Pennsylvania STEAM Academy CS

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
PA STEAM Academy Charter School		115227398
Address 1		
1500 N. 3rd Street		
Address 2		
City	**State**	**Zip Code**
Harrisburg	PA	17102
Chief School Administrator		**Chief School Administrator Email**
Jennifer Morrison		JMorrison@pasteam.org
Single Point of Contact Name		
Jennifer Morrison		
Single Point of Contact Email		
JMorrison@pasteam.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
717-884-0950		122
Principal Name		
Jennifer Morrison		
Principal Email		
JMorrison@pasteam.org		
Principal Phone Number		**Principal Extension**
717-884-0950		122
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer Morrison	Chief School Administrator	PA STEAM	jmorrison@pasteam.org
Emily Town	Staff Member	PA STEAM	etown@pasteam.org
Carolyn Dumaresq	Board Member	PA STEAM	cdumaresq@pasteam.org
Joey Sala	Staff Member	PA STEAM	jsala@pasteam.org
Maggie McKee	Teacher	PA STEAM	mmckee@pasteam.org
June Popov	Parent	N/A	junemelvin@hotmail.com
Jenny Gallagher Blom	Board Member	PA STEAM	jenny.gallagherblom@use.salvationarmy.org
Doug Neidich	Community Member	Greenworks Development Community Partner	dneidich@greenworksdev.com
Sue Kegarise	Board Member	PA STEAM	skegerise@comcast.net

LEA Profile

PA STEAM Academy Charter School is a public charter school.
Our demographics include the following:

Students
We serve 440 students in the year 2025-26, with one additional grade level (and four classrooms) added each year until we reach the 8th grade.
Teachers
We have 27 certified teachers: 25 Classroom Teachers and 2 Special Education Teachers
We have 22 Success Coaches that operate as Elevated Paraprofessionals, several of which also hold Valid PA teaching credentials.

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Mission and Vision

Mission

Through sustained partnerships with higher education, after school organizations, non-profit community programs, local businesses, and government agencies, the Pennsylvania STEAM Academy's mission is to provide students with rigorous academic content, emphasizing Science, Technology, Engineering, Math, and the Arts by: - Providing project-based problem solving, discovery, and exploratory learning experiences. - Delivering instruction through a unique, experiential and collaborative process. - Delivering a rigorous and technologically enhanced curriculum that threads PA Standards through all content areas. - Inspiring creative, critical, and analytical thinking. - Utilizing community-based partners in the instructional delivery of creative/related arts and rich student experiences.

Vision

The vision of PA STEAM Academy Charter School is that our graduates will attain an awareness of community and develop problem solving skills, innovative thinking, and creativity, preparing them to contribute to society and attain success in post-secondary careers.

Educational Values

Students

ESSENTIAL CHARACTERISTICS include: *Students: will be expected to be well behaved and engaged learners.

Staff

*Teachers: will utilize a unique curriculum that weaves and connects science and art standards throughout all content areas incorporating daily project based instructional delivery, utilizing hands-on activities in Math, Science, and Engineering.

Administration

*Administration: create a safe, comfortable, and healthy learning environment for all students and staff.

Parents

*Parents: will be encouraged and expected to be active partners in their child's education.

Community

*Community involvement through actual field instructors in the related arts classes before and after school programs as well as summer programming will be offered.

Other (Optional)

Omit selected.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Science 13.9% of students scored Advanced on PSSA	We are a STEAM focused Charter; and put great emphasis on Science Curriculums. This number is indicative of our mission.
ELA 4% of students scored Advanced on PSSA	Confidence in our curriculum that our ELA curriculum is sustaining our high level readers
Science 61.1% of students scored proficient or advanced in Science on the PSSA	This is 2% higher than the state average in Science.
Attendance Regular Attendance has improved from 52.1% - 56.9%	Implementation of SAIP meetings that include Social Worker to assist in identifying barriers and working to remove them.

Challenges

Indicator	Comments/Notable Observations
{23-24} 36% of all student group were proficient or advanced in reading.	Two students who scored advanced in 3rd grade year, left school to move to Maryland. This is seen in a decrease in school-wide scores for the following year, due to only 40 tested students in a grade level. Loosing two top performing students, skewed performance scores overall with such a small data pool of learners.
{23-24} 28% of all student group were proficient or advanced in math.	Two students who scored advanced in 3rd grade year, left school to move to Maryland. This is seen in a decrease in school-wide scores for the following year, due to only 40 tested students in a grade level. Loosing two top performing students, skewed performance scores overall with such a small data pool of learners.
56.9% Attendance Rate	SAIP Meetings, additional support from Parent Liason

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

Strengths

Indicator	**Comments/Notable Observations**

Students with disabilities are in attendance at a higher rate than the all student group @ 60.9% compared to 56.9%. **ESSA Student Subgroups** Economically Disadvantaged	In addition, the dedicated team that supports IEPs and Students with Disabilities is intact and expanding to meet our needs as we continue to grow as a school.
Indicator Students in Black Category showed only a 7% of loss in ELA compared to the previous year, compared to the 15% of loss in the all student category. **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** We have a high level of diversity within our staff....primarily a large percentage of African American Males in our classrooms as success coaches. Additionally, we have diversity in our certified teaching staff as well.
Indicator Hispanic students are showing a 54.5% attendance rate. **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** He have 5 bilingual staff members that support full communication and outreach to Hispanic Families.

Challenges

Indicator Students in Economically Disadvantaged category in this category fell from 56.5% Proficient to 37.3% proficient in ELA **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 1 new to the profession and new to the building staff member added. 1 new to the building staff member added. Both new 4th grade educators had never used American Reading Company Curriculum and systems associated with this complex program. * ARC trainers agree that it takes an educator 2-3 years to become fully confident and comp. in the program.
Indicator Students in the White Category are in attendance 50% of the time. They are our lowest attendance subgroup. **ESSA Student Subgroups** White	**Comments/Notable Observations** Due to the low numbers of white students, the attendance of one or two students can skew the attendance percentages considerably.

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.

Science 13.9% of students scored Advanced on PSSA

Science 61.1% of students scored proficient or advanced in Science on the PSSA

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.

{23-24} 36% of all student group were proficient or advanced in reading.
{23-24} 28% of all student group were proficient or advanced in math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
360 of 360 students were screened and leveled in reading at the beginning of the 24-25 school year.	Procedures and protocols are in place for assessments.
Staff participates in monthly additional ARC training to advance knowledge in curriculum. This includes in class side by side coaching and monthly data review meetings via zoom with instructional coach from ARC.	Additional Trainings both in house and with outside agencies continue to focus on a Structured Literacy Delivery.
Implemented Heggerty as a supplemental curricular tool in K,1, 2 to support Phonics improvements in early grade level bands	.This program supplements the Phonics instruction already found within ARC; delivering it with whole body learning to keep students engaged.
only 44.6% of students 161-360 are on Target for their Reading Level in ARC	Less than 1/2 of our students are on target for reading.
ARC is a complex curriculum to learn and new teachers struggle to reach mastery in implementation within the first year. High Turnover rate can really limit staff abilities to reach mastery; keeping Staff in a cyclical cycle of non-proficiency in implementation	Turnover of staff creates a cycle of Educators not proficient with the curriculum delivery

English Language Arts Summary

Strengths

360 of 360 students were screened and leveled in reading at the beginning of the 24-25 school year.
Implemented Heggerty as a supplemental curricular tool in K,1, 2 to support Phonics improvements in early grade level bands
Staff participates in monthly additional ARC training to advance knowledge in curriculum. This includes in class side by side coaching and monthly data review meetings via zoom with instructional coach from ARC.

Challenges

only 44.6% of students 161-360 are on Target for their Reading Level in ARC
ARC is a complex curriculum to learn and new teachers struggle to reach mastery in implementation within the first year. High Turnover rate can really limit staff abilities to reach mastery; keeping Staff in a cyclical cycle of non-proficiency in implementation

Mathematics

Data	Comments/Notable Observations
All teachers are implementing Eureka math program materials with fidelity.	Teachers are working to improve pacing

Students are not meeting the state average for PSSA assessments.	only 28% of students in the 23-24 school year scored proficient or advanced in PSSA assessment.

Mathematics Summary

Strengths

All teachers are implementing Eureka math program materials with fidelity.
Didax Manipulative pairings have shown productive in helping students learn concepts visually

Challenges

50% of 3rd graders were proficient or advanced in using properties of multiplication and division on their Unit 1 Assessment.
56% of 1st graders were proficient or advanced in Understand and apply properties of operations and the relationships between addition and subtraction on their Unit 1 Assessment.
There is no established protocol for garnering or utilizing student growth and achievement data in math.
New students that arrive are behind; so developing strategies to bolster knowledge while not allowing them to fall behind on current instruction.

Science, Technology, and Engineering Education

Data	**Comments/Notable Observations**
There is no solid data point for Science Curriculum across all grade levels, other than PSSA scores.	currently there is no formal Data Collection Points for Science Content.
Students have participated for two consecutive years in the KidWind Solar Challenge at Penn State. Both years, PA Steam has earned 1st place and students were awarded entrance to the Worlds Competition.	23-24 Students won in Minneapolis; earning Rookie of the year. 24-25 students will be heading to Phoenix Arizona.
All classroom Educators have been trained in PLTW. Implementation in classrooms will begin in 25-26 school year.	PLTW is currently being implemented within the Tech Education Classroom for the 24-25 school year.

Science, Technology, and Engineering Education Summary

Strengths

Students have participated for two consecutive years in the KidWind Solar Challenge at Penn State. Both years, PA Steam has earned 1st place and students were awarded entrance to the Worlds Competition.
All classroom Educators have been trained in PLTW. Implementation in classrooms will begin in 25-26 school year.

Challenges

There is no solid data point for Science Curriculum across all grade levels, other than PSSA scores.

Funding for field trips and engagement activities outside of the school building is a challenge. Providing real world hands on activities for learners as part of the curriculum is something we would like to strengthen

Related Academics

Career Readiness

Data	Comments/Notable Observations
Students begin career readiness Binders in 3rd grade and collect artifacts at min. of 2 per year.	We are looking to expand to include online career exploration tools.

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

False Environment and Ecology Omit

Data	Comments/Notable Observations
Participate in Water Shed Programming - locally through Susquehanna River Learning. Shared Waters Curriculum exploration.	Pride of the Susquehanna Tour
KindWind Solar Challenge. 40 students participated in 23-24, 80 students participated in 25-25	we plan to expand to Wind Turbines in older grades
In 25-26 we will begin participation in the Future Cities of America Competition.	begins in 6th grade

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.

KindWind Solar Challenge. 40 students participated in 23-24, 80 students participated in 25-26
Students Participate in Water Shed Programming - locally through Susquehanna River Learning. Shared Waters Curriculum exploration.

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 are looking to expand to include online career exploration tools.
We are looking to begin Future Cities programming, but not enrolled yet

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

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

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.

N/A
N/A
N/A

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.

N/A
N/A
N/A

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Title 1 Program	PA STEAM is a School-Wide Title I school, identified based on enrollment of 87.5% economically disadvantaged students. PA STEAM's school Title I goals focus on reading mastery, parental and family involvement, and trauma-informed care/restorative practices professional development.
Student Services	This will be addressed in the State Require Reports through Student Services Assurances.
English Language Development Programs	There is a drafted LIEP Manual.

Strengths

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

PA STEAM is a School-Wide Title I school, identified based on enrollment of 87.5% economically disadvantaged students. PA STEAM's school Title I goals focus on reading mastery, parental and family involvement, and trauma-informed care/restorative practices professional development.
PA STEAM has a very active and motivated PTA.
PA STEAM has local IU support for students identified for special education services.
MTSS structure has been developed and working.
SAP team has been established and is working

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 special education plan is in development this school year (24-25).
The K-12 Guidance Plan (Ch. 339) is in development this school year (24-25).
MTSS framework and systems are new so staff are still learning this process and interventions
Without a systematic way to use data school-wide, special educators and interventionists cannot make data-driven decisions.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	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	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Summary

Strengths

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

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

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?

Focusing on continuous improvement is an area for growth at PA Steam Academy. Establishing a system of monitoring priority aspects in their charter, and implementing an MTSS system will greatly impact progress in achieving PA Steam's mission, vision, and Future Ready PA Index interim targets.
Creating a fluid system of use in the best possible way for MTSS - collecting data - now how we look at the data to provide direction and purposeful improvement

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
Science 13.9% of students scored Advanced on PSSA	False
Science 61.1% of students scored proficient or advanced in Science on the PSSA	False
360 of 360 students were screened and leveled in reading at the beginning of the 24-25 school year.	False
All teachers are implementing Eureka math program materials with fidelity.	False
N/A	False
N/A	False
KindWind Solar Challenge. 40 students participated in 23-24, 80 students participated in 25-26	False
N/A	False
Students have participated for two consecutive years in the KidWind Solar Challenge at Penn State. Both years, PA Steam has earned 1st place and students were awarded entrance to the Worlds Competition.	False
Implemented Heggerty as a supplemental curricular tool in K,1, 2 to support Phonics improvements in early grade level bands	False
Staff participates in monthly additional ARC training to advance knowledge in curriculum. This includes in class side by side coaching and monthly data review meetings via zoom with instructional coach from ARC.	False
All classroom Educators have been trained in PLTW. Implementation in classrooms will begin in 25-26 school year.	False
Students Participate in Water Shed Programming - locally through Susquehanna River Learning. Shared Waters Curriculum exploration.	False
Didax Manipulative pairings have shown productive in helping students learn concepts visually	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
PA STEAM is a School-Wide Title I school, identified based on enrollment of 87.5% economically disadvantaged students. PA STEAM's school Title I goals focus on reading mastery, parental and family involvement, and trauma-informed care/restorative practices professional development.	False
PA STEAM has a very active and motivated PTA.	False
PA STEAM has local IU support for students identified for special education services.	False
MTSS structure has been developed and working.	False
SAP team has been established and is working	False

Challenges

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

Strength	Check for Consideration in Plan
{23-24} 36% of all student group were proficient or advanced in reading.	False
{23-24} 28% of all student group were proficient or advanced in math.	False
50% of 3rd graders were proficient or advanced in using properties of multiplication and division on their Unit 1 Assessment.	False
56% of 1st graders were proficient or advanced in Understand and apply properties of operations and the relationships between addition and subtraction on their Unit 1 Assessment.	False
N/A	False
We are looking to expand to include online career exploration tools.	True
N/A	False
There is no established protocol for garnering or utilizing student growth and achievement data in math.	True
There is no solid data point for Science Curriculum across all grade levels, other than PSSA scores.	False
only 44.6% of students 161-360 are on Target for their Reading Level in ARC	False
ARC is a complex curriculum to learn and new teachers struggle to reach mastery in implementation within the first year. High Turnover rate can really limit staff abilities to reach mastery; keeping Staff in a cyclical cycle of non-proficiency in implementation	False
New students that arrive are behind; so developing strategies to bolster knowledge while not allowing them to fall behind on current instruction.	False
We are looking to begin Future Cities programming, but not enrolled yet	False
Funding for field trips and engagement activities outside of the school building is a challenge. Providing real world hands on activities for learners as part of the curriculum is something we would like to strengthen	False
N/A	False
Focusing on continuous improvement is an area for growth at PA Steam Academy. Establishing a system of monitoring priority aspects in their charter, and implementing an MTSS system will greatly impact progress in achieving PA Steam's mission, vision, and Future Ready PA Index interim targets.	True
The special education plan is in development this school year (24-25).	False
The K-12 Guidance Plan (Ch. 339) is in development this school year (24-25).	False
MTSS framework and systems are new so staff are still learning this process and interventions	True
Without a systematic way to use data school-wide, special educators and interventionists cannot make data-driven	True

decisions.	
Creating a fluid system of use in the best possible way for MTSS - collecting data - now how we look at the data to provide direction and purposeful improvement	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
MTSS framework and systems are new so staff are still learning this process and interventions	If we explore, install and implement a Multi-Tiered System of Support for students, we will be able to actively monitor student achievement, student assessments, instruction, attendance and effectiveness of tiered responses to student needs throughout the school and students will receive the levels of support they need to achieve academic success.	True
Without a systematic way to use data school-wide, special educators and interventionists cannot make data-driven decisions.	If we use systematic data processes to drive organizational & instructional decision-making to ensure that instruction and interventions are coordinated, aligned and evidence-based then we will be equipped to anticipate and respond to grade level-specific and individual student academic and social strengths and challenges, deploy targeted and specific interventions, and prepare for organizational change.	True
We are looking to expand to include online career exploration tools.		False
There is no established protocol for garnering or utilizing student growth and achievement data in math.		False
Focusing on continuous improvement is an area for growth at PA Steam Academy. Establishing a system of monitoring priority aspects in their charter, and implementing an MTSS system will greatly impact progress in achieving PA Steam's mission, vision, and Future Ready PA Index interim targets.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Foster a culture of high expectations for success for all students, educators, families, and community members	High quality and relevant PD

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we explore, install and implement a Multi-Tiered System of Support for students, we will be able to actively monitor student achievement, student assessments, instruction, attendance and effectiveness of tiered responses to student needs throughout the school and students will receive the levels of support they need to achieve academic success.
	If we use systematic data processes to drive organizational & instructional decision-making to ensure that instruction and interventions are coordinated, aligned and evidence-based then we will be equipped to anticipate and respond to grade level-specific and individual student academic and social strengths and challenges, deploy targeted and specific interventions, and prepare for organizational change.

Goal Setting

Priority: If we explore, install and implement a Multi-Tiered System of Support for students, we will be able to actively monitor student achievement, student assessments, instruction, attendance and effectiveness of tiered responses to student needs throughout the school and students will receive the levels of support they need to achieve academic success.

Outcome Category			
Other			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, the PA STEAM Academy MTSS Infrastructure will include a core MTSS team leading and managing MTSS for the school; regular student screenings using standardized tools that predict student performance on established benchmarks and resources aligned to match student need in the core and advanced support monitored by established data protocols, showing improvement on at least two more components of the needs assessment.sion			
Measurable Goal Nickname (35 Character Max)			
Multi-Tiered System of Supports			
Target Year 1	**Target Year 2**	**Target Year 3**	
Establish a fully functioning MTSS Process	Implement the MTSS Process and learn how to navigate nuances Add SAP referral to LinkIt	By June 30, 2026, the PA STEAM Academy MTSS Infrastructure will include a core MTSS team leading and managing MTSS for the school; regular student screenings using standardized tools that predict student performance on established benchmarks and resources aligned to match student need in the core and advanced support monitored by established data protocols, showing improvement on at least two more components of the needs assessment.sion	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Introduce LinkIt to New Teachers	Utilize system for SAP referrals	Improve data tracking for Tier 1 Interventions	Utilize Tier 1 data to ensure academic needs and resources are being met and provided

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)

Measurable Goal Nickname (35 Character Max)			
Target Year 1	**Target Year 2**	**Target Year 3**	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Priority: If we use systematic data processes to drive organizational & instructional decision-making to ensure that instruction and interventions are coordinated, aligned and evidence-based then we will be equipped to anticipate and respond to grade level-specific and individual student academic and social strengths and challenges, deploy targeted and specific interventions, and prepare for organizational change.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, PA STEAM Educators will use data to make informed instructional decisions at the building, grade, and at an advanced support level in literacy and math and monitor the effectiveness of those decisions using established protocols and decision rules agreed to by the faculty.			
Measurable Goal Nickname (35 Character Max)			
Data Systems			
Target Year 1	**Target Year 2**	**Target Year 3**	
Adoption of a Grade Level Meeting rotation for data review	Develop a system with Teacher Mentorship and Grade level meeting data review teams	By June 30, 2026, PA STEAM Educators will use data to make informed instructional decisions at the building, grade, and at an advanced support level in literacy and math and monitor the effectiveness of those decisions using established protocols and decision rules agreed to by the faculty.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Build Grade Level Meeting Schedule and Assign Teacher Mentors	Meet monthly with each teacher and grade level Team.	Develop a fluid system for data tracking in LinkIt as well as referral process for intervention times as needed by student need evaluation	Have a solid tracking and referral system with a method of recording student data at grade level meetings to ensure fidelity in instruction and targeted assistance in areas of need.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target Year 1	**Target Year 2**	**Target Year 3**	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Action Plan

Measurable Goals

Multi-Tiered System of Supports	Data Systems

Action Plan For: PBIS

Measurable Goals:
1. By June 30, 2026, the PA STEAM Academy MTSS Infrastructure will include a core MTSS team leading and managing MTSS for the school; regular student screenings using standardized tools that predict student performance on established benchmarks and resources aligned to match student need in the core and advanced support monitored by established data protocols, showing improvement on at least two more components of the needs assessment.sion

Action Step		**Anticipated Start/Completion Date**	
Continued implementation of PBIS		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jennifer Morrison	PBIS Team	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Monthly meetings with school discipline data review, and new staff trained on the digital storefront. Annual review of PBIS- all staff PBIS Team- data protocol training through PaTTAN in Fall (by end of 2026)		2025-08-04	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jennifer Morrison PBIS Team	Budget any necessary item for purchase, schedule meetings and training.	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Data protocol training for PBIS Team		2025-08-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jennifer Morrison	Scheduled with PaTTAN	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**

PBIS Team continues to be implemented with fidelity. Staff PD to solidify building matrix and classroom matrix. Continued support and training on PBIS rewards.	PBIS Network monitoring , yearly

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	2. PBIS	Title 1	172184	
Title II.A and Title IV.A Transfer Funds	3. PBIS	Title II,IV	27579	
Total Expenditures				199763

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS	Continued implementation of PBIS
PBIS	Monthly meetings with school discipline data review, and new staff trained on the digital storefront. Annual review of PBIS- all staff PBIS Team- data protocol training through PaTTAN in Fall (by end of 2026)
PBIS	Data protocol training for PBIS Team

Network of Partnership Schools

Action Step		
4. Continued implementation of PBIS		
Audience		
All Staff, Success Coaches		
Topics to be Included		
What is PBIS Training What is a Matrix Usage of School Store - online ticketing MTSS Tier 1 strategy Reily Bucks Store - when, and how to use online shopping and point distribution Designing our Matrix Lesson Plans centered around the Matrix		
Evidence of Learning		
Clearly posted matrix in all classrooms and common areas shared language Discipline reporting Monthly data review meetings lesson plans adopted		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
PBIS TEAM Administrator	2025-08-20	2028-06-09

Learning Format

Type of Activities	**Frequency**
Collaborative curriculum development	Monthly meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	**Frequency**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Communications Activities

PBIS Rewards

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers, Parents, Success Coaches	Training on platform - school wide incentives usage - PBIS system	Administration, PBIS Team	09/03/2024	10/26/2024

Communications

Type of Communication	Frequency
Other	quarterly with reminders and monitoring
Letter	once
Newsletter	quarterly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**