Memphis Street Academy CS @ JP Jones
ATSI Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Charter School		126519392
Address 1		
2950 Memphis Street		
Address 2		

City	State	Zip Code
Philadelphia	PA	19134
Chief School Administrator		**Chief School Administrator Email**
Steven Bilski		sbilski@ap-schools.org
Single Point of Contact Name		
Steven Bilski		
Single Point of Contact Email		
sbilski@ap-schools.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
2152914709		
Principal Name		
Steven Bilski		
Principal Email		
sbilski@ap-schools.org		
Principal Phone Number		**Principal Extension**
2152914709		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Gregory M. McGough, Ed.D., CSIS		gregory_mcgough@iu13.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Steven Bilski	Principal	Memphis Street Academy Charter School	sbilski@ap-schools.org
Catherine Blumenstock	Administrator	Memphis Street Academy Charter School	cblumenstock@ap-schools.org
Ronda Richman	Administrator	Memphis Street Academy Charter School	rrichman@ap-schools.org
Amy Kingsmill	Student	Memphis Street Academy Charter School	akingsmill@ap-schools.org
Bridget Cole	Teacher	Memphis Street Academy Charter School	bcole@ap-schools.org
Michael Poggioli	Teacher	Memphis Street Academy Charter School	mpoggioli@ap-schools.org
Brandon Grodnitzky	Teacher	Memphis Street Academy Charter School	bgrodnitzky@ap-schools.org
Barbie Saunders	Board Member	Memphis Street Academy Charter School	bsaunders@ap-schools.org
Sabrina Hattenback	Parent	Memphis Street Academy Charter School	hattenback7978@gmail.com
Steven Bilski	Chief School Administrator	Memphis Street Academy Charter School	sbilski@ap-schools.org
Gregory M. McGough, Ed.D., CSIS	Education Specialist	Lancaster-Lebanon IU13	gregory_mcgough@iu13.org
Maryann Trombetta	Community Member	Charter School Advocacy/Volunteer	mare.trombetta@verizon.net

LEA Profile

In the late spring of 2012, the School District of Philadelphia matched American Paradigm Schools with John Paul Jones Middle School in its Renaissance Initiative. This meant the school's community voted for American Paradigm Schools to be the nonprofit educational management organization to transform the learning environment into one producing measurable outcomes for scholar success. In July 2012, John Paul Jones Middle School became the Memphis Street Academy Charter School at J.P. Jones Middle School. MSA's goals are supported by two programs that address not only the academic needs of the scholars but their social and emotional learning as well, Personalized Learning and Caring School Community.

MSA understands that this generation is the digital generation, therefore, Personal Learning was adopted. Personalized Learning is an educational approach that aims to customize learning for each student's strengths, needs, skills, and interests. Each student gets a learning plan that is based on what he or she knows and how he or she learns best. The use of technology and innovation is heavily embedded in the Personalized Learning initiative.

MSA has instituted Developmental Studies Center's (DSC) Caring School Community model, a research-based program designed to promote fairness, personal responsibility, kindness, and helpfulness throughout a school community. Teachers use several Caring School Community methods to deepen scholars' thinking and build community. DSC's research has shown several benefits of the Caring Schools Community program. In a caring and safe environment, scholars are more likely to enjoy school and learning activities, have trusting relationships with teachers, and make better decisions regarding issues such as drugs or tobacco use in the middle school years. Their participation in creating their classroom and school environment results in their ownership of the atmosphere created in their schools.

Memphis Street Academy Charter School Is…

- A Caring School Community where children experience a "democratic-values" approach to learning. This means being inclusive, respecting differences, caring about fellow scholars, and being intrinsically motivated to do the right thing.
- A place to experience diversity in their neighborhood, as well as in music, art, and a variety of physical and social activities every day.
- A place where children can develop their ability to problem solve and collaborate.
- A place where children can become confident learners.

Mission and Vision

Mission

The mission of Memphis Street Academy Charter School is to enhance, support and promote the critical thinking and problem solving skills of its school-aged learners as they master Pennsylvania and national Common Core Curriculum standards. MSA's Board of Trustees believes that all scholars are capable of learning, given the right tools, environment, community and family support, and motivation. By providing each of these tools, MSA's scholars will be successful learners. Also through innovation, MSA will transform the learning environment for its scholars in grades 5 through 8 — who not only reside in the catchment area of the school, but who also comprise a diverse learning body from all over the City of Philadelphia, and from all ethnic, religious, and cultural backgrounds. Additionally, MSA will transform the property at 2950 Memphis Street into a community hub which serves as a gathering place for all. Besides offering an outstanding education to its middle school scholars, MSA will offer adult opportunities in literacy, GED, and job-readiness skills training as well.

Vision

MSA scholars will receive "caring and customized learning experiences that ignite their desire to achieve optimal outcomes in school and life."

Educational Values

Students

As a member of the MSA school community, I am guided by our beliefs and commitment to a personalized learning experience in a caring school community that will ignite the desire to achieve optimal outcomes in school and life. As a MSA scholar, I will aim high, dream big and live well. I will care for my schoolmates and teachers. I will learn, grow, and academically excel. Inclusiveness - we respect people, value diversity and are committed to equality. Participation - we value and recognise the contribution of volunteers within organisations and communities. Quality - we strive for excellence through continuous improvement. Openness - we are committed to a culture of teamwork and collaboration."

Staff

As a member of the MSA school community, I am guided by our beliefs and commitment to a personalized learning experience in a caring school community that will ignite the desire to achieve optimal outcomes in school and life. At MSA, we promote participation, quality, and inclusiveness. We strive for excellence through continuous improvement and are committed to a culture of teamwork and collaboration.

Administration

As a member of the MSA school community, I am guided by our beliefs and commitment to a personalized learning experience in a caring school community that will ignite the desire to achieve optimal outcomes in school and life. At MSA, we promote participation, quality, and inclusiveness. We strive for excellence through continuous improvement and are committed to a culture of teamwork and collaboration led by meaningful project management, professional development and training.

Parents

As a member of the MSA school community, I am guided by our beliefs and commitment to a personalized learning experience in a caring school community that will ignite the desire to achieve optimal outcomes in school and life. At MSA, I understand I am a partner in my child's education and my input and active participation is welcomed and needed to ensure my child is successful in and out of the classroom.

Community

As a member of the MSA school community, I am guided by our beliefs and commitment to a personalized learning experience in a caring school community that will ignite the desire to achieve optimal outcomes in school and life. At MSA, we promote community partnerships to enhance the educational experiences of our scholars.   We value and recognize the contribution of community partners.

Other (Optional)

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
MSA's All Student Group exceeds the standard of demonstrating an academic growth in English Language Arts/Literature with an 90 academic growth score comparatively to the statewide average growth score of 75.	Through the implementation of our MTSS process, we provide a data-driven and personalized instructional approach to inform our small group instruction to focus on specific standards that address each student's unfinished learning.
MSA's All Student Group exceeds the standard of demonstrating academic growth in Mathematics with a 79 academic growth score comparatively to the statewide average growth score of 75.3.	Through the implementation of our MTSS process, we provide a data-driven and personalized instructional approach to inform our small group instruction to focus on specific standards that address each student's unfinished learning.
MSA's All Student Group exceeds the standard of demonstrating academic growth in Science with a 96 academic growth score comparatively to the statewide average growth score of 75.1.	We have relied heavily on MSA science curriculum, Amplify Science, in conjunction with aligning the instructional approach to the Science PSSA Test Design and eligible content standards.
MSA's All Student Group exceeds the performance standard associated with the Career Standards Benchmark with 99.2% comparatively to the statewide average of 89.6%.	We utilize our four school counselors as well as our College and Career Readiness teacher to implement lessons geared towards completing the benchmark requirements for the College & Career Readiness Standards in 5th and 8th Grades.

Challenges

Indicator	Comments/Notable Observations
MSA's percentage of proficient or advanced for the all student group is 19.7% in English Language Arts comparatively to the statewide average of 54.5%.	Per the Pennsylvania Value-Added Assessment System, 86.25% of MSA students have either no projection or less than a 40% chance scoring Proficient or Advanced on the ELA PSSA.

MSA's percentage of proficient or advanced for the all student group is 1.9% in Mathematics comparatively to the statewide average of 38.3%.	Per the Pennsylvania Value-Added Assessment System, 96.75% of MSA students have either no projection or less than a 40% chance scoring Proficient or Advanced on the Math PSSA.
MSA's percentage of proficient or advanced for the all student group is 27.5% in Science comparatively to the statewide average of 58.9%.	Per the Pennsylvania Value-Added Assessment System, 88.0% of MSA students have either no projection or less than a 40% chance scoring Proficient or Advanced on the ELA PSSA.

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

Strengths

Indicator Students identifying as White met or exceeded the interim target with 40.0% scoring proficient or advanced on the English Language Arts PSSA which was an increase in academic performance from the previous year. **ESSA Student Subgroups** White	**Comments/Notable Observations** Through the implementation of our MTSS process, we provide a data-driven and personalized instructional approach to inform our small group instruction to focus on specific standards that address each student's unfinished learning.
Indicator The English Language Learner student group met or exceeded the interim target with 22.9% scoring proficient or advanced on the Science PSSA which was an increase in academic performance from the previous year. **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** We relied heavily on implementing our LIEP with fidelity and exposing English Learners to grade-level content in English. We also utilized each English Learner's ACCESS Test scores to inform our instructional decisions when English Learners received enrichment and intervention to address students' listening, reading, writing, and speaking skills.
Indicator The Economically Disadvantaged student group met or exceeded annual academic growth expectations and increased performance from the previous year on the Science PSSA by increasing performance from 90.0 to 98.0. **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** We utilize our robust and literacy-based Amplify Science curriculum to address the Next Generation Science Standards while assessing student achievement and progress through the critical juncture assessments.

Challenges

Indicator	Comments/Notable Observations
Indicator Students with Disabilities did not meet the interim target with 5.7% scoring proficient or advanced on the English Language Arts PSSA while also decreasing in performance from the previous year. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Even though students with disabilities improved their regular attendance, 37.3% of students with disabilities had regular attendance which may have been a factor in the declining performance on the English Language Arts PSSA.
Indicator Students identifying as Hispanic met or exceeded annual academic growth expectations on the English Language Arts PSSA, but their performance from the previous year decreased from 100 to 76. **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** While we know that our students identifying as Hispanic are meeting their academic interim targets, we need to systematically analyze the data to determine root causes of why students are not performing at higher academic levels. This includes conducting a standards-based analysis to determine which grade-level standards students obtained the least amount of possible points.
Indicator Students identifying as Black maintained the same performance from the previous year and did not meet the statewide goal/interim target with 1.3% scoring proficient or advanced on the Math PSSA. **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Given that we know that our students identifying as Black are , we need to systematically analyze the data to determine root causes of why students are not performing at higher academic levels. This includes conducting a standards-based analysis to determine which grade-level standards students obtained the least amount of possible points.
Indicator Students identifying as 2 or more races increased their regular attendance from 35.1% to 35.7%, but did not meet the statewide goal/interim target. **ESSA Student Subgroups** Combined Ethnicity	**Comments/Notable Observations** Chronic absenteeism has been a concern since coming out of the pandemic given the nature of how devastating the effects of the pandemic were on the community and students we serve. We continue to incentive regular attendance and provide educational opportunities for our parents/guardians pertaining to the importance of regular attendance and the positive effects it has on student outcomes.

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.

Students identifying as White met or exceeded the interim target with 40.0% scoring proficient or advanced on the English Language Arts PSSA which was an increase in academic performance from the previous year.
The English Language Learner student group met or exceeded the interim target with 22.9% scoring proficient or advanced on the Science PSSA which was an increase in academic performance from the previous year.
The Economically Disadvantaged student group met or exceeded annual academic growth expectations and increased performance from the previous year on the Science PSSA by increasing performance from 90.0 to 98.0.

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.

Students with Disabilities did not meet the interim target with 5.7% scoring proficient or advanced on the English Language Arts PSSA while also decreasing in performance from the previous year.
Students identifying as Hispanic met or exceeded annual academic growth expectations on the English Language Arts PSSA, but their performance from the previous year decreased from 100 to 76.
Students identifying as Black maintained the same performance from the previous year and did not meet the statewide goal/interim target with 1.3% scoring proficient or advanced on the Math PSSA.
Students identifying as 2 or more races increased their regular attendance from 35.1% to 35.7%, but did not meet the statewide goal/interim target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading Test	The STAR Reading is used to screen students four times in a year to determine their overall progress towards mastering PA Common Core/Eligible Content Standards in English Language Arts.
Common Assessments	The Common Assessment was administered once during the school year to assess students' mastery of PA Common Core/Eligible Content Standards in English Language Arts.
Formative and Summative Assessments	Formative Assessments (i.e., exit-tickets, writing samples, multiple-choice questions) and Summative Assessments (i.e., unit assessments, target tasks, and TDA essays) are used to gauge students' mastery of the PA Common Core/Eligible Content Standards in English Language Arts.

English Language Arts Summary

Strengths

Students are individually assessed using the STAR Reading Test to determine which PA Common Core/Eligible Content Standards in English Language Arts teachers will focus on during small group instruction to address any unfinished learning and foundational gaps.
Students in Tier III of the MTSS process receive small group instruction and intervention from a Reading Specialist or Reading Interventionist.
After four administrations of the STAR Reading Test, students scoring proficient/advanced increased from 16.51% to 18.88%.
After four administrations of the STAR Reading Test, students scoring below basic decreased from 54.13% to 50.66%.

Challenges

As a school we need to increase our personalized instructional approach during small group instruction to meet the individual reading needs of each student.
As a school, we need to analyze PSSA and local assessment data to make better informed instructional decisions aligned to the PA Common Core/Eligible Content Standards to address students' foundational misconceptions and misunderstandings.
Students experience difficulties in reading comprehension because of a lack of general schema or background knowledge.

Mathematics

Data	Comments/Notable Observations
STAR Math Test	The STAR Math Test is used to screen students four times in a year to determine their overall progress towards mastering PA Common Core/Eligible Content Standards in Mathematics.
Illustrative Mathematics End-of-Module Assessments	Illustrative Mathematics has mid-module and end-of-module assessments to track student progress and mastery of the PA Common Core/Eligible Content Standards in Mathematics.

Mathematics Summary

Strengths

After four administrations of the STAR Math Test, students scoring proficient/advanced increased from 3.12% to 3.59%.
After four administrations of the STAR Math Test, students scoring below basic decreased from 89.67% to 85.84%.
Students in Tier II and III of the MTSS process receive small group instruction and intervention from a Math Interventionist.

Challenges

As a school we need to increase our personalized instructional approach during small group instruction to meet the individual math needs of each student.
As a school, we need to analyze PSSA and local assessment data to make better informed instructional decisions aligned to the PA Common Core/Eligible Content Standards to address students' foundational misconceptions and misunderstandings.
As a Math Department, we need to develop a better understanding of the vertical and horizontal alignment of the standards and use coherence maps to provide better differentiated experiences.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Amplify Science Curriculum - Critical Juncture Assessments	Amplify Science is an interactive, conceptual, and literacy-based curriculum that exposes students to the Next Generation Science Standards through a variety of complex texts and simulations mirroring the Scientific Method.
Finish Line Ready Book - Part A and B Assessments	Finish Line Ready Book exposes students to Science PSSA test prep multiple-choice questions and open-ended responses aligned to the PA Common Core/Eligible Content Standards in Science.

Science, Technology, and Engineering Education Summary

Strengths

Amplify Science's conceptual and literacy-based curriculum exposes students to the Next Generation Science Standards through a variety of complex texts and scientific simulations allowing students to take on the role as scientists.

Challenges

Our master schedule only permits 45-minutes a day for science instruction which does not afford much opportunity for science experiments and students to explore the scientific method.

Related Academics

Career Readiness

Data	Comments/Notable Observations
All student groups exceed the performance standard with 99.2% of MSA students meeting the College & Career Readiness	We utilized our three (3) School Counselors and College & Career Readiness Teacher to implement lessons geared towards meeting the College & Career Readiness Standards; specifically in 5th and 8th Grades.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

We utilized our three (3) School Counselors and Social Studies Teachers to implement lessons geared towards meeting the College & Career Readiness Standards; specifically in 5th and 8th Grades.
We used Xello as our online College & Career Readiness program which allows a very interactive and user friendly experience for students to explore college and career options post-secondary as they progress from 5th through 8th Grades.

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.

We collectively need to improve with ensuring all MSA students complete the College & Career Readiness Benchmark Standards as they enroll in the school by assessing which artifacts they have been successful in completing.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
STAR Reading	In the Spring 2024 administration of the STAR Reading Test, the percentage of English Language Learners scoring proficient or advanced was 4.35% comparatively to 3.03% of English Language Learners scoring proficient or advanced in the Fall administration of the STAR Reading Test.
STAR Math	In the Spring 2024 administration of the STAR Math Test, the percentage of English Language Learners scoring proficient or advanced was 3.23% comparatively to 0% of English Language Learners scoring proficient or advanced in the Fall administration of the STAR Math Test.
ACCESS Test	The English Learner student group averaged a 2.62 Composite ACCESS Test score

Students with Disabilities

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

Data	Comments/Notable Observations
STAR Reading	In the Spring 2024 administration of the STAR Reading Test, the percentage of Students with Disabilities scoring proficient or advanced was 7.63% comparatively to 3.01% of Students with Disabilities scoring proficient or advanced in the Fall administration of the STAR Reading Test.
STAR Math	In the Spring 2024 administration of the STAR Math Test, the percentage of Students with Disabilities scoring basic was 3.45% comparatively to 2.22% of Students with Disabilities scoring basic in the Fall administration of the STAR Math Test.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	Students identifying as White made progress with their regular attendance by attending 84.62% of days.
Black	With 28.6% Proficient or Advanced on the Science PSSA, Students Identifying as Black did not meet the statewide goal/interim target but increased in performance from the previous.
Hispanic	With 2.2% Proficient or Advanced on the Math PSSA, Students Identifying as Hispanic did not meet the statewide goal/interim target but increased in performance from the previous.

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.

In the Spring 2024 administration of the STAR Math Test, the percentage of English Language Learners scoring proficient or advanced was 3.23% comparatively to 0% of English Language Learners scoring proficient or advanced in the Fall administration of the STAR Math Test.
With 28.6% Proficient or Advanced on the Science PSSA, Students Identifying as Black did not meet the statewide goal/interim target but increased in performance from the previous.
In the Spring 2024 administration of the STAR Reading Test, the percentage of Students with Disabilities scoring proficient or advanced was 7.63% comparatively to 3.01% of Students with Disabilities scoring proficient or advanced in the Fall administration of the STAR Reading Test.
Students identifying as White made progress with their regular attendance by attending 84.62% of days.

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 English Language Learner population is very transient which at times can cause gaps and/or disruptions in enrollment thus impacting the succinct delivery of instruction.
Increased amounts of professional development using the resources provided by PDE and WIDA around how to appropriately provide accommodations and modifications for ELLs.
With 5.7% Proficient or Advanced on the ELA PSSA, Students With Disabilities did not meet the statewide goal/interim target decreasing in academic performance from the previous year by 1.5%.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
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	Emerging

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	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Identify professional learning needs through analysis of a variety of data sources.
Promote and sustain a positive environment where all members feel welcomed, supported, and safe in school as it pertains to students' social, emotional, intellectual, and physical well-being.
Foster a culture of high expectations for success for all students, educators, families, and community members.
Use a variety of assessments including formative, diagnostic, and summative to continuously monitor student learning and adjust instructional practices and programs accordingly.

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 a multi-tiered system of supports for academics and behavior with fidelity, and use the information provided to make appropriate instructional and non-instructional decisions.
Implement evidence-based strategies to engage families to support learning and embrace all school policies.
Provide frequent, timely, and systematic feedback and support on instructional practices.

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
Students identifying as White met or exceeded the interim target with 40.0% scoring proficient or advanced on the English Language Arts PSSA which was an increase in academic performance from the previous year.	True
The English Language Learner student group met or exceeded the interim target with 22.9% scoring proficient or advanced on the Science PSSA which was an increase in academic performance from the previous year.	True
The Economically Disadvantaged student group met or exceeded annual academic growth expectations and increased performance from the previous year on the Science PSSA by increasing performance from 90.0 to 98.0.	True
After four administrations of the STAR Math Test, students scoring proficient/advanced increased from 3.12% to 3.59%.	True
After four administrations of the STAR Math Test, students scoring below basic decreased from 89.67% to 85.84%.	False
Students are individually assessed using the STAR Reading Test to determine which PA Common Core/Eligible Content Standards in English Language Arts teachers will focus on during small group instruction to address any unfinished learning and foundational gaps.	False
In the Spring 2024 administration of the STAR Math Test, the percentage of English Language Learners scoring proficient or advanced was 3.23% comparatively to 0% of English Language Learners scoring proficient or advanced in the Fall administration of the STAR Math Test.	True
Identify professional learning needs through analysis of a variety of data sources.	False
Promote and sustain a positive environment where all members feel welcomed, supported, and safe in school as it pertains to students' social, emotional, intellectual, and physical well-being.	False
Foster a culture of high expectations for success for all students, educators, families, and community members.	False
Use a variety of assessments including formative, diagnostic, and summative to continuously monitor student learning and adjust instructional practices and programs accordingly.	False
Students in Tier III of the MTSS process receive small group instruction and intervention from a Reading Specialist or Reading Interventionist.	False

After four administrations of the STAR Reading Test, students scoring proficient/advanced increased from 16.51% to 18.88%.	True
We utilized our three (3) School Counselors and Social Studies Teachers to implement lessons geared towards meeting the College & Career Readiness Standards; specifically in 5th and 8th Grades.	False
We used Xello as our online College & Career Readiness program which allows a very interactive and user friendly experience for students to explore college and career options post-secondary as they progress from 5th through 8th Grades.	False
After four administrations of the STAR Reading Test, students scoring below basic decreased from 54.13% to 50.66%.	False
Students in Tier II and III of the MTSS process receive small group instruction and intervention from a Math Interventionist.	False
Amplify Science's conceptual and literacy-based curriculum exposes students to the Next Generation Science Standards through a variety of complex texts and scientific simulations allowing students to take on the role as scientists.	False
With 28.6% Proficient or Advanced on the Science PSSA, Students Identifying as Black did not meet the statewide goal/interim target but increased in performance from the previous.	False
In the Spring 2024 administration of the STAR Reading Test, the percentage of Students with Disabilities scoring proficient or advanced was 7.63% comparatively to 3.01% of Students with Disabilities scoring proficient or advanced in the Fall administration of the STAR Reading Test.	True
Students identifying as White made progress with their regular attendance by attending 84.62% of days.	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
Students with Disabilities did not meet the interim target with 5.7% scoring proficient or advanced on the English Language Arts PSSA while also decreasing in performance from the previous year.	True
Students identifying as Hispanic met or exceeded annual academic growth expectations on the English Language Arts PSSA, but their performance from the previous year decreased from 100 to 76.	True
Students identifying as Black maintained the same performance from the previous year and did not meet the statewide goal/interim target with 1.3% scoring proficient or advanced on the Math PSSA.	True

As a school we need to increase our personalized instructional approach during small group instruction to meet the individual math needs of each student.	True
As a school, we need to analyze PSSA and local assessment data to make better informed instructional decisions aligned to the PA Common Core/Eligible Content Standards to address students' foundational misconceptions and misunderstandings.	False
As a school we need to increase our personalized instructional approach during small group instruction to meet the individual reading needs of each student.	False
Students experience difficulties in reading comprehension because of a lack of general schema or background knowledge.	False
As a school, we need to analyze PSSA and local assessment data to make better informed instructional decisions aligned to the PA Common Core/Eligible Content Standards to address students' foundational misconceptions and misunderstandings.	True
The English Language Learner population is very transient which at times can cause gaps and/or disruptions in enrollment thus impacting the succinct delivery of instruction.	False
Increased amounts of professional development using the resources provided by PDE and WIDA around how to appropriately provide accommodations and modifications for ELLs.	False
Implement a multi-tiered system of supports for academics and behavior with fidelity, and use the information provided to make appropriate instructional and non-instructional decisions.	True
Implement evidence-based strategies to engage families to support learning and embrace all school policies.	True
With 5.7% Proficient or Advanced on the ELA PSSA, Students With Disabilities did not meet the statewide goal/interim target decreasing in academic performance from the previous year by 1.5%.	True
Students identifying as 2 or more races increased their regular attendance from 35.1% to 35.7%, but did not meet the statewide goal/interim target.	False
We collectively need to improve with ensuring all MSA students complete the College & Career Readiness Benchmark Standards as they enroll in the school by assessing which artifacts they have been successful in completing.	False
As a Math Department, we need to develop a better understanding of the vertical and horizontal alignment of the standards and use coherence maps to provide better differentiated experiences.	True
Our master schedule only permits 45-minutes a day for science instruction which does not afford much opportunity for science experiments and students to explore the scientific method.	False
Provide frequent, timely, and systematic feedback and support on instructional practices.	True

Most Notable Observations/Patterns

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

In completing the needs assessment, what stands out as important to the challenges is the percentage of students who are not meeting statewide goals/interim targets in Math and/or ELA. Additionally, after completing the self-facilitated assessment for Pennsylvania's 18 Essential Practices there are numerous areas that require more systematic attention in order to move from emerging to operational.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
As a school we need to increase our personalized instructional approach during small group instruction to meet the individual math needs of each student.	We provide a personalized instructional approach during small group instruction but need to do a better job of triangulating multiple sources of data to provide the appropriate intervention supports.	False
As a school, we need to analyze PSSA and local assessment data to make better informed instructional decisions aligned to the PA Common Core/Eligible Content Standards to address students' foundational misconceptions and misunderstandings.	More targeted professional development for staff is needed to develop their coherent understanding of standards from grade-to-grade and within the grade band.	False
Implement a multi-tiered system of supports for academics and behavior with fidelity, and use the information provided to make appropriate instructional and non-instructional decisions.	We need to refine the MTSS process and identify the appropriate intervention supports needed to support students' mastery of grade-level academic standards.	False
Implement evidence-based strategies to engage families to support learning and embrace all school policies.	Research and utilize ESSA Tier 1 and 2 evidence-based strategies from the What Works Clearinghouse and/or the Pennsylvania Evidence Resource Center.	False
With 5.7% Proficient or Advanced on the ELA PSSA, Students With Disabilities did not meet the statewide goal/interim target decreasing in academic performance from the previous year by 1.5%.	We provide a personalized instructional approach during small group instruction but need to do a better job of triangulating multiple sources of data to provide the appropriate intervention supports.	True
Students with Disabilities did not meet the interim target with 5.7% scoring proficient or advanced on the English Language Arts PSSA while also decreasing in performance from the previous year.	We provide a personalized instructional approach during small group instruction but need to do a better job of triangulating multiple sources of data to provide the appropriate intervention supports.	False
Students identifying as Hispanic met or exceeded annual academic growth expectations on the English Language Arts PSSA, but their performance from the previous year decreased from 100 to 76.	We provide a personalized instructional approach during small group instruction but need to do a better job of triangulating multiple sources of data to provide the appropriate intervention supports.	True
Students identifying as Black maintained the same performance from the previous year and did not meet the statewide goal/interim target	We provide a personalized instructional approach during small group instruction but need to do a better	True

with 1.3% scoring proficient or advanced on the Math PSSA.	job of triangulating multiple sources of data to provide the appropriate intervention supports.	
As a Math Department, we need to develop a better understanding of the vertical and horizontal alignment of the standards and use coherence maps to provide better differentiated experiences.	More professional development for the Math Department is required to analyze the grade-level standards and explore how standards build off of one another from grade-to-grade.	False
Provide frequent, timely, and systematic feedback and support on instructional practices.	We need to develop a schedule for administrators and instructional leaders to conduct classroom observations and set-up routine feedback meetings to analyze instructional practices.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
After four administrations of the STAR Math Test, students scoring proficient/advanced increased from 3.12% to 3.59%.	Students are making some growth in the subject of Mathematics given our use of Illustrative Mathematics during core instruction and Zearn during small group instruction.
In the Spring 2024 administration of the STAR Math Test, the percentage of English Language Learners scoring proficient or advanced was 3.23% comparatively to 0% of English Language Learners scoring proficient or advanced in the Fall administration of the STAR Math Test.	The ESL Coordinator pulls English Language Learners during small group instruction to provide targeted support in the domains of Listening, Reading, Writing, and Speaking based on students' individualized ACCESS Test scores.
Students identifying as White met or exceeded the interim target with 40.0% scoring proficient or advanced on the English Language Arts PSSA which was an increase in academic performance from the previous year.	We use a personalized approach to instruction during small group instruction that allows all students to work on Lexia and an opportunity to work with the teacher for more targeted practice with standards.
The English Language Learner student group met or exceeded the interim target with 22.9% scoring proficient or advanced on the Science PSSA which was an increase in academic performance from the previous year.	The ESL Coordinator pulls English Language Learners during small group instruction to provide targeted support in the domains of Listening, Reading, Writing, and Speaking based on students' individualized ACCESS Test scores.
The Economically Disadvantaged student group met or exceeded annual academic growth expectations and increased performance from the previous year on the Science PSSA by increasing performance from 90.0 to 98.0.	We use a personalized approach to instruction during small group instruction that allows all students to work on Lexia and an opportunity to work with the teacher for more targeted practice with standards.
After four administrations of the STAR Reading Test, students scoring	Students are making some growth in the subject of English

proficient/advanced increased from 16.51% to 18.88%.	Language Arts given our use of FishTank Learning during core ELA instruction and Lexia during small group instruction.
In the Spring 2024 administration of the STAR Reading Test, the percentage of Students with Disabilities scoring proficient or advanced was 7.63% comparatively to 3.01% of Students with Disabilities scoring proficient or advanced in the Fall administration of the STAR Reading Test.	We use a personalized approach to instruction during small group instruction that allows all students to work on Lexia and an opportunity to work with the teacher for more targeted practice with standards.
Students identifying as White made progress with their regular attendance by attending 84.62% of days.	Through the MTSS process, student attendance was analyzed on a daily, weekly, and quarterly basis to determine Tier 1, 2, and 3 interventions to improve overall attendance.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we identify the ELA anchors and standards that Students With Disabilities struggled with the most on the PSSA, then we can design an instructional approach to explicitly teach those standards, and formatively assess on an ongoing basis to determine the level of mastery through the MTSS process.
	If we identify the ELA anchors and standards that students identifying as Hispanic struggled with the most on the PSSA, then we can design an instructional approach to explicitly teach those standards, and formatively assess on an ongoing basis to determine the level of mastery through the MTSS process.
	If we identify the Math anchors and standards that students identifying as Black struggled with the most on the PSSA, then we can design an instructional approach to explicitly teach those standards, and formatively assess on an ongoing basis to determine the level of mastery through the MTSS process.
	If the instructional leadership team develops a weekly observation schedule with aligned rubrics, then instructional data can be routinely collected, and we can facilitate feedback meetings to discuss lesson implementation, instructional strategies, and student achievement data which will increase ELA, Math, and Science PSSA scores.

Goal Setting

Priority: If the instructional leadership team develops a weekly observation schedule with aligned rubrics, then instructional data can be routinely collected, and we can facilitate feedback meetings to discuss lesson implementation, instructional strategies, and student achievement data which will increase ELA, Math, and Science PSSA scores.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
In June of 2027, the percentage of the All Student Group scoring proficient or advanced on the STAR Reading and Math tests will increase 12% from the respective Reading and Math baseline scores in the 23-24 SY.			
Measurable Goal Nickname (35 Character Max)			
Continuous Improvement of Instruction - PSSA Results			
Target Year 1	**Target Year 2**	**Target Year 3**	
In June of 2025, the percentage of the All Student Group scoring proficient or advanced on the STAR Reading and Math tests will increase 4% from the respective Reading and Math baseline scores in the 23-24 SY.	In June of 2026, the percentage of the All Student Group scoring proficient or advanced on the STAR Reading and Math tests will increase 8% from the respective Reading and Math baseline scores in the 23-24 SY.	In June of 2027, the percentage of the All Student Group scoring proficient or advanced on the STAR Reading and Math tests will increase 12% from the respective Reading and Math baseline scores in the 23-24 SY.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
The percentage of the All Student Group scoring proficient or advanced on the STAR Reading and Math tests will increase 1% from the respective Reading and Math baseline scores in the 23-24 SY.	The percentage of the All Student Group scoring proficient or advanced on the STAR Reading and Math tests will increase 2% from the respective Reading and Math baseline scores in the 23-24 SY.	The percentage of the All Student Group scoring proficient or advanced on the STAR Reading and Math tests will increase 3% from the respective Reading and Math baseline scores in the 23-24 SY.	The percentage of the All Student Group scoring proficient or advanced on the STAR Reading and Math tests will increase 4% from the respective Reading and Math baseline scores in the 23-24 SY.

Priority: If we identify the ELA anchors and standards that Students With Disabilities struggled with the most on the PSSA, then we can design an instructional approach to explicitly teach those standards, and formatively assess on an ongoing basis to determine the level of mastery through the MTSS process.

Outcome Category

English Language Arts			
Measurable Goal Statement (Smart Goal)			
In June of 2027, 20% of Students with Disabilities will meet the STAR scaled score for Proficiency in Reading.			
Measurable Goal Nickname (35 Character Max)			
STAR Testing - Reading Proficiency (SWD)			
Target Year 1	**Target Year 2**	**Target Year 3**	
In June of 2025, 12% of Students with Disabilities will meet the STAR scaled score for proficiency in Reading.	In June of 2026, 16% of Students with Disabilities will meet the STAR scaled score for proficiency in Reading.	In June of 2027, 20% of Students with Disabilities will meet the STAR scaled score for Proficiency in Reading.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
STAR Reading scaled scores for proficiency for Students with Disabilities will increase to 1% from the baseline of 8%.	STAR Reading scaled scores for proficiency for Students with Disabilities will increase 2% from the baseline of 8%.	STAR Reading scaled scores for proficiency for Students with Disabilities will increase 3% from the baseline of 8%.	STAR Reading scaled scores for proficiency for Students with Disabilities will increase to 4% from the baseline of 8%.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
In June of 2027, 20% of Students with Disabilities will score 60% or above on the quarterly English Language Arts Benchmark Assessment.			
Measurable Goal Nickname (35 Character Max)			
Quarterly Benchmark Assessments - Reading Proficiency (SWD)			
Target Year 1	**Target Year 2**	**Target Year 3**	
In June of 2025, 12% of Students with Disabilities will score 60% or above on the quarterly English Language Arts Benchmark Assessment.	In June of 2026, 16% of Students with Disabilities will score 60% or above on the quarterly English Language Arts Benchmark Assessment.	In June of 2027, 20% of Students with Disabilities will score 60% or above on the quarterly English Language Arts Benchmark Assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
The percentage of Students with Disabilities scoring 60% or above on the quarterly English Language Arts Benchmark will	The percentage of Students with Disabilities scoring 60% or above on the quarterly English Language Arts Benchmark will	The percentage of Students with Disabilities scoring 60% or above on the quarterly English Language Arts Benchmark will	The percentage of Students with Disabilities scoring 60% or above on the quarterly English Language Arts Benchmark will

increase 1% from the baseline of 8%.	increase 2% from the baseline of 8%.	increase 3% from the baseline of 8%.	increase 4% from the baseline of 8%.

Priority: If we identify the ELA anchors and standards that students identifying as Hispanic struggled with the most on the PSSA, then we can design an instructional approach to explicitly teach those standards, and formatively assess on an ongoing basis to determine the level of mastery through the MTSS process.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
In June of 2027, 30% of students identifying as Hispanic will meet the STAR scaled score for Proficiency in Reading.			
Measurable Goal Nickname (35 Character Max)			
STAR Testing - Reading Proficiency (Hispanic)			
Target Year 1	**Target Year 2**	**Target Year 3**	
In June of 2025, 22% of students identifying as Hispanic will meet the STAR scaled score for proficiency in Reading.	In June of 2026, 26% of students identifying as Hispanic will meet the STAR scaled score for proficiency in Reading.	In June of 2027, 30% of students identifying as Hispanic will meet the STAR scaled score for Proficiency in Reading.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
STAR Reading scaled scores for proficiency for students identifying as Hispanic will increase 1% from the baseline of 18%	STAR Reading scaled scores for proficiency for students identifying as Hispanic will increase 2% from the baseline of 18%	STAR Reading scaled scores for proficiency for students identifying as Hispanic will increase 3% from the baseline of 18%	STAR Reading scaled scores for proficiency for students identifying as Hispanic will increase 4% from the baseline of 18%

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
In June of 2027, 30% of students identifying as Hispanic will score 60% or above on the quarterly English Language Arts Benchmark Assessment.			
Measurable Goal Nickname (35 Character Max)			
Quarterly Benchmark Assessments - Reading Proficiency (Hispanic)			
Target Year 1	**Target Year 2**	**Target Year 3**	
In June of 2025, 22% of students	In June of 2026, 26% of students	In June of 2027, 30% of students	

identifying as Hispanic will score 60% or above on the quarterly English Language Arts Benchmark Assessment.	identifying as Hispanic will score 60% or above on the quarterly English Language Arts Benchmark Assessment.	identifying as Hispanic will score 60% or above on the quarterly English Language Arts Benchmark Assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
The percentage of students identifying as Hispanic scoring 60% or above on the quarterly English Language Arts Benchmark will increase 1% from the baseline of 18%.	The percentage of students identifying as Hispanic scoring 60% or above on the quarterly English Language Arts Benchmark will increase 2% from the baseline of 18%.	The percentage of students identifying as Hispanic scoring 60% or above on the quarterly English Language Arts Benchmark will increase 3% from the baseline of 18%.	The percentage of students identifying as Hispanic scoring 60% or above on the quarterly English Language Arts Benchmark will increase 4% from the baseline of 18%.

Priority: If we identify the Math anchors and standards that students identifying as Black struggled with the most on the PSSA, then we can design an instructional approach to explicitly teach those standards, and formatively assess on an ongoing basis to determine the level of mastery through the MTSS process.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
In June of 2027, 15% of students identifying as Black will meet the STAR scaled score for Proficiency in Math.			
Measurable Goal Nickname (35 Character Max)			
STAR Testing - Math Proficiency (Black)			
Target Year 1	**Target Year 2**	**Target Year 3**	
In June of 2025, 7% of students identifying as Black will meet the STAR scaled score for proficiency in Math.	In June of 2026, 11% of students identifying as Black will meet the STAR scaled score for proficiency in Math.	In June of 2027, 15% of students identifying as Black will meet the STAR scaled score for Proficiency in Math.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
STAR Math scaled scores for proficiency for students identifying as Black will increase 1% from the baseline of 3%	STAR Math scaled scores for proficiency for students identifying as Black will increase 2% from the baseline of 3%	STAR Math scaled scores for proficiency for students identifying as Black will increase 3% from the baseline of 3%	STAR Math scaled scores for proficiency for students identifying as Black will increase 4% from the baseline of 3%

Outcome Category

Mathematics			
Measurable Goal Statement (Smart Goal)			
In June of 2027, 15% of students identifying as Black will score 60% or above on the quarterly benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			
Quarterly Benchmark Assessments - Math Proficiency (Black)			
Target Year 1	**Target Year 2**	**Target Year 3**	
In June of 2025, 7% of students identifying as Black will score 60% or above on the quarterly benchmark assessment.	In June of 2026, 11% of students identifying as Black will score 60% or above on the quarterly benchmark assessment.	In June of 2027, 15% of students identifying as Black will score 60% or above on the quarterly benchmark assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
The percentage of students identifying as Black scoring 60% or above on the quarterly Mathematics Benchmark will increase 1% from the baseline of 3%.	The percentage of students identifying as Black scoring 60% or above on the quarterly Mathematics Benchmark will increase 2% from the baseline of 3%.	The percentage of students identifying as Black scoring 60% or above on the quarterly Mathematics Benchmark will increase 3% from the baseline of 3%.	The percentage of students identifying as Black scoring 60% or above on the quarterly Mathematics Benchmark will increase 4% from the baseline of 3%.

Action Plan

Measurable Goals

Continuous Improvement of Instruction - PSSA Results	STAR Testing - Reading Proficiency (SWD)
Quarterly Benchmark Assessments - Reading Proficiency (SWD)	STAR Testing - Reading Proficiency (Hispanic)
Quarterly Benchmark Assessments - Reading Proficiency (Hispanic)	STAR Testing - Math Proficiency (Black)
Quarterly Benchmark Assessments - Math Proficiency (Black)	

Action Plan For: MTSS

Measurable Goals:

- In June of 2027, 15% of students identifying as Black will score 60% or above on the quarterly benchmark assessment.
- In June of 2027, 30% of students identifying as Hispanic will score 60% or above on the quarterly English Language Arts Benchmark Assessment.
- In June of 2027, the percentage of the All Student Group scoring proficient or advanced on the STAR Reading and Math tests will increase 12% from the respective Reading and Math baseline scores in the 23-24 SY.
- In June of 2027, 20% of Students with Disabilities will meet the STAR scaled score for Proficiency in Reading.
- In June of 2027, 20% of Students with Disabilities will score 60% or above on the quarterly English Language Arts Benchmark Assessment.
- In June of 2027, 15% of students identifying as Black will meet the STAR scaled score for Proficiency in Math.
- In June of 2027, 30% of students identifying as Hispanic will meet the STAR scaled score for Proficiency in Reading.

Action Step		Anticipated Start/Completion Date	
Design the academic MTSS process to address low student achievement and educate all staff members regarding the use of appropriate interventions during small group instruction.		2024-08-26	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Steven Bilski - CEO/Principal Orlando Taylor - Assistant Principal Catherine Blumenstock - Assistant Principal Tara Mellace - Director of Special Education Megan Grim - Reading Specialist Gabrielle Aflaro - Math Interventionist Kirsten Rifkin	Curriculum Scope and Sequences; Math and ELA curriculum materials; Technology-based Intervention Programs (i.e., Lexia and Zearn); Renaissance Learning (i.e., STAR Tests); Identified ELA and Math Interventions; MTSS Meeting Schedule	Yes	Yes

- ESL Coordinator			
Action Step		**Anticipated Start/Completion Date**	
Implement with fidelity the academic MTSS process to address low student achievement including the use of appropriate Tier 1 and 2 academic supports until progress monitoring occurs at the conclusion of the 6-week cycle.		2024-10-01	2024-11-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Steven Bilski - CEO/Principal Orlando Taylor - Assistant Principal Catherine Blumenstock - Assistant Principal Tara Mellace - Director of Special Education Megan Grim - Reading Specialist Gabrielle Aflaro - Math Interventionist Kirsten Rifkin - ESL Coordinator	Curriculum Scope and Sequences; Math and ELA curriculum materials; Technology-based Intervention Programs (i.e., Lexia and Zearn); Renaissance Learning (i.e., STAR Tests); Identified ELA and Math Interventions; MTSS Meeting Schedule	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Progress monitor with fidelity the academic MTSS process to address low student achievement. Facilitate weekly MTSS meetings to determine the appropriate Tier 1, 2, and 3 academic supports needed to increase student achievement for the remainder of the academic year.		2024-11-11	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Steven Bilski - CEO/Principal Orlando Taylor - Assistant Principal Catherine Blumenstock - Assistant Principal Tara Mellace - Director of Special Education Megan Grim - Reading Specialist Gabrielle Aflaro - Math Interventionist Kirsten Rifkin - ESL Coordinator	Curriculum Scope and Sequences; Math and ELA curriculum materials; Technology-based Intervention Programs (i.e., Lexia and Zearn); Renaissance Learning (i.e., STAR Tests); Identified ELA and Math Interventions; MTSS Meeting Schedule	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Math and ELA teachers will facilitate 45-minutes of small group instruction each day during the 90-minute instructional block to meet the personalized academic needs of all students. Teachers will collect a variety of student achievement data and will meet	People: The MTSS Team will be comprised of instructional leaders who will meet with grade-level teams and content areas on a weekly basis to review student achievement data. Frequency: Through a 4-6 week cyclical process, the team will evaluate student achievement and

on a weekly basis with instructional leaders to review and discuss appropriate interventions. Once the interventions have been agreed upon, teachers will be required to implement the intervention strategies with fidelity while the MTSS team monitors the progress of students.

academic growth. Method: During the MTSS meetings, the team will collaboratively work with teachers to identify appropriate Tier 1, 2, and/or 3 intervention strategies to implement and monitor inside the classroom.

Action Plan For: Evidence-based Tier 1 and Tier 2 ELA Interventions

Measurable Goals:
• In June of 2027, 30% of students identifying as Hispanic will score 60% or above on the quarterly English Language Arts Benchmark Assessment.   • In June of 2027, the percentage of the All Student Group scoring proficient or advanced on the STAR Reading and Math tests will increase 12% from the respective Reading and Math baseline scores in the 23-24 SY.   • In June of 2027, 20% of Students with Disabilities will meet the STAR scaled score for Proficiency in Reading.   • In June of 2027, 20% of Students with Disabilities will score 60% or above on the quarterly English Language Arts Benchmark Assessment.   • In June of 2027, 30% of students identifying as Hispanic will meet the STAR scaled score for Proficiency in Reading.

Action Step	Anticipated Start/Completion Date	
Identify and educator all staff members about appropriate Tier 1, 2, and 3 Interventions that can be utilized during core and small group instruction using student achievement data (i.e., implementation of evidenced-based literacy instruction).	2024-08-26	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Steven Bilski - CEO Principal Orlando Taylor - Assistant Principal Ronda Richman - Assistant Principal Tara Mellace - Director of Special Education Megan Grim - Reading Specialist Kirsten Rifkin - ESL Coordinator	Fishtank Learning ELA Curriculum, Intervention strategy guide, ongoing coaching and professional development from Ms. Richman as well as ELA Curriculum Directors; Access to Evidence-Based Interventions; Lexia; Lexia English	Yes	Yes
Action Step	**Anticipated**	

		Start/Completion Date	
Implement Tier 1, 2, and 3 Interventions with fidelity through core and small group instruction using student achievement data (i.e., implementation of evidenced-based literacy instruction).		2024-09-30	2024-11-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Steven Bilski - CEO Principal Orlando Taylor - Assistant Principal Ronda Richman - Assistant Principal Tara Mellace - Director of Special Education Megan Grim - Reading Specialist Kirsten Rifkin - ESL Coordinator	Fishtank Learning ELA Curriculum, Intervention strategy guide, ongoing coaching and professional development from Ms. Richman as well as ELA Curriculum Directors; Access to Evidence-Based Interventions; Lexia; Lexia English	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Continue to implement Tier 1, 2, and 3 interventions fidelity in the ELA instructional block (i.e., core and small group instruction). Analyze student achievement data and the MTSS data to determine which interventions elicit more student achievement and/or growth. Decide to change the intensity, frequency, and duration of interventions as needed.		2024-11-11	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Steven Bilski - CEO Principal Orlando Taylor - Assistant Principal Ronda Richman - Assistant Principal Tara Mellace - Director of Special Education Megan Grim - Reading Specialist Kirsten Rifkin - ESL Coordinator	Fishtank Learning ELA Curriculum, Intervention strategy guide, ongoing coaching and professional development from Ms. Richman as well as ELA Curriculum Directors; Access to Evidence-Based Interventions; Lexia; Lexia English	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Hire and train an arts and humanities teacher to support students and staff in building relevant background knowledge for literacy.		2024-07-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principal - ELA Content Lead	Principal will provide daily cultural literacy information using the Dictionary of Cultural Literacy. This can be accomplished with	No	No

the hiring of an art teacher.		

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Growth of students reading levels measured by STAR scaled scores. Growth of students academic success daily as measured by Exit Tickets and other in class daily assessments.	People: Lead Persons and English Language Arts Teachers Frequency: Cyclical review of student achievement and progress monitoring data through the MTSS process (i.e., weekly and every 4-6 weeks); STAR data quarterly Method: Student data analysis completed at bi-weekly data/PLC meetings to determine use of appropriate interventions.

Action Plan For: Evidence-Based Tier 1 and 2 Math Interventions

Measurable Goals:
• In June of 2027, 15% of students identifying as Black will score 60% or above on the quarterly benchmark assessment.
• In June of 2027, the percentage of the All Student Group scoring proficient or advanced on the STAR Reading and Math tests will increase 12% from the respective Reading and Math baseline scores in the 23-24 SY.
• In June of 2027, 15% of students identifying as Black will meet the STAR scaled score for Proficiency in Math.

Action Step	Anticipated Start/Completion Date	
Provide all Math Teachers with professional development to review the Illustrative Mathematics curriculum (i.e., scope and sequences) including how to utilize pre-assessment data to drive small group instruction to address unfinished learning with specific grade-level standards through the use of appropriate Tier 1 and 2 Interventions.	2024-08-19	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?** / **Com Step?**
Steven Bilski - CEO/Principal Orlando Taylor - Assistant Principal Catherine Blumenstock - Assistant Principal Tara Mellace - Director of Special Education Kirsten Rifkin - ESL Coordinator Gabrielle Alfaro - Math Interventionist	Illustrative Mathematics Curriculum, Scope and Sequences, weekly and monthly professional development from Ms. Blumenstock and APS Coaches associated with standards-aligned lesson planning, instructional approaches, and implementation of Tier 1 and 2 Interventions and Strategies including the integration of Zearn and First in Math; Coherence Maps for Mathematics	Yes Yes
Action Step	**Anticipated**	

	Start/Completion Date	
Implement with fidelity the Illustrative Mathematics curriculum while incorporating the appropriate use of Tier 1 and 2 interventions including Zearn, First in Math. All Math teachers will utilize pre-assessment data to drive their small group instruction.	2024-09-30	2024-11-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Steven Bilski - CEO/Principal Orlando Taylor - Assistant Principal Catherine Blumenstock - Assistant Principal Tara Mellace - Director of Special Education Kirsten Rifkin - ESL Coordinator Gabrielle Alfaro - Math Interventionist	Illustrative Mathematics Curriculum, Scope and Sequences, weekly and monthly professional development from Ms. Blumenstock and APS Coaches associated with standards-aligned lesson planning, instructional approaches, and implementation of Tier 1 and 2 Interventions and Strategies including the integration of Zearn and First in Math; Coherence Maps for Mathematics	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Continue to implement Tier 1, 2, and 3 interventions fidelity in the Math instructional block (i.e., core and small group instruction). Analyze student achievement data and the MTSS data to determine which interventions elicit more student achievement and/or growth. Decide to change the intensity, frequency, and duration of interventions as needed.	2024-11-11	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Steven Bilski - CEO/Principal Orlando Taylor - Assistant Principal Catherine Blumenstock - Assistant Principal Tara Mellace - Director of Special Education Kirsten Rifkin - ESL Coordinator Gabrielle Alfaro - Math Interventionist	Illustrative Mathematics Curriculum, Scope and Sequences, weekly and monthly professional development from Ms. Blumenstock and APS Coaches associated with standards-aligned lesson planning, instructional approaches, and implementation of Tier 1 and 2 Interventions and Strategies including the integration of Zearn and First in Math; Coherence Maps for Mathematics	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Illustrative Mathematics provides all students with a gateway to readily accessing grade-level content while also providing students with pathways to further develop necessary foundational skills in order to grasp rigorous grade-level	People: Lead Persons and Mathematics Teachers Frequency: Formative assessment data will be collected daily and/or weekly and used to assess student growth and achievement, as well as, to make data informed decisions regarding instructional practices. Quarterly STAR

standards. Daily exit tickets, progress monitoring, and summative assessments will illustrate all students' abilities to access grade-level content with academic success. Additionally, Zearn allows English Language Learners the opportunity to access grade-level content using the Foundational Guidance lessons to scaffold to appropriate lessons before interacting with grade-level content. Pre-assessment data will provide insight into which standards students need to focus on in order to access grade-level content.	Diagnostic Assessments administered to students will underscore academic growth and achievement. Method: Teachers will meet during PLCs and MTSS meetings to discuss the appropriate and effective use of Tier 1,2, and 3 Math interventions.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Evidence-based Tier 1 and Tier 2 ELA Interventions	ELA Teacher and Reading Specialist/Interventionist Salaries and Benefits	353024
Instruction	• MTSS	Math Teacher Salary and Benefits	151921
Instruction	• MTSS • Evidence-based Tier 1 and Tier 2 ELA Interventions • Evidence-Based Tier 1 and 2 Math Interventions	Art Teacher Salary and Benefits	79025
Other Expenditures	• MTSS • Evidence-based Tier 1 and Tier 2 ELA Interventions • Evidence-Based Tier 1 and 2 Math Interventions	Supplies for Homeless Students	5480
Other Expenditures	• MTSS • Evidence-based Tier 1	Parent & Family Engagement	7000

	and Tier 2 ELA Interventions • Evidence-Based Tier 1 and 2 Math Interventions			
Total Expenditures				596450

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	Design the academic MTSS process to address low student achievement and educate all staff members regarding the use of appropriate interventions during small group instruction.
MTSS	Implement with fidelity the academic MTSS process to address low student achievement including the use of appropriate Tier 1 and 2 academic supports until progress monitoring occurs at the conclusion of the 6-week cycle.
MTSS	Progress monitor with fidelity the academic MTSS process to address low student achievement. Facilitate weekly MTSS meetings to determine the appropriate Tier 1, 2, and 3 academic supports needed to increase student achievement for the remainder of the academic year.
Evidence-based Tier 1 and Tier 2 ELA Interventions	Identify and educator all staff members about appropriate Tier 1, 2, and 3 Interventions that can be utilized during core and small group instruction using student achievement data (i.e., implementation of evidenced-based literacy instruction).
Evidence-based Tier 1 and Tier 2 ELA Interventions	Implement Tier 1, 2, and 3 Interventions with fidelity through core and small group instruction using student achievement data (i.e., implementation of evidenced-based literacy instruction).
Evidence-based Tier 1 and Tier 2 ELA Interventions	Continue to implement Tier 1, 2, and 3 interventions fidelity in the ELA instructional block (i.e., core and small group instruction). Analyze student achievement data and the MTSS data to determine which interventions elicit more student achievement and/or growth. Decide to change the intensity, frequency, and duration of interventions as needed.
Evidence-Based Tier 1 and 2 Math Interventions	Provide all Math Teachers with professional development to review the Illustrative Mathematics curriculum (i.e., scope and sequences) including how to utilize pre-assessment data to drive small group instruction to address unfinished learning with specific grade-level standards through the use of appropriate Tier 1 and 2 Interventions.
Evidence-Based Tier 1 and 2 Math Interventions	Implement with fidelity the Illustrative Mathematics curriculum while incorporating the appropriate use of Tier 1 and 2 interventions including Zearn, First in Math. All Math teachers will utilize pre-assessment data to drive their small group instruction.
Evidence-Based Tier 1 and 2 Math Interventions	Continue to implement Tier 1, 2, and 3 interventions fidelity in the Math instructional block (i.e., core and small group instruction). Analyze student achievement data and the MTSS data to determine which interventions elicit more student achievement and/or growth. Decide to change the intensity, frequency, and duration of interventions as needed.

Professional Learning Communities - PLCs

Action Step
• Identify and educator all staff members about appropriate Tier 1, 2, and 3 Interventions that can be utilized during core and small group instruction using student achievement data (i.e., implementation of evidenced-based literacy instruction).

Audience
All General Education, Special Education, and English as a Second Language teachers.

Topics to be Included
Providing Tier I interventions during the course of instruction in real time, providing students with Tier II interventions using research-based instructional strategies to make modifications and accommodations, using data to make informed curriculum and instructional decisions, MTSS process

Evidence of Learning
The evidence of learning will occur through the work that teachers produce when implementing specific content-based Tier I interventions. Evidence of learning will also become evident when specific accommodations and modifications are provided through the implementation of researched-based Tier II interventions stemming from the MTSS process.

Lead Person/Position	Anticipated Start	Anticipated Completion
Orlando Taylor Catherine Blumenstock Megan Grim Gabrielle Alfaro Kirsten Rifkin Kelly Nichols	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly

Observation and Practice Framework Met in this Plan
• 3e: Demonstrating Flexibility and Responsiveness

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Communications Activities

Parent-Teacher Conferences

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Design the academic MTSS process to address low student achievement and educate all staff members regarding the use of appropriate interventions during small group instruction. • Identify and educator all staff members about appropriate Tier 1, 2, and 3 Interventions that can be utilized during core and small group instruction using student achievement data (i.e., implementation of evidenced-based literacy instruction).	Parents/Guardians and students	Student Academic Growth and Progress Towards Achievement	Ronda Richman - Assistant Principal Catherine Blumenstock - Assistant Principal Tara Mellace - Director of Special Education	08/26/2024	06/13/2025

Communications

Type of Communication	Frequency
Presentation	Quarterly

Monthly Update Emails

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Design the academic MTSS process to address low student achievement and educate all staff members regarding the use of appropriate interventions during small group instruction. • Identify and educator all staff members about appropriate Tier 1, 2, and 3 Interventions that can be utilized during core and small group instruction using student achievement data (i.e., implementation of evidenced-based literacy instruction).	Parents/Guardians	Monthly updates regarding academic progress, attendance, disciplinary referrals, and other pertinent school-wide updates regarding students.	Steven Bilski - CEO/Principal	08/28/2023	06/07/2024

Communications

Type of Communication	Frequency
Email	Monthly

Approvals & Signatures

Uploaded Files
• Board Affirmation Statement - A-TSI Title I Comprehensive Plan _ 2024-2027.pdf

Chief School Administrator	Date
Mr Steven Bilski	2025-02-23
Building Principal Signature	**Date**
Mr Steven Bilski	2025-02-23
School Improvement Facilitator Signature	**Date**
Gregory M. McGough, Ed.D., CSIS	2025-02-04