demonstrated consistent and measurable growth in reading throughout the academic year. To continue supporting growth, instructional efforts should focus on students in the "On Watch" and "Intervention" bands through small-group, targeted instruction and consistent progress monitoring. As students become more fluent readers, increasing emphasis on comprehension strategies—such as vocabulary development, inferencing, and text analysis—will help elevate their performance further. Additionally, advanced readers would benefit from differentiated instruction using complex texts and enrichment activities that promote higher-order thinking and sustained engagement. Enhancing collaboration among general education, special education, and English as a Second Language (ESL) teachers will also be instrumental in addressing the diverse needs of student subgroups

STAR Reading Assessment – Grade 2: Analysis Second grade students demonstrated strong and consistent reading growth throughout the academic year. In Fall, the distribution was: Urgent Intervention (8%), Intervention (14%), On Watch (12%), and At/Above Benchmark (66%). By Spring, the breakdown improved to Urgent Intervention (3%), Intervention (12%), On Watch (16%), and At/Above Benchmark (69%). Although the benchmark percentage remained relatively stable, the decrease in Urgent Intervention suggests more students progressed out of the lowest performance tier. Grade level equivalency (GE) results provide deeper insight into student growth. The average GE rose from 2.6 in Winter to 3.1 in Spring. Notably, the percentage of students reading at or above third-grade level (GE 3.0 and higher) increased from 35% in Winter to 53% in Spring, including students reaching advanced proficiency with GEs above 5.0 and even 6.0. Simultaneously, the proportion of students reading below grade level (GE 0.0–1.9) decreased from 28% to 17%, indicating improved reading fluency and comprehension across the cohort.	Grade 2 students continued to build on early literacy foundations and demonstrated strong reading performance across the academic year. The percentage of students performing at or above benchmark remained high. Importantly, the number of students in the Urgent Intervention category dropped, showing that targeted interventions were successful in moving the most at-risk students toward proficiency. Grade level equivalency data also revealed substantial growth. To further enhance reading achievement, continued focus should be placed on students in the On Watch and Intervention categories through scaffolded instruction and literacy routines that target comprehension gaps. Implementing regular strategy-based reading groups and using progress monitoring tools will help ensure that students continue moving toward or beyond grade-level expectations. For advanced readers, offering complex texts, project-based learning, and opportunities to engage in independent research or book clubs can help maintain growth and foster deeper critical thinking. Enhancing collaboration among general education, special education, and English as a Second Language (ESL) teachers will also be instrumental in addressing the diverse needs of student subgroups
LinkIt ELA Benchmark Assessment: Grade 3 Analysis The 3rd grade ELA data from Fall to Spring demonstrates significant overall growth in student achievement. In the Fall, only 15% of students were performing at the proficient level. By Spring, that number more than doubled, with 31% of students achieving proficiency. This 16-percentage-point increase represents substantial progress, indicating that nearly one in three students are now meeting or exceeding grade-level expectations in ELA. Additionally, the percentage of students in the "bubble" category (those approaching proficiency) increased from 14% to 19%, showing that more students are on the cusp of meeting standards. Notably, the percentage of students performing at the basic level dropped from 64% in the Fall to 38% in the Spring, a decrease of 26 percentage points. This downward shift in the basic category is a positive indicator, as it suggests that many students moved up into higher performance bands. However, the percentage of students in the below basic category increased slightly, from 7% to 12%. While this represents a relatively small group of students, it highlights a need for	Overall, the data reflects meaningful improvement in ELA performance across the grade level. The increase in proficient and bubble students indicates that instructional efforts are having a positive impact. Moving forward, continued focus on differentiated instruction and intervention strategies will be essential to support students still performing below expectations and to sustain the momentum of growth for all learners. Staff Professional Development and PLCs will continue to be utilized to support teachers to analyze data, plan data based instruction, and discuss best practices to address innovative instructional strategies (both whole group and small group). Enhancing collaboration among general education, special education, and English as a Second Language (ESL) teachers will also be instrumental in addressing the diverse needs of student subgroups

targeted support and intervention. LinkIt ELA Benchmark Assessment: Grade 4 Analysis The 4th grade ELA LinkIt Benchmark data reflects consistent improvement in student performance from Fall to Spring. In the Fall, only 16% of students were performing at or above grade level (5% Advanced and 11% Proficient). By Spring, this figure more than doubled to 32%, with 14% of students achieving Advanced and 18% reaching Proficient. This 16-percentage-point increase represents meaningful academic growth, with a notable shift in students exceeding grade-level expectations. Additionally, the percentage of students in the "bubble" category (those approaching proficiency) declined slightly from 14% to 11%, likely due to students advancing into higher performance bands. The percentage of students in the Basic category decreased from 63% in the Fall to 51% in the Spring, reflecting a 12-percentage-point drop and indicating progress in moving students toward proficiency. The Below Basic category also saw a slight decline, from 7% to 6%, which, while modest, still reflects incremental gains in addressing the needs of the most struggling learners. LinkIt ELA Benchmark Assessment: Grade 5 Analysis The 5th grade ELA LinkIt Benchmark data reveals promising growth in overall student achievement from Fall to Spring. One of the most encouraging trends is the 10-percentage-point increase in students reaching proficiency, rising from 24% in the Fall to 34% in the Spring. This gain indicates that more students are mastering grade-level ELA standards and that instruction is effectively supporting their academic development. The percentage of students achieving at the Advanced level remained steady at 6%, showing that our highest performers are maintaining strong outcomes. In addition, there was a slight decrease in the percentage of students in the Bubble category—from 14% to 11%—which often reflects students moving into the Proficient band. The Basic group also saw a reduction, moving from 47% in the Fall to 38% in the Spring, suggesting upward movement in achievement levels for a number of students. Although the Below Basic category rose slightly from 9% to 11%, this shift highlights an opportunity to refine targeted support systems for students who need more intensive intervention.	Overall, the data highlights positive momentum in 4th grade ELA achievement. The substantial increase in students reaching Advanced and Proficient levels suggests that instruction is effectively addressing literacy standards. Continued emphasis on skill development, differentiated instruction, and small-group interventions will be essential to further support student growth and push more students toward grade-level mastery. Staff Professional Development and PLCs will continue to be utilized to support teachers to analyze data, plan data based instruction, and discuss best practices to address innovative instructional strategies (both whole group and small group). Enhancing collaboration among general education, special education, and English as a Second Language (ESL) teachers will also be instrumental in addressing the diverse needs of student subgroups Overall, the data reflects encouraging progress in 5th grade ELA performance. With a growing number of students reaching proficiency and fewer in the Basic range, the instructional foundation is clearly working. Continued emphasis on differentiation, small-group instruction, and reading strategies will help sustain and accelerate this upward momentum. Staff Professional Development and PLCs will continue to be utilized to support teachers to analyze data, plan data based instruction, and discuss best practices to address innovative instructional strategies (both whole group and small group). Enhancing collaboration among general education, special education, and English as a Second Language (ESL) teachers will also be instrumental in addressing the diverse needs of student subgroups
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With focused strategies and continued collaboration among educators, there is strong potential to help these students make meaningful gains.	
2024 - 2025 - 8th Grade LinkIt Benchmark Performance: Analysis of student progress In the academic year, 100% of 8th grade students consistently participated in the ELA LinkIt Benchmark Assessment during the Fall (n = 214 students), Winter (n = 210 students), and Spring (n = 210 students) periods. 8th Grade experienced an overall increase in growth of 5.3% between the Fall and Spring periods with the following specifics: In Fall, the student distribution was as follows: 3.7% Below Basic, 57.2% Basic, 14% Bubble, 21.9% Proficient and 3.3% Advanced. In Spring, the student distribution was: 22.4% Below Basic, 31% Basic, 16.2% Bubble, 29.5% Proficient and 1% Advanced	8th Grade experienced an overall increase in growth of 5.3% between the Fall and Spring periods
High School: 2023 - 2024 Growth in Literature from Benchmark A to Benchmark C. Subject: % of Growth: Literature: -3% Lit B to C remained constant last year (average was 54% both times). Alg A to B went from 29% to 35%. Alg B to C went from 35% to 38%.	There was actually a decline in performance in the Literature Benchmark from A - C for the 2023 - 2024 school year.

English Language Arts Summary

Strengths

ELA across all grades showed steady improvement, with growing percentages of students reaching proficiency and reductions in the Basic category.
Middle School students in general showed an increase in performance of 24% on the ELA Benchmarks from the beginning of the 2024 school year to the end of the 2025 school year.
Growth was shown in the 2024-2025 ELA LinkIt Benchmark (from form A to form C) in grades 3-8
Math growth was particularly strong in 3rd and 5th grades, where proficiency more than doubled. In both subjects, many students are transitioning out of the Basic level and into Proficient or Bubble categories. The slight increases in Below Basic in some grades present valuable insight for refining intervention efforts and ensuring every learner is supported.

Challenges

The growth in performance on the ELA Benchmark for the Students with Disabilities subgroup was not as high as the growth and performance of the all student group
The growth in performance on the ELA Benchmark for the ELL subgroup was not as high as the growth and performance of the all student group

Mathematics

Data	Comments/Notable Observations
LinkIt Math Benchmark Assessment: Grade 3 Analysis The 3rd grade	Overall, this data demonstrates remarkable progress in 3rd grade Math

Math LinkIt Benchmark data shows impressive growth in student performance from Fall to Spring. In the Fall, only 15% of students were performing at or above grade level (6% Advanced and 9% Proficient). By Spring, that number more than tripled, with a combined 51% of students reaching Advanced (17%) or Proficient (34%) levels. This 36-percentage-point gain reflects substantial academic improvement across the grade level. Additionally, the percentage of students in the "bubble" category—those approaching proficiency—increased from 14% to 21%, indicating that more students are on the verge of meeting expectations. The number of students in the Basic category decreased significantly, dropping from 43% in the Fall to just 15% in the Spring—a 28-percentage-point reduction. Similarly, the percentage of students in the Below Basic category fell from 28% to 13%, showing that nearly half of the students initially identified as performing below grade level made gains into higher performance bands.	achievement. The strong increase in both Proficient and Advanced performance, along with the sharp decline in Basic and Below Basic, indicates that instructional strategies and supports have been effective. Continued focus on enrichment for higher achievers, as well as targeted support for the remaining Below Basic students, will be essential to sustain this upward trajectory. Staff Professional Development and PLCs will continue to be utilized to support teachers to analyze data, plan data based instruction, and discuss best practices to address innovative instructional strategies (both whole group and small group). Enhancing collaboration among general education, special education, and English as a Second Language (ESL) teachers will also be instrumental in addressing the diverse needs of student subgroups
LinkIt Math Benchmark Assessment: Grade 4 Analysis The 4th grade Math LinkIt Benchmark data shows encouraging signs of academic growth from Fall to Spring, particularly among students achieving at or above grade level. The percentage of students performing in the Advanced category increased from 12% to 16%, and those reaching Proficient nearly doubled from 7% to 13%. Together, these gains reflect a 10-percentage-point improvement in students demonstrating strong mastery of grade-level math standards—an exciting indicator that instructional strategies are yielding results for many learners. There was also a meaningful reduction in the Basic category, which dropped from 42% in the Fall to 28% in the Spring. This shift suggests that a number of students moved out of the mid-range performance band, with many advancing into higher levels of achievement. The Bubble group held steady at around 17–18%, indicating a consistent cohort of students who are on the brink of proficiency and well-positioned to make additional gains with continued support. While the Below Basic category did increase slightly from 21% to 26%, this shift offers valuable insight into where we can focus our efforts to provide more targeted interventions. With clearer data on student needs, we	Overall, the data reflects momentum in advancing student achievement, particularly at the upper levels. With a strong foundation in place, the focus moving forward will be to support continued growth through enrichment, differentiation, and targeted skill reinforcement to ensure success for all learners. Staff Professional Development and PLCs will continue to be utilized to support teachers to analyze data, plan data based instruction, and discuss best practices to address innovative instructional strategies (both whole group and small group). Enhancing collaboration among general education, special education, and English as a Second Language (ESL) teachers will also be instrumental in addressing the diverse needs of student subgroups

now have the opportunity to personalize instruction, leverage small-group strategies, and build confidence among our most vulnerable learners.	
LinkIt Math Benchmark Assessment: Grade 5 Analysis The 5th grade Math LinkIt Benchmark data shows significant growth in proficiency from Fall to Spring, highlighting encouraging academic progress. In the Fall, only 10% of students were meeting or exceeding grade-level expectations (3% Advanced and 7% Proficient). By Spring, that number more than doubled to 27% (5% Advanced and 22% Proficient), demonstrating that targeted instruction and math supports are having a meaningful impact on student achievement. Additionally, the Bubble group increased slightly from 17% to 20%, suggesting that more students are approaching proficiency and may be ready to make the leap with continued support. The Basic category saw a substantial reduction—from 56% in the Fall to just 31% in the Spring—indicating that many students made progress into higher performance bands. Although the Below Basic category rose modestly from 17% to 22%, this presents an opportunity to focus on strategic interventions for a small group of learners who may require additional scaffolding. With clearer data on where the needs are greatest, instructional teams can tailor support to help every student grow.	Overall, the 5th grade Math data reflects an upward trend in student achievement, particularly in the number of students reaching proficiency. With strong instructional momentum and continued emphasis on differentiation, problem-solving strategies, and intervention supports, the foundation is set for ongoing growth and success in math. Staff Professional Development and PLCs will continue to be utilized to support teachers to analyze data, plan data based instruction, and discuss best practices to address innovative instructional strategies (both whole group and small group). Enhancing collaboration among general education, special education, and English as a Second Language (ESL) teachers will also be instrumental in addressing the diverse needs of student subgroups
STAR Math Assessment- Grade K Analysis: From fall to spring, kindergarten students demonstrated measurable gains in both reading and math. In early literacy, the percentage of students performing At or Above Benchmark increased from 48% to 56%, while those needing Intervention decreased from 24% to 19%. The Urgent Intervention group slightly declined from 11% to 10%, and the On Watch group reduced from 17% to 15%, indicating positive movement across performance tiers. In math, the average grade level equivalency (GE) improved from 0.4 in winter to 0.8 in spring, reflecting half a year's growth. The percentage of students performing within the 0.0–0.9 range decreased from 89% to 63%, while those scoring in higher GE bands increased: students at the 1.0–1.9 level rose from 9% to 32%, and students in the 2.0 or higher range increased from 2% to 5%. This growth suggests increased readiness and foundational skill	Kindergarten students demonstrated steady growth in math achievement over the course of the year. The average grade level equivalency (GE) also improved significantly. To sustain and accelerate this growth, it is essential to continue differentiated instruction during tier/small group time. A large portion of students remain below benchmark and will benefit from targeted, skill-specific instruction that builds number sense, operations fluency, and problem-solving strategies. Using real-time data to group students by need and adjusting instruction accordingly will help ensure all learners are supported appropriately. Reinforcing foundational concepts while providing enrichment for higher-performing students will be critical in closing gaps and preparing all students for Grade 1 math standards. Increasing collaboration amongst general education, special education, and English as a second language teachers will also be beneficial to addressing subgroup needs.

development across both domains. STAR Math Assessment - Grade 1 Analysis Across the academic year, Grade 1 students demonstrated consistent improvement in mathematics performance. The percentage of students performing At or Above Benchmark increased from 49% in the fall to 60% in the spring, while the percentage of students requiring Urgent Intervention decreased from 17% to 8%. The Intervention category remained stable at 17%, and the On Watch group showed a slight increase from 13% to 15%. In terms of grade level equivalency (GE), students made notable gains. The mean GE increased from 1.3 in winter to 1.8 in spring, reflecting a gain of approximately half a grade level. The proportion of students performing below a 1.0 GE decreased from 31% to 14%, while those performing at a 2.0–2.9 GE increased significantly from 15% to 37%. Additionally, a small percentage of students began performing above grade level, with 6% reaching a GE of 3.0 or higher by spring. These results indicate solid growth in foundational math skills and upward movement across performance levels.	First grade students showed consistent and meaningful progress in math achievement over the course of the year demonstrating that targeted instructional efforts helped shift a substantial number of students out of the most at-risk performance level. The Intervention category remained steady at 17%, indicating continued need for structured support. Grade level equivalency data further supports this growth. Given the broad range of performance levels, continuing differentiated instruction during tier/small group time remains essential. Many students have made substantial gains, but a significant number still require focused support to meet grade-level standards. Instruction should be driven by ongoing formative data and tailored to specific skill gaps, particularly in number operations, place value, and problem-solving. For students exceeding expectations, enrichment tasks that promote mathematical reasoning and real-world application will help sustain engagement and challenge. Ongoing small group intervention and flexible grouping structures will be key to ensuring all learners continue progressing. Increasing collaboration amongst general education, special education, and English as a second language teachers will also be beneficial to addressing subgroup needs.
LinkIt Math Benchmark Assessment: Grade 6 Analysis: Student progress In the academic year, 100% of 6th grade students consistently participated in the LinkIt Benchmark Assessment during the Fall (n = 184 students), Winter (n = 182 students), and Spring (n = 184 students) periods. 6th Grade experienced an increase in growth of 7.9% between the Fall and Spring periods with the following specifics: In Fall, the student distribution was as follows: 32%% Below Basic, 51% Basic, 10% Bubble, 4% Proficient and 4% Advanced. In Spring, the student distribution was: 33% Below Basic, 36% Basic, 14% Bubble, 12% Proficient and 4% Advanced	6th Grade experienced an increase in growth of 7.9% between the Fall and Spring periods
LinkIt Math Benchmark Assessment: Grade 7 Analysis Analysis of student progress In the academic year, 100% of 7th grade students consistently participated in the LinkIt Benchmark Assessment during the Fall (n = 200 students), Winter (n = 200 students), and Spring (n = 200 students) periods. 7th Grade experienced an increase in growth of 2.9% between the Fall and Spring periods with the following specifics:	7th Grade experienced an increase in growth of 2.9% between the Fall and Spring periods

In Fall, the student distribution was as follows: 34% Below Basic, 36% Basic, 12% Bubble, 10% Proficient and 7% Advanced. In Spring, the student distribution was: 50% Below Basic, 25% Basic, 5% Bubble, 16% Proficient and 4% Advanced	
LinkIt Math Benchmark Assessment: Grade 8 Analysis Analysis of student progress In the academic year, 100% of 8th grade students consistently participated in the LinkIt Benchmark Assessment during the Fall (n = 217 students), Winter (n = 210 students), and Spring (n = 210 students) periods. 8th Grade experienced an increase in growth of 1% between the Fall and Spring periods with the following specifics: In Fall, the student distribution was as follows: 35% Below Basic, 45% Basic, 6% Bubble, 6% Proficient and 8% Advanced. In Spring, the student distribution was: 56% Below Basic, 22% Basic, 7% Bubble, 11% Proficient and 4% Advanced In the Fall, students averaged a score of 46%, with the following distribution: 1% Below Basic, 45% Basic, 33% Bubble (on the cusp of proficiency), 15% Proficient, and 5% Advanced. By the Spring Benchmark, the distribution had shifted to 20% Below Basic, 40% Basic, 18% Bubble, 21% Proficient, and 1% Advanced. The average Spring test score was 67.9%.Despite shifts in category distributions, the average Spring test score increased from 46% to 67.9%. This overall improvement suggests that, on average, students demonstrated growth in their math skills over the course of the year. Effective teaching practices, focused interventions, and possibly increased familiarity with assessment formats may have contributed to this improvement.	8th Grade experienced an increase in growth of 1% between the Fall and Spring periods
STAR Math Assessment - Grade 2 Analysis Grade 2 students demonstrated steady growth in mathematics throughout the school year. The percentage of students performing At or Above Benchmark increased from 54% in the fall to 62% in the spring, while those requiring Urgent Intervention declined from 14% to 9%. The percentage of students in the Intervention category remained relatively stable, with a slight decrease from 14% to 13%, and the On Watch group held consistent at 16% from winter to spring. Grade level equivalency (GE) data reflected strong academic gains. The mean GE rose from 2.2 in winter to 2.9 in spring, showing an increase of nearly	Second grade students demonstrated steady and encouraging progress in math throughout the school year. This growth suggests that core instruction and intervention strategies were effective in supporting student growth. Grade level equivalency (GE) data also highlights significant academic growth. As students continue to grow, maintaining differentiated instruction during tier/small group time will be critical. A significant portion of the cohort has exceeded expectations, while others remain in need of targeted support to close foundational gaps. Instruction should focus on refining skills in multi-digit computation, problem-solving, and mathematical reasoning. For students demonstrating advanced

three-quarters of a grade level. The number of students performing below grade level (GE 0.0–1.9) decreased from 34% in winter to 20% in spring, while those performing at or above a 3.0 GE increased from 15% to 47%. Additionally, 14% of students reached advanced performance levels, with GEs ranging from 4.0 to 5.9 by spring. These results indicate substantial progress in math proficiency and a strong shift toward on-grade-level and above-grade-level performance.	performance, enrichment opportunities involving complex, real-world tasks can extend learning. Regular use of formative assessment data to guide flexible grouping and instructional focus will help ensure continued growth across all performance levels. Increasing collaboration amongst general education, special education, and English as a second language teachers will also be beneficial to addressing subgroup needs.
Algebra I. 9% LinkIt growth from the beginning to the end of the year (Form A to Form C)	Students in Algebra I showed growth from the beginning to the end of the year.

Mathematics Summary

Strengths

In general - most grades showed an increase in performance on the Math Benchmarks from the beginning of the 2024 - 2025 school year until the end of the school year.
6th Grade experienced an increase in growth of XXX% between the Fall and Spring periods on the LinkIt Benchmarks.

Challenges

The growth in performance on the Math Benchmark for the Students with Disabilities subgroup was not as high as the growth and performance of the all student group
The growth in performance on the Math Benchmark for the ELL subgroup was not as high as the growth and performance of the all student group

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2024- 2025 Science LinkIt Benchmark A-C: Grade 8: Benchmark A: Average Score: 57 Benchmark B: Average Score: 53 Benchmark C: Average Score: 58 Percentage of Growth from A - C = 1	There was not significant growth shown in the Science LinkIt Benchmarks for Grade 8 from the LinkIt Benchmark A to LinkIt Benchmark C.
2024-2025 Biology Keystone LinkIt Results Grade 8: Benchmark A: Average Score: 52 Benchmark B: Average Score: 44 Percentage of Growth from A - B= -8	There was a decrease in performance on the Biology LinkIt Benchmark of 8% for the 2024-2025 school year.
2024-2025 Science LinkIt Benchmark A-C: Grade 5: Benchmark A: Average Score: 56 Benchmark B: Average Score: 64 Benchmark C: Average Score: 66 Percentage of Growth from A - C = 10	Grade 5 students showed an increase in performance on the 2024- 2025 Science Benchmark from form A to form C of 10%.
2024-2025 Biology Keystone LinkIt Results Grade 8: Benchmark A: Average Score: 52 Benchmark B: Average Score: 44 Percentage of	The amount of students who obtained Pro/Adv on the local science benchmark decreased by 8%

Growth from A - B= -8	
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Science, Technology, and Engineering Education Summary

Strengths

In grades 6-8 an emphasis is placed on hands-on experiential learning through NGSS aligned laboratory experiences. In addition, science lessons are also aligned with Math and ELA Common Core Standards.
Grade 5 students showed an increase in performance on the 2024- 2025 Science Benchmark from form A to form C of 10%.

Challenges

In the High School, teacher turnover created inconsistencies in the delivery of consistent and aligned curriculum.
There was not significant growth shown in the Science LinkIt Benchmarks for Grade 8 from the LinkIt Benchmark A to LinkIt Benchmark C.
There was not significant growth shown in the Science LinkIt Benchmarks for Grade 8 from the LinkIt Benchmark A to LinkIt Benchmark C.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of grade 5 students completed the Career Standards Benchmarks in the 22/23 school year. Data reported in PIMS	
100% of grade 8 students completed the Career Standards Benchmarks in the 22/23 school year. Data reported in PIMS	
100% of grade 11 students completed the Career Standards Benchmarks in the 22/23 school year. Data reported in PIMS	

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
The overall final student grade average in Health and PE was 93% for the 2023-2024 school year.	

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

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

Data	Comments/Notable Observations
The overall final student grade average in U.S. Government was 80.4% for the 2023-2024 school year.	

Articulation Agreements

False 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.

Partnering Institution

Outlier

Agreement Type

Dual Credit

Program/Course Area

Each Student who completes a Course will have the option to earn an appropriate grade and the number of credits specified for the Course (the “Course Credits”) from the University of Pittsburgh.

Uploaded Files

Outlier_Certificates_Agreement__String_Theory_Schools__Philadelphia_Performing_Arts_Charter_School__Renewal_-_Outlier.org_Agreement____3.14.22 (2) (1).pdf

Partnering Institution

Community College of Philadelphia

Agreement Type

Dual Credit

Program/Course Area

Community College of Philadelphia is an institution of higher education approved to operate in the Commonwealth of Pennsylvania which offers dual enrollment programming for secondary education students;

Uploaded Files

Signed CONTRACT. 2023. CCP. PPA. Dual Enrollment. EXECUTED. (1) (1).pdf

Partnering Institution

Immaculata

Agreement Type

Dual Credit

Program/Course Area

Immaculata University and String Theory School share a mutual interest in establishing dual enrollment opportunities for eligible high school students interested in taking undergraduate college coursework while enrolled in high school. Immaculata University will provide two unique opportunities for String Theory School students to enroll in dual enrollment courses: Immaculata Online Scholars Program and the Summer Scholars Program.

Uploaded Files

Agreement with Immaculata (1).pdf

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.

Environment and Ecology - significant attention has been given to aligning the course standards with the NGSS standards which provide rigor, high level of engagement and relevant connections.

Aligning curriculum and using standards based grading practices have helped maintain a high level of rigor across the high school.
--

100% of students in grades 5, 8 and 11 completed the Career Standards Benchmarks in the 22/23 school year.
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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.

Government and Civics - This 2% decrease is the result of teacher turnover.

As we work with standards based grading, teachers have to shift their mindsets and spend time revising or creating aligned proficiency scales and assessments to maintain a rigorous course.
--

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
The percentage of English Language Learners is XXX%.	The percentage of English Language Learners has XXX from the prior year.
54.4% of EL population obtained Proficiency or Advanced in ELA	This population showed a decrease in performance from the 2023 -- 2024 school year and did not meet the interim target.
XXX% of EL population were not chronically absent	This population did meet the interim target for attendance.
46.7% of EL population obtained Proficiency or Advanced in Math	This population showed a decrease in performance from the 2023 -- 2024 school year and did not meet the interim target.
64.6% of EL population obtained Proficiency or Advanced in Science	This population showed a decrease in performance from the 2023 -- 2024 school year and did not meet the interim target.

Students with Disabilities

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

Data	Comments/Notable Observations
20.8% of Students with Disabilities were Proficient or Advanced in ELA	This population showed a decrease in performance from the 2023 -- 2024 school year and did not meet the interim target.
9.1 % of Students with Disabilities were Proficient or Advanced in Math	This population showed a decrease in performance from the 2023 -- 2024 school year and did not meet the interim target.
20.8 % of Students with Disabilities were Proficient or Advanced in Science	This population showed a decrease in performance from the 2023 -- 2024 school year and did not meet the interim target.
The percentage of students with disabilities is XXXXX	The Special Education percentage has XXX from the prior year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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The percentage of economically disadvantaged students is XXXX,	This percentage has remained relatively the same from year to year. We are a CEP school.
49.4% of Students Considered Economically Disadvantaged were Proficient or Advanced in ELA	This population showed a decrease in performance from the 2023 -- 2024 school year and did not meet the interim target..
31.2 % of Students Considered Economically Disadvantaged were Proficient or Advanced in Math	This population showed an increase in performance from the 2023 -- 2024 school year, but did not meet the interim target.
52.2% of Students Considered Economically Disadvantaged were Proficient or Advanced in Science	This population showed an increase in performance from the 2023 -- 2024 school year, but did not meet the interim target.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	The percentage of hispanic students is XXX% 53.3% obtained Pro/Adv in ELA 29.1% obtained Pro/Adv in Math 53.4% obtained Pro/Adv in Science
American Indian/Alaskan Native	The percentage of American Indian/Alaskan Native students is XXX%
Asian	The percentage of Asian students is XXX%. This was the school's highest performing subgroup in all subject areas. 78.3% obtained Pro/Adv in ELA 70.8% obtained Pro/Adv in Math 81.8% obtained Pro/Adv in Science
Black	The percentage of Black students is XXX% 40.3% obtained Pro/Adv in ELA 14.3% obtained Pro/Adv in Math 41.1% obtained Pro/Adv in Science
Hawaiian/Pacific Islander	The percentage of Native Hawaiian/Pacific Islander students is XXXXX%
White	The percentage of White students is XXXXX% 47% obtained Pro/Adv in ELA 40.2.% obtained Pro/Adv in Math 62.5% obtained Pro/Adv in Science
2 or More Races	The percentage of students with 2 or more races is XXXX% 56.8% obtained Pro/Adv in ELA 40.2% obtained Pro/Adv in Math 55.8% obtained Pro/Adv in Science

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.

Asian students are the highest performing subgroup of students.
Economically disadvantaged students showed a slight increase in performance in Math and Science

Working with university partners to develop a DEIB plan for teacher training (state-wide induction program) on Culturally Relevant and Sustaining Education (CR-SE) competencies set forth by PDE, Chapter 49

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.

The ELL population saw a decrease in performance in Math and Science from the 2022- 2023 to the 2023-2024 school year
The Students with Disabilities population showed a decrease in performance in ELA, Math and Science.
The Black subgroup's performance in Math (14.3% of students scored Pro/Adv)is significantly lower than the all student group performance (34.7% of students scored Pro/Adv).
The Black subgroup's performance in ELA (40.3% of students scored Pro/Adv)is significantly lower than the all student group performance (54.8% of students scored Pro/Adv).

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A for Charter Schools. Special Education student population data will be reviewed and considered to improve academic growth.
Title 1 Program	Professional development and student needs that are in the areas of ELA and Math.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	Use of research based programs to increase student achievement.
English Language Development Programs	N/A for Charter Schools. ELDP is under the Title 1 program plan. Specifically, the student population data for dual identified students will be considered and reviewed for academic improvement.

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 focus in ELA and Math is to increase and maintain achievement for all student groups.
Technology Plan have given students more opportunities to achieve academic success.
K-12 Guidance Plan (339 Plan) has established baselines for students to align college and career readiness standards to have an impact in their academic learning in classes.
English Language Development Programs have serviced students in a capacity to reach their English language standards and support in general education classroom settings.

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.

Special Education services allow for students to receive academic and behavioral support to target goals by grade level standards, need to focus on grade level content to support increase achievement scores on standardized testing.
Student services are addressed with MTSS in the areas of mental health and academic supports. RTI support teams can strategize interventions for students to increase learning gaps to reach standardized testing measures.

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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Exemplary
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?

Our Child Study Program enables us to identify students at risk academically, socially, and emotionally and plan for intervention and support.
At Philadelphia Performing Arts we consistently review assessments and data to identify areas of weakness and strength in order to improve student learning.
Teachers are encouraged to assume leadership roles in conducting professional development for their grade group and/or subject area teachers.
We have prioritized establishing an effective RTII program in Grades K-10. RTI Coordinators collect, share and analyze data with Administration and faculty.

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?

Implementing plans that will strengthen College and Career readiness programs and opportunities for students to meet the Future Ready goals.
Professional Development and Implementation of Naviance, which is a data platform for transitional skills to improve College and Career readiness criteria.
Now that we have implemented a digital platform for teacher evaluation, Administrators are analyzing this data to support teacher retention and instructional improvement. Philadelphia Performing Arts is examining digital programs that enable Administrators the ability to provide consistent and timely feedback to teachers after observations of instruction.

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
All student group met the annual academic growth expectation in ELA - with an academic growth score of 78.3%.	True
All student group met the annual academic growth expectation in Math - with an academic growth score of 77.7%.	True
ELA across all grades showed steady improvement, with growing percentages of students reaching proficiency and reductions in the Basic category.	True
Science/Biology All Student Group Exceeded the standard demonstrating growth - with 74.7% of the student population Proficient/Advanced.	True
The Asian population did meet the Interim Goal/Improvement Target for the 2023- 2024 school year - with 78.3 % of students scoring Pro/Adv in ELA.	True
Middle School students in general showed an increase in performance of 24% on the ELA Benchmarks from the beginning of the 2024 school year to the end of the 2025 school year.	False
Math growth was particularly strong in 3rd and 5th grades, where proficiency more than doubled. In both subjects, many students are transitioning out of the Basic level and into Proficient or Bubble categories. The slight increases in Below Basic in some grades present valuable insight for refining intervention efforts and ensuring every learner is supported.	False
In general - most grades showed an increase in performance on the Math Benchmarks from the beginning of the 2024 - 2025 school year until the end of the school year.	False
Growth was shown in the 2024-2025 ELA LinkIt Benchmark (from form A to form C) in grades 3-8	False
6th Grade experienced an increase in growth of XXX% between the Fall and Spring periods on the LinkIt Benchmarks.	False
Grade 5 students showed an increase in performance on the 2024- 2025 Science Benchmark from form A to form C of 10%.	False
In grades 6-8 an emphasis is placed on hands-on experiential learning through NGSS aligned laboratory experiences. In addition, science lessons are also aligned with Math and ELA Common Core Standards.	False
Aligning curriculum and using standards based grading practices have helped maintain a high level of rigor across the high school.	False
Environment and Ecology - significant attention has been given to aligning the course standards with the NGSS standards which provide rigor, high level of engagement and relevant connections.	False
100% of students in grades 5, 8 and 11 completed the Career Standards Benchmarks in the 22/23 school year.	False
Our Title 1 focus in ELA and Math is to increase and maintain achievement for all student groups.	False

Technology Plan have given students more opportunities to achieve academic success.	False
K-12 Guidance Plan (339 Plan) has established baselines for students to align college and career readiness standards to have an impact in their academic learning in classes.	False
English Language Development Programs have serviced students in a capacity to reach their English language standards and support in gernal education classroom settings.	False
Asian students are the highest performing subgroup of students.	False
Economically disadvantaged students showed a slight increase in performance in Math and Science	False
Working with university partners to develop a DEIB plan for teacher training (state-wide induction program) on Culturally Relevant and Sustaining Education (CR-SE) competencies set forth by PDE, Chapter 49	False
At Philadelphia Performing Arts we consistently review assessments and data to identify areas of weakness and strength in order to improve student learning.	False
Teachers are encouraged to assume leadership roles in conducting professional development for their grade group and/or subject area teachers.	False
We have prioritized establishing an effective RTII program in Grades K-10. RTI Coordinators collect, share and analyze data with Administration and faculty.	False
Our Child Study Program enables us to identify students at risk academically, socially, and emotionally and plan for intervention and support.	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
Although the ELL population did meet the standard for demonstrating growth in ELA for the 2023-2024 school year, the percentage of ELL students who met this goal in the 2022-2023 year (92%) was higher than the percentage of students who met this goal in the 2023- 2024 year (78%).	True
9.1% of Students with Disabilities scored Proficient or Advanced in Math for the 2023- 2024 School Year.	True
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target - with 34.7% of the student population Proficient/Advanced.	False
The growth in performance on the ELA Benchmark for the Students with Disabilities subgroup was not as high as the growth and performance of the all student group	True
The growth in performance on the Math Benchmark for the Students with Disabilities subgroup was not as high as the growth and performance of the all student group	True
The growth in performance on the ELA Benchmark for the ELL subgroup was not as high as the growth and performance of the all student group	True

Government and Civics - This 2% decrease is the result of teacher turnover.	False
The Students with Disabilities population showed a decrease in performance in ELA, Math and Science.	True
In the High School, teacher turnover created inconsistencies in the delivery of consistent and aligned curriculum.	False
As we work with standards based grading, teachers have to shift their mindsets and spend time revising or creating aligned proficiency scales and assessments to maintain a rigorous course.	False
There was not significant growth shown in the Science LinkIt Benchmarks for Grade 8 from the LinkIt Benchmark A to LinkIt Benchmark C.	False
The ELL population saw a decrease in performance in Math and Science from the 2022- 2023 to the 2023-2024 school year	True
There was not significant growth shown in the Science LinkIt Benchmarks for Grade 8 from the LinkIt Benchmark A to LinkIt Benchmark C.	False
The growth in performance on the Math Benchmark for the ELL subgroup was not as high as the growth and performance of the all student group	True
Professional Development and Implementation of Naviance, which is a data platform for transitional skills to improve College and Career readiness criteria.	False
Now that we have implemented a digital platform for teacher evaluation, Administrators are analyzing this data to support teacher retention and instructional improvement. Philadelphia Performing Arts is examining digital programs that enable Administrators the ability to provide consistent and timely feedback to teachers after observations of instruction.	False
Implementing plans that will strengthen College and Career readiness programs and opportunities for students to meet the Future Ready goals.	False
The Black subgroup's performance in Math (14.3% of students scored Pro/Adv)is significantly lower than the all student group performance (34.7% of students scored Pro/Adv).	False
The Black subgroup's performance in ELA (40.3% of students scored Pro/Adv)is significantly lower than the all student group performance (54.8% of students scored Pro/Adv).	False
Special Education services allow for students to receive academic and behavioral support to target goals by grade level standards, need to focus on grade level content to support increase achievement scores on standardized testing.	False
Student services are addressed with MTSS in the areas of mental health and academic supports. RTI support teams can strategize interventions for students to increase learning gaps to reach standardized testing measures.	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 Students with Disabilities populations was consistently the lowest performing subgroup population in ELA, math and science. In addition, although the ELL population had more students who scored Pro/Adv in math and science, the group as whole saw a significant decrease in performance from the prior year of 2022-2023.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Although the ELL population did meet the standard for demonstrating growth in ELA for the 2023-2024 school year, the percentage of ELL students who met this goal in the 2022-2023 year (92%) was higher than the percentage of students who met this goal in the 2023- 2024 year (78%).		False
9.1% of Students with Disabilities scored Proficient or Advanced in Math for the 2023- 2024 School Year.		False
The Students with Disabilities population showed a decrease in performance in ELA, Math and Science.		True
The growth in performance on the ELA Benchmark for the Students with Disabilities subgroup was not as high as the growth and performance of the all student group		False
The growth in performance on the Math Benchmark for the Students with Disabilities subgroup was not as high as the growth and performance of the all student group		False
The ELL population saw a decrease in performance in Math and Science from the 2022- 2023 to the 2023-2024 school year		True
The growth in performance on the ELA Benchmark for the ELL subgroup was not as high as the growth and performance of the all student group		False
The growth in performance on the Math Benchmark for the ELL subgroup was not as high as the growth and performance of the all student group		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
All student group met the annual academic growth expectation in ELA - with an academic growth score of 78.3%.	
All student group met the annual academic growth expectation in Math - with an academic growth score of 77.7%.	
Science/Biology All Student Group Exceeded the standard demonstrating growth - with 74.7% of the student population Proficient/Advanced.	
The Asian population did meet the Interim Goal/Improvement Target for the 2023- 2024 school year - with 78.3 % of students scoring Pro/Adv in ELA.	
ELA across all grades showed steady improvement, with growing percentages of students reaching proficiency and reductions in the Basic category.	

Priority Challenges

Analyzing	Priority Statements
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Priority Challenges	
	The school's priority is to increase the overall proficiency of our students with disabilities on State testing. The school will obtain this goal by providing relevant professional development, allowing for significant collaboration between the education departments, and utilizing the various school resources (IE, benchmarking programs, data tracking sheets, educational programs, and supports in PLC's).
	The school's priority is to increase the overall proficiency of our EL students on State testing. The school will obtain this goal by providing relevant professional development, allowing for significant collaboration between the education departments, and utilizing the various school resources (IE, benchmarking programs, data tracking sheets, educational programs, and supports in PLC's).

Goal Setting

Priority: The school's priority is to increase the overall proficiency of our students with disabilities on State testing. The school will obtain this goal by providing relevant professional development, allowing for significant collaboration between the education departments, and utilizing the various school resources (IE, benchmarking programs, data tracking sheets, educational programs, and supports in PLC's).

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
15.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in Math.			
Measurable Goal Nickname (35 Character Max)			
Students with Disabilities improvement in Math			
Target Year 1	Target Year 2	Target Year 3	
13.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in Math.	14.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in Math.	15.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in Math.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline data for Students with disabilities	Students with disabilities will show an increase in proficient or advanced in Math from the baseline benchmark.	Students with disabilities will show an increase in proficient or advanced in Math from the baseline benchmark.	13.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in Math.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
56.4% of the EL population will obtain Proficient or Advanced in ELA.			
Measurable Goal Nickname (35 Character Max)			
EL students improvement in ELA			
Target Year 1	Target Year 2	Target Year 3	
54.4% of EL Students in all testing grades will obtain Proficient or Advanced in ELA.	55.4% of EL Students in all testing grades will obtain Proficient or Advanced in ELA.	56.4% of the EL population will obtain Proficient or Advanced in ELA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline data for EL Students.	EL Students will show an increase in proficient or advanced in ELA from	EL Students will show an increase in proficient or advanced in ELA from	54.4% of EL Students in all testing grades will obtain

	the baseline benchmark.	the baseline benchmark.	Proficient or Advanced in ELA.
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Priority: The school's priority is to increase the overall proficiency of our EL students on State testing. The school will obtain this goal by providing relevant professional development, allowing for significant collaboration between the education departments, and utilizing the various school resources (IE, benchmarking programs, data tracking sheets, educational programs, and supports in PLC's).

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
26.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in ELA.			
Measurable Goal Nickname (35 Character Max)			
Students with Disabilities improvement in ELA			
Target Year 1	Target Year 2	Target Year 3	
24.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in ELA.	25.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in ELA.	26.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in ELA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline data for Students with disabilities	Students with disabilities will show an increase in proficient or advanced in ELA from the baseline benchmark.	Students with disabilities will show an increase in proficient or advanced in ELA from the baseline benchmark.	24.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in ELA.

Action Plan

Measurable Goals

Students with Disabilities improvement in Math	Students with Disabilities improvement in ELA
EL students improvement in Math	EL students improvement in ELA

Action Plan For: Math - Students with Disabilities

Measurable Goals:
15.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in Math.

Action Step		Anticipated Start/Completion Date	
Identify baseline proficiency Assessment & analysis Implementation of daily tiered intervention math support		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Daniela Palamara (Grades K-5) Geoffrey Hutton (Grades 6-12) Hugh Quigley (Grades 6-8) Heather Dembek (Grades 11-12) Richard DiGiambattista (Grades 9-10)	1- PSSA Coach (Include specific assignment(s) details here- Data based instruction) 2- Freckle/Zearn (Include specific assignment(s) details here- data based instruction) 3- Math Catalyst Application or Practice Station (Include specific assignment(s) details here- data-based instruction) 4- Math Catalyst Application or Practice Station (Include specific assignment(s) details here- data-based instruction) - Laslinks - Illustrata Math - Eureka Math (K-8) - Benchmarking Programs (LinkIT / STAR)	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Adjusted schedule to allow for more targeted time for SpEd students with their Case Managers.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Gina Knowles (K-5) Geoffrey Hutton (6-12)	1- PSSA Coach (Include specific assignment(s) details here- Data based instruction) 2- Freckle/Zearn (Include specific assignment(s) details here- data based instruction) 3- Math Catalyst Application or Practice Station (Include specific assignment(s) details here- data-based instruction) 4- Math Catalyst	Yes	Yes

	Application or Practice Station (Include specific assignment(s) details here- data-based instruction) - Laslinks - Illustrata Math - Eureka Math (K-8) - Benchmarking Programs (LinkIT / STAR)		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
2% increase in Proficiency levels	LinkIt! benchmarks

Action Plan For: ELA - Students with Disabilities

Measurable Goals:
26.8% of Students with Disabilities in all testing grades will obtain Proficient or Advanced in ELA.

Action Step		Anticipated Start/Completion Date	
Identify baseline proficiency Assessment & analysis Implementation of daily tiered intervention math support		2024-08-26	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Daniela Palamara (Grades K-5) Geoffrey Hutton (Grades 6-12) Hugh Quigley (Grades 6-8) Heather Dembek (Grades 11-12) Richard DiGiambattista (Grades 9-10)	Add Presentation. Grades K-5 Wonders, K-2 Foundations Core + Fun in Focus (Tier 2 Intervention) Grades 6-12 ELA Resources (6-8): CommonLit No Red Ink SORA (Digital Library) Freckle Benchmarking Programs (LinkIT / STAR)	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Adjusted schedule to allow for more targeted time for SpEd students with their Case Managers.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Gina Knowles (K-5) Geoffrey Hutton (6-12)	Add Presentation. Grades K-5 Wonders, K-2 Foundations Core + Fun in Focus (Tier 2 Intervention) Grades 6-12 ELA Resources (6-8): CommonLit No Red Ink SORA (Digital Library) Freckle Benchmarking Programs (LinkIT / STAR)	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
2% increase in Proficiency levels	LinkIt! benchmarks

Action Plan For: EL Students - Math

Measurable Goals:
48.7% of the EL population will obtain Proficient or Advanced in Math.

Action Step		Anticipated Start/Completion Date	
We will increase the number of opportunities provided to our teachers to facilitate collaboration amongst departments		2025-04-07	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Natalia Spiewak (Grades K-5) Daniela Palamara (Grades K-5) Damon Bennett (Grades 6-12) Hugh Quigley (Grades 6-8) Heather Dembek (Grades 11-12) Richard DiGiambattista (Grades 9-10)	1- PSSA Coach (Include specific assignment(s) details here- Data based instruction) 2- Freckle/Zearn (Include specific assignment(s) details here- data based instruction) 3- Math Catalyst Application or Practice Station (Include specific assignment(s) details here- data-based instruction) 4- Math Catalyst Application or Practice Station (Include specific assignment(s) details here- data-based instruction) - Laslinks - Illustrata Math - Eureka Math (K-8) - Benchmarking Programs (LinkIT / STAR)	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
80% of the EL population will increase 2%	LinkIt! benchmarks, classroom performance data

Action Plan For: EL students - ELA

Measurable Goals:
56.4% of the EL population will obtain Proficient or Advanced in ELA.

Action Step	Anticipated
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		Start/Completion Date	
We will increase the number of opportunities provided to our teachers to facilitate collaboration amongst departments		2025-04-07	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Natalia Spiewak (Grades K-5) Daniela Palamara (Grades K-5) Damon Bennett (Grades 6-12) Hugh Quigley (Grades 6-8) Heather Dembek (Grades 11-12) Richard DiGiambattista (Grades 9-10)	Add Presentation. Grades K-5 Wonders, K-2 Foundations Core + Fun in Focus (Tier 2 Intervention) Grades 6-12 ELA Resources (6-8): CommonLit No Red Ink SORA (Digital Library) Freckle Benchmarking Programs (LinkIT / STAR)	Yes	Yes
Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)		
80% of the EL population will increase 2%	LinkIt! benchmarks, classroom performance data		

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
Instruction	Math - Students with Disabilities	Instructional Assistants	333269
Instruction	Math - Students with Disabilities	Instructional Assistants	168176
Instruction	Math - Students with Disabilities	STEM Teachers	464596
Instruction	Math - Students with Disabilities	STEM Teachers	219935
Instruction	Math - Students with Disabilities	Instructional/Academic Coaches	168366
Instruction	Math - Students with Disabilities	Instructional/Academic Coaches	65698
Instruction	Math - Students with Disabilities	RTI Teachers	238775
Instruction	Math - Students with Disabilities	RTI Teachers	127724

Other Expenditures	Math - Students with Disabilities	Homeless Supplies	5000
Other Expenditures	Math - Students with Disabilities	Counselor	426582
Other Expenditures	Math - Students with Disabilities	Counselor	190907
Other Expenditures	Math - Students with Disabilities	Other support services - academic and climate	159628
Other Expenditures	Math - Students with Disabilities	Other support services - academic and climate	66316
Other Expenditures	Math - Students with Disabilities	outside contracted professional development	25000
Other Expenditures	Math - Students with Disabilities	in-state conferences and seminars	10000
Other Expenditures	Math - Students with Disabilities	Community engagement	50000
Other Expenditures	Math - Students with Disabilities	Community engagement	3825

Other Expenditures	Math - Students with Disabilities	community engagement supplies and software	27224
Total Expenditures			2751021

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math - Students with Disabilities	Identify baseline proficiency Assessment & analysis Implementation of daily tiered intervention math support
Math - Students with Disabilities	Adjusted schedule to allow for more targeted time for SpEd students with their Case Managers.
ELA - Students with Disabilities	Identify baseline proficiency Assessment & analysis Implementation of daily tiered intervention math support
ELA - Students with Disabilities	Adjusted schedule to allow for more targeted time for SpEd students with their Case Managers.
EL Students - Math	We will increase the number of opportunities provided to our teachers to facilitate collaboration amongst departments
EL students - ELA	We will increase the number of opportunities provided to our teachers to facilitate collaboration amongst departments

Tier 1 interventions, Curriculum alignment, Differentiated instruction

Action Step		
Identify baseline proficiency Assessment & analysis Implementation of daily tiered intervention math support		
Audience		
Teachers/staff		
Topics to be Included		
Tier 1 interventions Curriculum alignment Differentiated instruction		
Evidence of Learning		
Growth in benchmark Proficiency level increase		
Lead Person/Position	Anticipated Start	Anticipated Completion
Daniela Palamara Heather Weiss-Dembek	2024-08-26	2025-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Monthly in service Bi weekly PLC's
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Tier 1 interventions, Curriculum alignment, Differentiated instruction

Audience		
Teachers/staff		
Topics to be Included		
Tier 1 interventions, Curriculum alignment, Differentiated instruction		
Evidence of Learning		
Growth in benchmark Proficiency level increase		
Lead Person/Position	Anticipated Start	Anticipated Completion
Daniela Palamara Hugh Quigley Richard Digiambattista	2024-08-26	2025-06-30

Learning Format

Type of Activities	Frequency
Inservice day	PLC's and Monthly inservice
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

PLC’s and Monthly Inservice

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Identify baseline proficiency Assessment & analysis Implementation of daily tiered intervention math support	Teachers/staff	Tier 1 interventions Curriculum alignment Differentiated instruction	Daniela Palamara Heather Weiss-Dembek	08/26/2024	06/30/2025

Communications

Type of Communication	Frequency
Presentation	PLC’s and Monthly inservice

Approvals & Signatures

Uploaded Files
2. MINUTES. PPA. 24.08.12.pdf

Chief School Administrator	Date
Angela Puleio	2024-08-28
Building Principal Signature	Date
Angela Puleio	2024-08-28
School Improvement Facilitator Signature	Date