Lehigh Valley Charter High School for the Arts

Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN	
Charter School		120483170	
Address 1			
321 East 3rd St			
Address 2			
City	**State**	**Zip Code**	
Bethlehem	PA	18015	
Chief School Administrator		**Chief School Administrator Email**	
Christina Lincoln		clincoln@charterarts.org	
Single Point of Contact Name			
Cyndi Evans			
Single Point of Contact Email			
cevans@charterarts.org			
Single Point of Contact Phone Number		**Single Point of Contact Extension**	
6108682971		2211	
Principal Name			
Jennifer Levernier			
Principal Email			
jlevernier@charterarts.org			
Principal Phone Number		**Principal Extension**	
6108682971		3187	
School Improvement Facilitator Name		**School Improvement Facilitator Email**	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Cheryl Schurz	Director of Finance	The Lehigh Valley Charter High School for the Arts	cschurz@charterarts.org
Christina Lincoln	Chief School Administrator	The Lehigh Valley Charter High School for the Arts	clincoln@charterarts.org
Len Perrett	Board Member	The Lehigh Valley Charter High School for the Arts	lperrett@verizon.net
Cyndi Evans	Math Department Chair	The Lehigh Valley Charter High School for the Arts	cevans@charterarts.org
Katie Keller	Science Department Chair	The Lehigh Valley Charter High School for the Arts	kkeller@charterarts.org
Jessica Diana	Teacher	The Lehigh Valley Charter High School for the Arts	jdiana@charterarts.org
Laura Sarmir	Staff Member	The Lehigh Valley Charter High School for the Arts	lsarmir@charterarts.org
Shawn DeVault	Paraprofessional	The Lehigh Valley Charter High School for the Arts	sdevault@charterarts.org
Chris Anthony	Teacher	The Lehigh Valley Charter High School for the Arts	canthony@charterarts.org
David Macbeth	Parent	The Lehigh Valley Charter High School for the Arts	dmacbeth@charterarts.org
Diane Wagner	Community Member	The Lehigh Valley Charter High School for the Arts	dwagner@charterarts.org
Jennifer Levernier	Principal	The Lehigh Valley Charter High School for the Arts	jlevernier@charterarts.org
Jamie Hill	Staff Member	The Lehigh Valley Charter High School for the Arts	jhill@charterarts.org

LEA Profile

Charter Arts is located minutes away from historic downtown Bethlehem, the heart of the Lehigh Valley. Located approximately 60 miles northeast of Philadelphia, the Lehigh Valley is home to many notable colleges and Universities. A diversity of cultures and historic preservation are prominent features of the ares. Charter Arts currently enrolls students from 40 surrounding area school districts and 10 counties.

The college preparatory curriculum is designed to develop individual potential while meeting the entrance requirements of America's competitive colleges and university. The program of students contains a full complement of college preparatory courses and each academic discipline offers honors level rigopr. Advanced placement courses are available in English, math, Social Studies, Science, Spanish, Art History, and Music theory. Students participate in a comprehensive Artistics program for three hours each day.

With 128 graduates in the Class of 2024, 77.3% continued on to a 4 year college, 5.5% continued to a two year college, 2.3% continued to a technical school program, 3.9% entered the workforce, and 10.9% are taking a gap year.

Our student population is 530 with a high degree of diversity. Of our 58 faculty members, 43 % have advanced degrees. They share an average of 10 years of teaching experience. The current staff to student ratio is 1 to 10.
The Lehigh Valley Charter High School for the Arts is fully accredited by the Commonwealth of Pennsylvania Department of Education.

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Mission and Vision

Mission

The Lehigh Valley Charter High School for the Arts provides a unique environment that fosters a creative academic approach to learning and a development of talent in the arts. Built upon passion, discipline and a commitment to excellence, this integrative educational experience inspires all students to believe in themselves and what they can accomplish.

Vision

To develop the next generation of collaborative artists and innovative thinkers who will impact the world with a unique vision and voice.

Educational Values

Students

Intellectual & Artistic Development: Charter Arts enables students to develop an intellectual capacity within an Artistic framework to which they are already passionately devoted. The student's level of comfort and accomplishment in their arts enables them to transfer their intellectual development into the academic classroom. The result is that Charter Arts students' grades in individual academic classes and test results on the state mandated Keystone's exceed the scores student's achieved prior to their attendance in Charter Arts. Students graduate from Charter Arts with a sense of expertise and accomplishment in both the arts and academics. They move into the larger world knowing that they can have a positive impact on their own lives and the lives of others. These personal and academic skills are transferable to the college and workplace environments.

Staff

Dedicated Artistic and Professional Staff: The staff at Charter Arts bring their own artistic and professional backgrounds to the school, providing students with role models in both the academic and artistic areas, and inspiring students to believe in themselves and to develop their own vision and voice as collaborative artists and innovative thinkers.

Administration

Unique & Innovative Pre-professional Program: Charter Arts offers a pre-professional program in the arts that traditional area schools do not offer. Serving approximately 540 high school students in grades 9-12, Charter Arts has done an excellent job of educating these students in one of seven artistic fields: dance, instrumental music, literary arts, production arts, theatre, visual art and vocal music. The majority of students continue on to a post secondary education such as two or four year colleges, technical institutes, or arts conservatories.

Parents

Supportive & Engaged Families: Charter Arts believes that students will achieve their highest intention when the school community works in partnership with our student families and parents. Our dedicated families support their students and our school through participation in departmental parent associations where they volunteer with rehearsals, recitals, exhibits, performances, and more. Through school wide family engagement events, parents partner with teachers and administrators to learn the best ways to support their students from home during the high school years.

Community

Collaboration & Innovation: Located in the heart of the Arts District in Downtown Bethlehem, our local community is literally an extension of our school campus. Our students regularly perform out in the local community, and we invite the community to collaborate with our students as visiting artists and experts in their field. Through these unique community partnerships, our students gain valuable real-world experience as artists, innovators, thinkers, and leaders that will propel them into their next stages of artistic and academic pursuits.

Other (Optional)

Omit selected.

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 | **False** 5 | **False** 6 |
| **False** 7 | **False** 8 | **False** 9 | **False** 10 | **True** 11 | **True** 12 | |

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
State Assessment Measure	English teachers have a proven ability to grow students beyond predicted scores and for students to earn high measures of success on the Literature Keystone Exam.
Career Standards Benchmark	Seminar teachers and School Counselors have a proven ability to work with all students so that they exceed the statewide average of the Career Standards Benchmark.

Challenges

Indicator	Comments/Notable Observations
Industry Based Learning	The Lehigh Valley Charter High School for the Arts falls well below the statewide average in all components of Industry Based Learning.
Rigorous Courses of Study	The Lehigh Valley Charter High School for the Arts falls about 16% below the statewide average on Rigorous Courses of Study.

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

Strengths

Indicator	
State Assessment Measure	
ESSA Student Subgroups	**Comments/Notable Observations**
African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	English teachers have a proven ability to grow ALL student groups beyond predicted scores and for ALL student groups to earn high measure of success on the Literature Keystone Exam.

Indicator	Comments/Notable Observations
Career Standards Benchmark **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Seminar teachers and School Counselors have a proven ability to work with ALL student groups so that every single subgroup exceeds the statewide average of the Career Standards Benchmark.

Challenges

Indicator	Comments/Notable Observations
Industry Based Learning **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	The Lehigh Valley Charter High School for the Arts falls well below the statewide average in all components of this Industry Based Learning for ALL subgroups of students. There is no formal method in place for gathering the data associated with this challenge.
Rigorous Courses of Study **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** The Lehigh Valley Charter High School for the Arts falls about 16% below the statewide average in Rigorous Courses of Study. Although ALL subgroups of students fall below the statewide average, the Economically Disadvantaged lag behind the statewide average by approximately 30% points.

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.

English teachers have a proven ability to grow ALL student groups beyond predicted scores and for ALL student groups to earn high measure of success on the Literature Keystone Exam.
Seminar teachers and School Counselors have a proven ability to work with ALL student groups so that every single subgroup exceeds the statewide average of the Career Standards Benchmark.

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.

The Lehigh Valley Charter High School for the Arts falls well below the statewide average in all components of this Industry Based Learning for ALL subgroups of students. There is no formal method in place for gathering the data associated with this challenge.
The Lehigh Valley Charter High School for the Arts falls about 16% below the statewide average in Rigorous Courses of Study. Although ALL subgroups of students fall below the statewide average, the Economically Disadvantaged lag behind the statewide average by approximately 30% points.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
AP English Language and Composition Exam	On the 2024 AP English Language and Composition Exam, 9 out of 10 students earned a score of 3 or higher and 5 of those students earned at least a 4. The AP Language students' average (μ) score of 3.60 exceeded the state (μ = 3.06) and global averages (μ = 2.79).
AP English Literature and Composition Exam	On the 2024 AP English Literature and Composition Exam, all 9 AP English Literature & Compositions students earned a minimum score of 3; moreover, 7 out of 9 students earned at least a 4. The AP Literature students' average (μ) score of 4.00 greatly exceeded the state (μ = 3.31) and global averages (μ = 3.16), which is the largest gap of all AP humanities courses taught at Charter Arts.
Literature Keystone Exam	On the Spring 2024 Literature Keystone Exam, 107 out of 124 testers (86.3%) scored Proficient or Advanced.
CommonLit 360	The English Department uses CommonLit's 360 assessment tool(s) to regularly measure student progress in a variety of areas: reading comprehension, synthesis/analysis, vocabulary, and (generally) if students meet their grade-level expectations for an English/Literature course.

English Language Arts Summary

Strengths

All student groups are scoring well above the statewide average on the Literature Keystone Exam.
All student groups exceed state and global averages on the AP English Language and the AP English Literature exams.

Challenges

At risk students continue to need support to earn proficiency on the Keystone Exam.

Mathematics

Data	Comments/Notable Observations
Study Island	Diagnostic testing data on Study Island was used to gain an understanding of incoming Algebraic level. Data collection continued throughout the year to show student growth and mastery within their identified level. 100% of students showed growth from the initial diagnostic test to the following test.
Edia	Specific topics were addressed using Edia within math classes allowing teachers to formatively assess students throughout the school year. 100% of students showed growth from initial diagnostic test to the following test.
District made	District made math placement tests allows students to be placed in the most appropriate level of math. 86 incoming 9th

placement tests	graders took the Algebra 1 placement test. 40 scored 60% or greater, and 46 scored under 60%.
Algebra Keystone Exam	On the Spring 2024 Algebra Keystone Exam, 32 out of 184 testers (17.4%) scored Proficient or Advanced.
AP Calculus BC	On the 2024 AP Calculus BC Exam, 1 out of 1 student earned a score of 3. The AP Calculus BC students' average (μ) score of 3.00 fell below the state ($\mu = 3.96$) and global averages ($\mu = 3.92$).
AP Calculus AB	On the AP Calculus AB Exam, 5 out of 11 students earned a score of 3 or higher (with just one student earning a 4). The AP Calculus AB students' average (μ) score of 2.36 fell below the state ($\mu = 3.36$) and global averages ($\mu = 3.22$).
College Board Classroom	Specific topics were addressed with College Board Classroom within AP Calculus classes allowing teachers to formatively assess students throughout the school year.
AP Statistics	On the 2024 AP Statistics Exam, 1 out of 1 student earned a score of 5. The AP Statistics students' average (μ) score of 5.00 far exceeded the state ($\mu = 3.18$) and global averages ($\mu = 2.96$).

Mathematics Summary

Strengths

Placement tests help to target and support incoming 9th grade students in math. Based on these results, some high needs students will need to continue to work on foundational skills before they are placed in an Algebra 1 course.
Edia, Study Island, and College Board classroom supply the educators with formative data that steers the direction of the curriculum. This data allows educators to make decisions on after school tutoring recommendations.

Challenges

Algebra students often lack foundational skills at the beginning of the school year, and even when they demonstrate growth, they often fall below proficiency by the end of the school year.
Even after remediation, at-risk math students struggle to meet proficiency on the Algebra Keystone Exam.
AP Calculus AB students often lack all of the necessary skills to score a 3 or higher on the AP exam.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
District made placement tests	District made Biology placement tests allows students to be placed in the most appropriate level of Biology. 128 incoming 9th graders took the Biology placement test. 49 scored 75% or greater, and 79 scored under 75%.
Biology Keystone Exam	On the Spring 2024 Biology Keystone Exam, 66 out of 157 testers (42.0%) scored Proficient or Advanced.
AP Biology Exam	On the 2024 AP Biology Exam, 4 out of 4 students earned a score of 3 or higher and 1 of those students earned a 4. The AP Biology students' average (μ) score of 3.25 fell slightly below the state ($\mu = 3.35$) but slightly above the global

	averages (μ = 3.15).
Study Island	Diagnostic testing data on Study Island was used to gain an understanding of incoming Biology background knowledge. Data collection continued throughout the year to show student growth and mastery within their identified level.
College Board Classroom	Specific topics were addressed with College Board Classroom within AP Biology classes allowing teachers to formatively assess students throughout the school year.

Science, Technology, and Engineering Education Summary

Strengths

Study Island and College Board classroom supply the educators with formative data that steers the direction of the curriculum. This data allows educators to make decisions on after school tutoring recommendations.
All student groups exceed global averages on the AP Biology exam.
Students scored above the state average on the Spring 2024 Biology Keystone Exam.

Challenges

Even after remediation, at-risk Biology students struggle to meet proficiency on the Keystone Exam.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	Students need to complete 100% of their artifacts (8 total) in their Career and College Portfolio through Naviance in order to graduate.
3 year Seminar Courses	Students will be required to attend these semester based Seminar series courses during their 9th, 10th, and 11th grade years.

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

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

DeSales University

Agreement Type

Dual Credit

Program/Course Area

Visual Arts and Literary Arts

Uploaded Files

DeSales Charter Arts dual enrollment agreement.pdf

Partnering Institution

Lehigh Carbon Community College

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

LCCC Dual Enrollment.pdf

Partnering Institution

The Pennsylvania State University

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

Penn State Dual Enrollment.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.

We offer 3 semester based seminar courses that focus on Career & College preparations. Students will complete a 3 year programs which utilizes Naviance and other tools for career readiness.
Students complete their Naviance lesson with a high completion rate.

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.

With only one year of the 11th grade Career and College Seminar, we will continue to hone this curriculum to best meet our students needs.
We are exploring ways to increase student access to industry based credentials.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
At Risk reports	Based on our most recent at-risk report, 45 out of 198 (or 23%) are economically disadvantaged.

Student Groups by Race/Ethnicity

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

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.

At-risk students have access to after school tutoring supports. This includes content specific specific subjects in math, Biology, and English along with general Homework Lab help. These tutoring sessions are offered in-person as well as remote.

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.

Based on our most recent at-risk report, 45 out of 198 (or 23%) are economically disadvantaged.

Supplemental LEA Plans

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

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	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	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	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	Operational

Foster Quality Professional Learning

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

Align curricular materials, unit plans, and lesson plans to the PA Standards through curricular mapping.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices as needed.
Identify and address individual student learning needs through data collection.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school (socially, emotionally, intellectually, and physically).
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
Use multiple professional learning designs to support the learning needs of staff. Finding the funds to set aside for Ed Camp, Vector training, and more small group selective content specific PD sessions.
Monitor and evaluate the impact of professional learning on staff practices and student learning. Aside from utilizing a yearly PD survey, we need to find more ways to collect data.

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
English teachers have a proven ability to grow ALL student groups beyond predicted scores and for ALL student groups to earn high measure of success on the Literature Keystone Exam.	True
Seminar teachers and School Counselors have a proven ability to work with ALL student groups so that every single subgroup exceeds the statewide average of the Career Standards Benchmark.	True
English teachers have a proven ability to grow ALL student groups beyond predicted scores and for ALL student groups to earn high measure of success on the Literature Keystone Exam.	False
Seminar teachers and School Counselors have a proven ability to work with ALL student groups so that every single subgroup exceeds the statewide average of the Career Standards Benchmark.	False
All student groups are scoring well above the statewide average on the Literature Keystone Exam.	False
Placement tests help to target and support incoming 9th grade students in math. Based on these results, some high needs students will need to continue to work on foundational skills before they are placed in an Algebra 1 course.	False
Edia, Study Island, and College Board classroom supply the educators with formative data that steers the direction of the curriculum. This data allows educators to make decisions on after school tutoring recommendations.	False
Study Island and College Board classroom supply the educators with formative data that steers the direction of the curriculum. This data allows educators to make decisions on after school tutoring recommendations.	False
At-risk students have access to after school tutoring supports. This includes content specific specific subjects in math, Biology, and English along with general Homework Lab help. These tutoring sessions are offered in-person as well as remote.	False
Align curricular materials, unit plans, and lesson plans to the PA Standards through curricular mapping.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices as needed.	False
Identify and address individual student learning needs through data collection.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school (socially, emotionally, intellectually, and physically).	False

Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False
All student groups exceed state and global averages on the AP English Language and the AP English Literature exams.	False
All student groups exceed global averages on the AP Biology exam.	False
We offer 3 semester based seminar courses that focus on Career & College preparations. Students will complete a 3 year programs which utilizes Naviance and other tools for career readiness.	False
Students complete their Naviance lesson with a high completion rate.	True
Students scored above the state average on the Spring 2024 Biology Keystone Exam.	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
The Lehigh Valley Charter High School for the Arts falls well below the statewide average in all components of this Industry Based Learning for ALL subgroups of students. There is no formal method in place for gathering the data associated with this challenge.	False
The Lehigh Valley Charter High School for the Arts falls about 16% below the statewide average in Rigorous Courses of Study. Although ALL subgroups of students fall below the statewide average, the Economically Disadvantaged lag behind the statewide average by approximately 30% points.	False
The Lehigh Valley Charter High School for the Arts falls well below the statewide average in all components of this indicator for ALL subgroups of students. There is no formal method in place for gathering the data associated with this challenge.	False
The Lehigh Valley Charter High School for the Arts falls about 16% below the statewide average. Although ALL subgroups of students fall below the statewide average, the Economically Disadvantaged lag behind the statewide average by approximately 30% points.	False
At risk students continue to need support to earn proficiency on the Keystone Exam.	True
Algebra students often lack foundational skills at the beginning of the school year, and even when they demonstrate growth, they often fall below proficiency by the end of the school year.	True
AP Calculus AB students often lack all of the necessary skills to score a 3 or higher on the AP exam.	False
Even after remediation, at-risk Biology students struggle to meet proficiency on the Keystone Exam.	False
With only one year of the 11th grade Career and College Seminar, we will continue to hone this curriculum to	False

best meet our students needs.	
We are exploring ways to increase student access to industry based credentials.	False
Based on our most recent at-risk report, 45 out of 198 (or 23%) are economically disadvantaged.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Use multiple professional learning designs to support the learning needs of staff. Finding the funds to set aside for Ed Camp, Vector training, and more small group selective content specific PD sessions.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning. Aside from utilizing a yearly PD survey, we need to find more ways to collect data.	False
Even after remediation, at-risk math students struggle to meet proficiency on the Algebra Keystone Exam.	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
At risk students continue to need support to earn proficiency on the Keystone Exam.	How can we better utilize our at-risk report to target these students?	True
Algebra students often lack foundational skills at the beginning of the school year, and even when they demonstrate growth, they often fall below proficiency by the end of the school year.	How can we integrate more of these necessary foundational math skills into our Algebra curriculum.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
English teachers have a proven ability to grow ALL student groups beyond predicted scores and for ALL student groups to earn high measure of success on the Literature Keystone Exam.	
Seminar teachers and School Counselors have a proven ability to work with ALL student groups so that every single subgroup exceeds the statewide average of the Career Standards Benchmark.	
Students complete their Naviance lesson with a high completion rate.	
Students scored above the state average on the Spring 2024 Biology Keystone Exam.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Primary Root Cause: Need for a more systemic and collaborative approach to use the at-risk data to identify individuals enrolled in trigger courses, provide needed supplemental instruction, and continue to monitor student progress.
	Primary Root Cause: Need for a more systematic and collaborative approach to use benchmark assessment data to identify individual learning needs, provide needed supplemental instruction, and continuously monitor student progress. Other Notes: How to support first time test takers throughout the year? How to strengthen foundational skills while also adding on algebraic skills.

Goal Setting

Priority: Primary Root Cause: Need for a more systemic and collaborative approach to use the at-risk data to identify individuals enrolled in trigger courses, provide needed supplemental instruction, and continue to monitor student progress.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By April 2026, 95% of at-risk students enrolled in trigger courses will be identified as needing support. 80% of theses students in at least one trigger course will be enrolled in supplemental support.			
Measurable Goal Nickname (35 Character Max)			
At-risk report			
Target Year 1	**Target Year 2**	**Target Year 3**	
By April 2024, 80% of at-risk students enrolled in trigger courses will be identified as needing support. 70% of theses students in at least one trigger course will be enrolled in supplemental support.	By April 2026, 90% of at-risk students enrolled in trigger courses will be identified as needing support. 75% of theses students in at least one trigger course will be enrolled in supplemental support.	By April 2026, 95% of at-risk students enrolled in trigger courses will be identified as needing support. 80% of theses students in at least one trigger course will be enrolled in supplemental support.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of Q1, Y1 70%, Y2 80%, Y3 90%, of at-risk students enrolled in trigger courses will be identified as needing support. Y1 62.5%, Y2 70%, Y3 75% of theses students in at least one trigger course will be enrolled in supplemental support.	By the end of Q2, Y1 75%, Y2 85%, Y3 90% of at-risk students enrolled in trigger courses will be identified as needing support. Y1 65%, Y2 72.5%, Y3 77.5% of theses students in at least one trigger course will be enrolled in supplemental support.	By the end of Q3, Y1 80%, Y2 90%, Y3 95% of at-risk students enrolled in trigger courses will be identified as needing support. Y1 70%, Y2 75%, Y3 80%, of theses students in at least one trigger course will be enrolled in supplemental support.	By April 2026, 95% of at-risk students enrolled in trigger courses will be identified as needing support. 80% of theses students in at least one trigger course will be enrolled in supplemental support.

Priority: Primary Root Cause: Need for a more systematic and collaborative approach to use benchmark assessment data to identify individual learning needs, provide needed supplemental instruction, and continuously monitor student progress. Other Notes: How to support first time test takers throughout the year? How to strengthen foundational skills while also adding on algebraic skills.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
During the May 2026 Keystone administration, Algebra test takers will achieve 35% proficiency.			
Measurable Goal Nickname (35 Character Max)			
Algebra Goal			
Target Year 1	**Target Year 2**	**Target Year 3**	
During the May 2024 Keystone administration, Algebra test takers will achieve 25% proficiency.	During the May 2025 Keystone administration, Algebra test takers will achieve 30% proficiency.	During the May 2026 Keystone administration, Algebra test takers will achieve 35% proficiency.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, Algebra teachers will have administered a benchmark assessment via Study Island to all students.	By December 31, Algebra teachers will analyze updated diagnostic/benchmark data via Study Island, showing an increase of 5% from the baseline data. Teachers will meet collaboratively with department chair and/or evaluator to discuss student data, growth, and differentiation strategies.	By March 30, Algebra teachers will analyze updated diagnostic/benchmark data via Study Island, showing an increase of 10% from the baseline data. Teachers will meet collaboratively with department chair and/or evaluator to discuss student data, growth, and differentiation strategies.	During the May 2026 Keystone administration, first time Algebra test takers will achieve 35% proficiency.

Action Plan

Measurable Goals

At-risk report	Algebra Goal

Action Plan For: State Assessment Measure

Measurable Goals:
• By April 2026, 95% of at-risk students enrolled in trigger courses will be identified as needing support. 80% of theses students in at least one trigger course will be enrolled in supplemental support.

Action Step		Anticipated Start/Completion Date	
Algebra, Biology, and English teachers will sort the at-risk report to identify students involved in trigger courses.		2024-09-13	2024-10-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Classroom teachers	At-risk spreadsheet created by mid-quarter,.	No	No
Action Step		**Anticipated Start/Completion Date**	
Algebra, Biology, and English teachers analyze student data, and meet collaboratively to discuss student groups and best supports based on individual needs. Teachers continue to sort the bi-quarterly at-risk report for any additional students.		2024-10-18	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Classroom teachers, department chairs, and administration (as needed)	At-risk report data, common planning time, administrative support (as needed), after-school tutors (teachers).	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Algebra, Biology, and English teachers provide supplemental support based on student groupings while continuing to sort the bi-quarterly at-risk report for additional students.		2025-01-06	2025-03-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Classroom teachers, department chairs,	At-risk report data, common planning time, administrative support	No	Yes

Action Step		Anticipated Start/Completion Date	
Algebra, Biology, and English teachers provide supplemental support based on student groupings while continuing to sort the bi-quarterly at-risk report for additional students. Teachers provide final Keystone Exam review.		2025-03-28	2025-05-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Classroom teachers, department chairs, and administration (as needed)	At-risk report data, common planning time, administrative support (as needed), after-school tutors (teachers).	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Tiered and differentiated student instruction that supports students who are taking one or more Keystone Exams.	At-risk data meetings in collaboration with department chairs, teachers, and administration to analyze student population

Action Plan For: State Assessment Measure

Measurable Goals:
• During the May 2026 Keystone administration, Algebra test takers will achieve 35% proficiency.

Action Step		Anticipated Start/Completion Date	
Algebra teachers administer first benchmark assessment.		2024-09-13	2024-10-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Classroom teachers	Study Island accounts, Edia accounts.	No	No
Action Step		**Anticipated Start/Completion Date**	

Algebra teachers analyze student data and meet collaboratively to discuss student groupings, student tiers, and differentiation strategies.		2024-10-11	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Classroom teachers, department chair, and administration (as needed)	Study Island and Edia student data, common planning time, and administrative support (as needed).	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Algebra teachers provide instruction based on student groupings, student tiers, administer 2nd benchmark assessment, analyze student data, and meet collaboratively to discuss student groups and differentiation strategies.		2025-01-06	2025-03-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Classroom teachers, department chair, and administration (as needed)	Study Island and Edia student data, common planning time, and administrative support (as needed).	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Algebra teachers provide instruction based on student groupings and student tiers making adjustments as needed, provide final Keystone Exam review, and once Keystone scores are released, analyze student data and meet collaboratively to discuss student groups and differentiation strategies		2025-04-04	2025-07-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Classroom teachers, department chair, and administration (as needed)	Study Island and Edia student data, common planning time, administrative support (as needed), and Keystone Exam data results.	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Tiered and differentiated student instruction that supports students who are taking the Algebra Keystone Exam.	At-risk data meetings in collaboration with math department chair, math teachers, and administration to analyze student population

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	• State Assessment Measure	Reading Specialist Salaries	62203
Instruction	• State Assessment Measure • State Assessment Measure	Math Teacher Salaries	62850
Total Expenditures			125053

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
State Assessment Measure	Algebra teachers analyze student data and meet collaboratively to discuss student groupings, student tiers, and differentiation strategies.
State Assessment Measure	Algebra teachers provide instruction based on student groupings, student tiers, administer 2nd benchmark assessment, analyze student data, and meet collaboratively to discuss student groups and differentiation strategies.
State Assessment Measure	Algebra teachers provide instruction based on student groupings and student tiers making adjustments as needed, provide final Keystone Exam review, and once Keystone scores are released, analyze student data and meet collaboratively to discuss student groups and differentiation strategies

Collaborative Planning Time and Data Analysis

Action Step		
• Algebra teachers analyze student data and meet collaboratively to discuss student groupings, student tiers, and differentiation strategies. • Algebra teachers provide instruction based on student groupings, student tiers, administer 2nd benchmark assessment, analyze student data, and meet collaboratively to discuss student groups and differentiation strategies. • Algebra teachers provide instruction based on student groupings and student tiers making adjustments as needed, provide final Keystone Exam review, and once Keystone scores are released, analyze student data and meet collaboratively to discuss student groups and differentiation strategies		
Audience		
Classroom teachers		
Topics to be Included		
Data analysis, student grouping, differentiation strategies, instructional strategies, collaborative planning, etc.		
Evidence of Learning		
Student data from benchmark assessments, student grades, classroom observations, and classroom walkthroughs		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Department Chair	2024-09-13	2025-05-23

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Once per semester

Observation and Practice Framework Met in this Plan

- 1b: Demonstrating Knowledge of Students
- 3c: Engaging Students in Learning
- 2b: Establishing a Culture for Learning
- 1c: Setting Instructional Outcomes

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Communications Activities

At-risk Data

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Algebra, Biology, and English teachers analyze student data, and meet collaboratively to discuss student groups and best supports based on individual needs. Teachers continue to sort the bi-quarterly at-risk report for any additional students. • Algebra, Biology, and English teachers provide supplemental support based on student groupings while continuing to sort the bi-quarterly at-risk report for additional students. • Algebra, Biology, and English teachers provide supplemental support based on student groupings while continuing to sort the bi-quarterly at-risk report for additional students. Teachers provide final Keystone Exam review.	Students and families	Trigger course grades, supplemental support offerings, tutoring options	Department Chairs	09/13/2024	05/23/2025

Communications

Type of Communication	Frequency
Email	Twice per quarter
Newsletter	Once per quarter

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Christina Marie Lincoln	2024-07-24
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**